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## Overview

### Diploma part 1

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### Diploma part 2

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Purpose
This unit introduces students to some key theories which are explored in the first year communications core unit Media Studies. Students are introduced to the key components of film studies theory, and will look at how film texts and industries can be analysed. By attending lectures and tutorials, completing prescribed readings, participating in class discussions, delivering oral presentations, practicing a range of different writing skills including contributing to an On-line Glossary, students will acquire a range of practical and conceptual skills which will prepare them for the first year Communication Studies sequence.

Prerequisites
Nil

Learning outcomes
On completion of this unit, students should be able to:
1. Demonstrate an understanding of the impact that film-making and film-watching has on the ways we perceive ourselves individually and as a nation;
2. Demonstrate an understanding of the ways in which films are produced, distributed and exhibited;
3. Demonstrate an understanding of Mise-en-Scene and how it applies to the composition of the film;
4. Demonstrate an understanding of auteurship and be able to apply auteur theory in the reading of two films;
5. Demonstrate an understanding of the Narrative construction of film, and how plot and story, cause and effect, time and space contribute to the overall structure of the film;
6. Demonstrate an understanding of Genre by examining different film genres;
7. Demonstrate an understanding of the concepts of power and ideology through representations in film where certain groups of people are marginalized through misrepresentations or stereotyping;
8. Demonstrate a critical understanding of introductory Semiotics and how denotation, connotation and intertextuality explain the language of film.

Assessment
Participation: 10%
Oral presentation: 20%
Minor essay in class: 20%
Major essay: 25%
Examination: 25%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
Purpose
This unit forms the preparatory component to the Part 2 Journalism sequence. This unit has been designed to assist students in understanding the industry of journalism. The primary focus will be on developing analytical skills about a variety of journalistic genre; while the secondary emphasis will be on understanding how the creative and persuasive journalism industry operates.

The unit begins with exploring the context in which journalism exists. Students will study the expectations and obligations that the industry and public have of journalists. Students will explore their own use of the media and how this influences their writing to illustrate journalistic processes.

Six genres of media, comprising old and new technology, will be studied. A definition of how audience, purpose, technique and contention operate will be developed. These definitions will form a framework of strategies which students can use in their own writing.

Students will then research and study one of the genres in detail giving the chance to demonstrate their understanding of the unit.

Prerequisites
Nil

Learning outcomes
On completion of this unit students should be able to:
1. Demonstrate an understanding of journalism as a profession
2. Identify and define the purpose of different styles of journalistic writing
3. Employ writing and interviewing techniques for different media
4. Demonstrate knowledge of the history and background of journalism in both Australian and International contexts.

Skills
On completion of this unit, students will have developed essential skills, so that they can:
1. Analyse a workplace context for journalists
2. Critically analyse spoken and written texts in a range of media genres
3. Research, write and present in a range of media genres
4. Develop strategies involved in journalistic writing.

Assessment
Minor essay: 20%
Weekly writing folio: 30%
Journalist log & practical task: 30%
Class participation and reading responses: 20%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
INTRODUCTION TO ACADEMIC WRITING (MCD1570)

Purpose
The purpose of this unit is to introduce students to the academic and lifelong learning skills required to be successful Arts students.

Students will acquire skills and knowledge in reflective, descriptive and academic essay writing and these skills will be transferable to writing in all subjects students undertake both in Monash College and University. Students will also develop skills in academic reading, drafting and writing of an academic essay, paraphrasing, quoting & referencing, and editing and proofreading. They will develop research skills, and appropriate techniques in the use of sources (referencing, quoting, paraphrasing, and the avoidance of plagiarism). In using a range of written and audio/visual materials, students will have opportunities to apply and demonstrate their understanding of the various skills in their work.

This unit will support students in building effective learning strategies using a range of thinking skills, learning approaches and assessment responses.

Prerequisites
Nil

Learning outcomes
When you have completed this unit, you are expected to be able to:
1. Identify relevant skills appropriate to an Arts program.
2. Learn to a take deeper approach to reading and construct meaning from academic texts.
3. Understand the need to think critically and assess the credibility of both primary and secondary sources when conducting academic research.
4. Demonstrate skills in written and oral presentation, argument and analysis.
5. Demonstrate skills in critical analysis, including the ability to synthesise theories and concepts from a range of sources.
6. Learn to differentiate between academic and non-academic articles and papers.
7. Develop skills and enhanced abilities to conduct research.
8. Use Harvard referencing and effective summarising, quoting and paraphrasing techniques.
9. Effectively use appropriate electronic databases & internet sources in research and communication.
10. Learn techniques of formatting, editing and proofreading language, spelling and layout.
11. Learn to develop essays in academic style.
12. Demonstrate an awareness of different communication methods.

