

CMN201 Children's Screen Media

School: School of Business and Creative Industries

2025 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Australian children's content makes an enormous contribution to the lives of young Australians. In this course, you will learn how to develop an original concept for an Australian Children's audience that has global appeal. You will examine the needs of your target audience; their cognitive abilities, the principles of humour for the very young, choice of medium, and government regulation and policy.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Lecture – 1 hour online lecture content for 12 weeks (or equivalent).	1hr	Week 1	12 times
Tutorial/Workshop 1 – In-class tutorial	2hrs	Week 2	12 times
ONLINE			
Lecture – 1 hour online content for 12 weeks (or equivalent).	1hr	Week 1	12 times
Tutorial/Workshop 1 – Interactive zoom tutorial	2hrs	Week 2	12 times

1.3. Course Topics

Introducing Key Concepts in Children's Screen Media
Analytical Frameworks for Children's Screen Media
The Construction of Childhood
Children as a media audience
Children's Television in the age of streaming
Children's Screen Media Industries
Production Cultures of Children's Screen Media
Regulating Children's Screen Media
The Datafication of Childhood
Privacy, Platforms and Children's Rights in a Digital World

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Identify the ways in which social and cultural contexts shape constructions of childhood, perceptions of the child audience and the screen media content that is produced for children.	Creative and critical thinker
2	Analyse and explain key aspects of the relationship between children and screen media	Creative and critical thinker
3	Explain and critically evaluate media practices involved in the production, distribution and monetisation of children's screen media content	Empowered

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Feedback will be provided in tutorials.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative, and Oral	Group	30%	Ten minutes	Throughout teaching period (refer to Format)	In Class
All	2	Written Piece	Individual	30%	1200 words (300 words x four explorations)	Week 9	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	40%	1500 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Group Presentation

GOAL:	Working in pairs, you will investigate and share your understanding of one key trend or issue in children's media production. Your trend or issue will be examined in reference to one or more of the key concepts that we have looked at during the course. This assessment is an oral presentation and a creative approach is encouraged. You could create a short video, a webpage showing relevant links, images, discussion of the topic/trend, or other social media, but you must make the majority of your presentation spoken. It is recommended that you use examples from media to support or illustrate your presentation. You will need to be prepared to discuss your presentation with the group afterwards.																	
PRODUCT:	Artefact - Creative, and Oral																	
FORMAT:	You will present your work during tutorials between Weeks 4 - 12, and submit your bibliography and your peer evaluation statement, for the task on Blackboard by Friday of Week 12. There is no need to submit the presentation component (video, website), as this will be presented live during the tutorial, but please indicate the type of presentation on your script (include URLs if available) for moderation purposes. At least four scholarly references should be used. Scholarly references do not include TV shows, ads, government papers, blogs, websites, but if you use these they should also be referenced in your bibliography.																	
CRITERIA:	<table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>Depth of analysis and explanation of key concepts</td><td>1 2</td></tr><tr><td>2</td><td>Engaging presentation that appeals to audience interest</td><td>1 2</td></tr><tr><td>3</td><td>Appropriate choice and use of medium for communication of presentation content</td><td>2 3</td></tr><tr><td>4</td><td>Ability to meet the time limit</td><td>1</td></tr></table>			No.		Learning Outcome assessed	1	Depth of analysis and explanation of key concepts	1 2	2	Engaging presentation that appeals to audience interest	1 2	3	Appropriate choice and use of medium for communication of presentation content	2 3	4	Ability to meet the time limit	1
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2	Engaging presentation that appeals to audience interest	1 2																
3	Appropriate choice and use of medium for communication of presentation content	2 3																
4	Ability to meet the time limit	1																
GENERIC SKILLS:	Communication, Collaboration, Organisation																	

All - Assessment Task 2: Reflective journal

GOAL:	The purpose of this assessment is to enable you to explore in more depth and analyse four of the weekly stimuli materials. Your written explorations will allow you to detect and identify key themes and trends that characterise debates about children as a media audience, and the ways in which screen media content for the child audience is regulated, funded, produced and distributed																
PRODUCT:	Written Piece																
FORMAT:	This written piece will consist of four responses, each 300 words in length. You will choose four stimuli packages to explore and analyse. At least four academic references are required. Approaches to this task will be discussed in tutorials.																
CRITERIA:	<table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>The extent to which you demonstrate awareness of how constructions of childhood are shaped by the social, cultural and political contexts of children's lives</td><td>1</td></tr> <tr> <td>2</td><td>The extent to which you demonstrate understanding of how children's screen content is funded, distributed, and monetised by media providers</td><td>3</td></tr> <tr> <td>3</td><td>The connections you make between the course readings and the themes you identify in each response</td><td>2</td></tr> <tr> <td>4</td><td>Adherence to the conventions of formal academic writing</td><td>2</td></tr> </table>	No.		Learning Outcome assessed	1	The extent to which you demonstrate awareness of how constructions of childhood are shaped by the social, cultural and political contexts of children's lives	1	2	The extent to which you demonstrate understanding of how children's screen content is funded, distributed, and monetised by media providers	3	3	The connections you make between the course readings and the themes you identify in each response	2	4	Adherence to the conventions of formal academic writing	2	
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GENERIC SKILLS:																	

All - Assessment Task 3: Essay

GOAL:	The purpose of this task is to allow you to share your critical evaluation of various aspects of the relationship between children and the media, including key characteristics of the children's media industries, and the contemporary trends affecting industry practitioners' creative norms.																									
PRODUCT:	Written Piece																									
FORMAT:	Academic format. A formal, argumentative essay of 1500 words. The essay must be grounded in relevant academic and industry research with a minimum of 8 academic sources included. You should use the Harvard referencing system. See Blackboard for more details about the requirements of this task and a list of recommended readings and research sources.																									
CRITERIA:	<table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Evidence of critical thinking</td><td>1</td></tr> <tr> <td>2</td><td>Demonstrated knowledge of key aspects of the relationship between children and the media</td><td>2</td></tr> <tr> <td>3</td><td>Use of appropriate sources and research (at least eight academic sources)</td><td>3</td></tr> <tr> <td>4</td><td>Well-structured and evidenced arguments</td><td>3</td></tr> <tr> <td>5</td><td>Proficiency in formal essay writing conventions relating to presentation and referencing</td><td>2</td></tr> <tr> <td>6</td><td>Precision of language, grammar, syntax and punctuation</td><td>2</td></tr> <tr> <td>7</td><td>Ability to write to set word count</td><td>3</td></tr> </table>	No.		Learning Outcome assessed	1	Evidence of critical thinking	1	2	Demonstrated knowledge of key aspects of the relationship between children and the media	2	3	Use of appropriate sources and research (at least eight academic sources)	3	4	Well-structured and evidenced arguments	3	5	Proficiency in formal essay writing conventions relating to presentation and referencing	2	6	Precision of language, grammar, syntax and punctuation	2	7	Ability to write to set word count	3	
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GENERIC SKILLS:	Communication, Organisation, Information literacy																									

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au