UniSC

COURSE OUTLINE

CMN314 **Global Communication**

School: School of Business and Creative Industries

2025 | Semester 1

| 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

Global Communication looks at how power operates in and through communication systems and how the strategic use of communication by both governments and social movements works. It explores how we can better understand what 'public opinion' is and how it can be shaped and measured, and how 'public spheres' have evolved in the digital age to facilitate, and sometimes inhibit, public and private deliberation. The course examines the role of disinformation in our ever-more mediated world where rapid expansions of 'platform power' and Artificial Intelligence are reshaping Strategic Communications practices and skill sets.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	2hrs	Week 1	12 times
ONLINE			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled online workshops (Recorded).	2hrs	Week 1	12 times

1.3. Course Topics

Understanding public spheres, collective deliberation, public opinion

Global Communication Systems, infrastructure and Governance.

Global news media corporations and the 'flows' of international journalism and information.

Development Communication, Modernization, Globalisation, 'glocalisation', neo-liberalism, mediatisation, i.e core theoretical concepts and constructs in Global Communication.

'Big Data', algorithmic automation, micro-targeting and the rise of – and resistance to – 'Platform Power'.

Public Relations and 'persuasive industries'; critique and pratices.

Global/transnational Social Change campaigns and Social and Behaviour Change (SBCC) approaches.

2. What level is this course?

> 300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

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 Appreciate and engage with perspectives on globalisation and theories of global communication.	Knowledgeable Sustainability-focussed
2 Recognise media and communication practices in intercultural, multicultural and international contexts.	Engaged
3 Interrogate the global public sphere, global publics and the role and scope of global organisations.	Creative and critical thinker
4 Deconstruct strategies deployed in transnational relations in the civil, public and corporate spheres.	Ethical Sustainability-focussed

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

Short written conceptual overviews of the selected core concept will be submitted in weeks 2 to 4, and general feedback will be given to the class on these contributions.   Selection and discussion of topics for Task 2 and Task 3 will take place with the supervisor to ensure viable topics are developed for each assignment.

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	Written Piece	Individual	25%	1000 words.	Week 5	Online Assignment Submission with plagiarism check
All	2	Report	Individual and Group	30%	1500 words	Week 10	Online Assignment Submission with plagiarism check
All	3	Artefact - Creative, and Written Piece	Individual	45%	2000 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Core concepts

GOAL:	This task has been designed to build your knowledge of key global communication concepts and theories, and your understanding of the physical and legal infrastructure underpinning and governing global communication in the digital age. Theories such as Agenda-Setting, Social Identity Theory, Social Learning Theory, Diffusion of Innovation and concepts such as the mediatisation of public opinion, the nature of local and global public spheres, globalisation and cultural flows, will be explored.
PRODUCT:	Written Piece
FORMAT:	This task is to be written in an academic format as per instructions shared in a Task Information sheet supplied in the workshops and elaborated on in a Task information session.

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge of debates surrounding globalisation	① ② ③
	2	Understanding of global communication theories and concepts	① ② ③ ④
	3	Appreciation of intercultural and international communication practices	② ③
	4	This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Competency will be assessed PC1.1 Creates a cohesive and consistent artefact/essay	

GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 2: Country News Media System Analysis

GOAL:	This task has been designed to enable you to analyze the news ecosystem in Australia news and compare it to news environments in other nations. You'll demonstrate an understanding of how local news media interact with global news agenda setters to shape nations - and how nations, in turn, shape their news media. This will be done via a focus on an issue of global significance related to Sustainable Development Goals (SDGs) (e.g. climate change communication)
PRODUCT:	Report
FORMAT:	Details of the exact format will be shared via a Task Information sheet. This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Competency will be assessed: PC1 Communication. PC1.1 Creates a cohesive and consistent artifact/essay that evidences attention to detail and elegant language that skilfully communicates meaning with clarity and fluency. PC 1.2. Strong visual appeal resulting from unique and creative design features. Aspirational/inspirational purpose Artistically and harmoniously balanced. No evidence of imperfections. PC. 1.3 An imaginative position is stated taking into account the complexities of an issue. Limits of the position are acknowledged. Others' points of views/idea are combined and used to support the position.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Appropriate selection of global issue and nation state	① ③ ④
	2	Sophisticated analysis of news media system using relevant models and theories	② ③
	3	Sophisticated analysis of news stories using empirical methods	① ②
	4	Excellent critique of media system and nation state ideology using relevant literature	① ② ④
	5	Theoretically informed analysis of the impact of country news media system on international communication and reputation	① ② ③
	6	Creates a cohesive and consistent artifact/essay that evidences attention to detail and elegant language that skilfully communicates meaning with clarity and fluency.	②

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Applying technologies, Information literacy

All - Assessment Task 3: Global Social Change Communication Campaign

GOAL:	This task has been designed to enable you to analyse and evaluate a global social change communication campaign, and apply your analysis and finding to suggestions of what would be required to improve future campaigns in this area of concern.
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	This task is to be presented and written in a professional format, as an audiovisual presentation with an accompanying script, which should include references. Specifications for both will be shared in more detail in a Task Information Sheet to be provided in class. This task has two components: firstly, to identify and deconstruct a recent or ongoing transnational social change communication campaign i.e undertake secondary research to discern the overall goals and objectives of the campaign, the campaign's understanding of their target public/s, the key messages and strategy and tactics used to communicate these messages; and unpacking of the campaign's ethical dilemmas etc). The second part of the assignment involves drawing on the insights generated in your analysis to propose improvements to future strategies, including, for example, better message design,or more strategic audience segmentation, and other areas as outlined in the Task Information Sheet.
	This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Competency will be assessed: 3 Ethical and cultural understanding
	PC3.1 Identifies and describes ethical issues via examining a major social communication campaign, and evidences an insightful understanding of the contributing factors and interconnection between the issues in complex, multilayered situations.
	PC 3.2. Comprehensively and insightfully Uses a variety of sources to validate conduct/behaviour identifying influence of context. Evaluates own position while integrating views of others. Analyses ethical dimensions underlying the behaviour/conduct.
	PC. 3.3. Recognises bias/erroneous thinking and alignment. Uses collaborative inquiry to examine/modify thinking drawing conclusions that lead to change or justify current position/opinion

CRITERIA:	No.		Learning Outcome assessed
	1	Selection of relevant global social change campaign	① ② ③
	2	Application of appropriate theories and methods	①
	3	Clear identification of the campaign process	② ③
	4	Sophisticated deconstruction of messages and discourses	③ ④
	5	Identification of ethical communication issues	② ④
	6	Identifies and describes ethical issues via examining a major social communication campaign, and evidences an insightful understanding of the contributing factors and interconnection between the issues in complex, multilayered situations.	① ② ③

GENERIC SKILLS:	Problem solving, Applying technologies, 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

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 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 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