

SUS202 Communicating Sustainability

School: School of Law and Society

2026 | Trimester 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, unless your program has specified a mandatory onsite requirement.

Please go to unisc.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

Communicating sustainability ideas effectively is essential to achieving transformation at individual, organizational and societal scales. Sustainability communication is a complex task requiring comprehensive sustainability knowledge, interpersonal skills, creativity, precision and proficiencies across a diverse mix of media. This course combines communication theory and sustainability discourse to present a range of proven techniques and strategies to achieve action for sustainability. You'll gain interdisciplinary experience across the trans-media landscape and range of advocacy mechanisms.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – 1 hour of asynchronous learning materials.	1hr	Week 1	12 times
Tutorial/Workshop 1 – On Campus Workshop - 2 hours	2hrs	Week 1	10 times
ONLINE			
Learning materials – 1 hour of asynchronous learning materials.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Online	2hrs	Week 1	10 times

1.3. Course Topics

Contested conceptions of sustainability

Defining a sustainability issue

Introduction to systems thinking for wicked problems

Stakeholder identification

The purpose of communicating sustainability

Theoretical frameworks for communicating sustainability

Elements of communication, e.g. audience, message, messenger, mode, monitoring, evaluation

Tools for communication: news media, visuals, stories, social media, film, planned events, advocacy, disruption

Case study: climate change

Developing strategies for communicating sustainability

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 Communicate sustainability ideas effectively and succinctly by applying communication principles and using credible evidence.	Creative and critical thinker
2 Use written and visual communication strategies for the effective dissemination of sustainability knowledge and ideas.	Empowered
3 Analyse and apply a range of communication tools and strategies with reference to purpose, audience, content and the sustainability context.	Engaged
4 Use and integrate relevant technologies to enhance the efficacy of sustainability communication strategies.	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)

Foundation knowledge in sustainability principles, theory and application

5.5. Microcredential Information

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

Workshops include formative feedback from peers and the course convenor on assessments prior to their submission. This is to ensure students are addressing the required criteria and to identify where there is need for additional support.

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	Report	Group	30%	1500 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Artefact - Creative, and Written Piece	Individual	30%	A3 page infographic	Week 8	Online Submission
All	3	Report	Individual	40%	2000 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Group Report

GOAL:	To analyse a sustainability issue, identify stakeholders, and reflect on implications for effective communication to inspire appropriate action																		
PRODUCT:	Report																		
AUTHORSHIP STATEMENT:																			
FORMAT:	Group report-1500 words (excluding reference list) Working in groups of 2-4 identify a current sustainability issue; then using academic references examine its main drivers, impacts, stakeholders, potential actions to address it, and implications for communication.																		
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Identify and describe a sustainability issue with its key drivers and impacts</td><td>2</td></tr><tr><td>2</td><td>Identify and describe a range of stakeholder perspectives on your chosen issue</td><td>2</td></tr><tr><td>3</td><td>Suggest appropriate goals and limitations for communicating to each of the stakeholder groups identified</td><td>1</td></tr><tr><td>4</td><td>Ensure the quality of syntax, mechanics and evidence-based resources in your review</td><td>1</td></tr><tr><td>5</td><td>Contribute to group discussion processes and report</td><td>4</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Identify and describe a sustainability issue with its key drivers and impacts	2	2	Identify and describe a range of stakeholder perspectives on your chosen issue	2	3	Suggest appropriate goals and limitations for communicating to each of the stakeholder groups identified	1	4	Ensure the quality of syntax, mechanics and evidence-based resources in your review	1	5	Contribute to group discussion processes and report	4
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5	Contribute to group discussion processes and report	4																	
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy																		

All - Assessment Task 2: Creative Written Piece

GOAL:	To communicate the important dimensions of a sustainability issue in a concise and effective visual format.															
PRODUCT:	Artefact - Creative, and Written Piece															
AUTHORSHIP STATEMENT:																
FORMAT:	An individual infographic (A3 size with a minimum of 11 font) that persuasively presents a sustainability issue suitable for a selected audience															
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4	Identify a target audience group and frame a message to attract their attention	3														
GENERIC SKILLS:	Communication, Applying technologies															

All - Assessment Task 3: Communications strategy

GOAL:	To demonstrate your ability to develop an effective communication strategy to address a contemporary sustainability issue.																					
PRODUCT:	Report																					
AUTHORSHIP STATEMENT:																						
FORMAT:	Individual 2000 word communication strategy (excluding references).																					
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Articulate the goal/s of the communication strategy</td><td>3</td></tr><tr><td>2</td><td>Identify a target audience and describe framing appropriate for that audience</td><td>3</td></tr><tr><td>3</td><td>Develop an effective key message and identify influential messenger/s</td><td>3</td></tr><tr><td>4</td><td>Analyse a range of communication modes and select the most appropriate mode/s</td><td>3</td></tr><tr><td>5</td><td>Describe how the impact of your strategy will be monitored and evaluated</td><td>4</td></tr><tr><td>6</td><td>Ensure the quality of syntax, mechanics and evidence-based resources in your strategy</td><td>1</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Articulate the goal/s of the communication strategy	3	2	Identify a target audience and describe framing appropriate for that audience	3	3	Develop an effective key message and identify influential messenger/s	3	4	Analyse a range of communication modes and select the most appropriate mode/s	3	5	Describe how the impact of your strategy will be monitored and evaluated	4	6	Ensure the quality of syntax, mechanics and evidence-based resources in your strategy	1
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GENERIC SKILLS:	Communication, Problem solving, Organisation, 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

Information regarding prescribed texts or other associated resources will be made available on the Canvas site prior to commencement of study.

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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)