Assessment
Oral Presentation: 10%
Critical Review: 20%
Academic Essay: 30%
Reflective Thinking and Writing: 10%
In-Class Essay: 20%
Class Participation: 10%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
DATA ANALYSIS (MCD1110)

Purpose
The intention of this unit is to promote students’ awareness of the importance of mathematics/statistics in everyday life and to build up confidence in making effective use of mathematical/statistical ideas, techniques and processes. This unit aims to provide students with the knowledge and skills to make effective use of methods of analysing quantitative data by the use of graphical and numerical method, interpretation of results and making decision in both business and everyday life.

Prerequisites
MCD1050 Introductory Mathematics
MCD1550 Introductory Mathematics for Business (Business stream)
MCD1050 Introductory Mathematics (Commerce stream)

Learning outcomes
On completion of this unit, students should be able to:

• Arrange data into pictorial and tabular formats for presentation and interpretation purposes.
• Calculate, compare and interpret the three measures of central tendency - mean, median and mode - for both ungrouped and grouped data.
• Calculate, compare and interpret range, quartile deviation, standard deviation and co-efficient of variation - for both ungrouped and grouped data.
• Understand the elementary counting techniques, axioms, interpretation and properties of probability, conditional probability and independence, apply probability tree in probability computation, and draw Venn diagrams. Draw XY-scatter plot, assess the strength of linear relationship visually, calculate and interpret Pearson product-moment correlation coefficient.
• Understand the meaning of the least square regression line, calculate the least squares regression line equation, interpret the slope and intercept, use the least square regression line for estimation, assess validity of estimates.
• Goodness of fit, computation and interpretation of coefficient of determination, draw the least squares regression line into XY-scatter plot.
• Perform other forms of nonlinear regression and transformations into linear form by one of the axes scales using a square, log or reciprocal transformation.
• Apply basic residual analysis with residual plots such as: residuals on the vertical axis versus on the horizontal axis, residuals on the vertical axis versus on the horizontal axis, on the vertical axis versus on the horizontal axis.
• Recognise the four components of time series such as trend, seasonal, cyclical and random by a visual inspection of time series plot.
• Compute and apply seasonal indices, perform seasonal adjustments. Apply smoothing with moving averages with or without centering.
• Modelling the linear trend with linear regression.

Assessment
• Tests: 40%
• Assessment task 1 (class or on-line test(s)): 20%
• Assessment task 2 (one of the following - class or on-line test(s), extended task, research, negotiated assignment, student design): 20 %
• Test consists of the combination of multiple choice, short answer and analytical questions.
• Examination: 60% closed book exam in duration of 3 hours plus 10 minutes reading time.
• Exam consists of the combination of multiple choice, short answer and analytical questions with percentage component 30 + 50 + 20. A scientific or graphics calculator is allowed for all assessments.

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
MEDIA STUDIES B: MASS COMMUNICATION AND THE MODERN WORLD (MCD1360)

Purpose
This unit analyses the key components of mass communication studies theory, and examines how information and communications media have developed over time. The unit explores barriers to communication, as well as the ways in which different communication media and messages have impacted on different social and cultural groups. Through the completion of prescribed readings, class discussion, oral presentations and written essays, students will acquire the knowledge, concepts, and analytical skills which will prepare them for further study in the area of Media, Communication Studies and Journalism in Part Two of the Diploma of Arts.

Prerequisites
Nil

Learning outcomes
On completion of this unit, students will be able to:
1. Demonstrate knowledge of key mass communication theories and identify the strengths and weaknesses of each;
2. Apply analytical concepts from communication theory to different media texts;
3. Discuss the contribution audience studies / effects research has made to understanding and quantifying the impact of mass communication on social and political changes;
4. Understand the concept of power in the media and its role in effecting social contexts;
5. Identify and discuss the role of media and its impact on key historical events over the last one hundred years;
6. Identify and discuss the variety of roles media plays in the formation of public discourses and patterns of participation in a democratic society;
7. Understand the impact of developments in information and communications technologies in building new communities and creating greater social equality and cohesion.

Assessment
Participation: 10%
Oral presentation: 20%
Media case study: 20%
Major essay: 25%
Examination: 25%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
Purpose
This unit has been designed to develop your understanding of culture and its impact on business in the current environment. In this unit we will examine the impact of culture on values, norms, attitudes and patterns of communication. Your studies will assist you in developing strategies for effectively communicating and negotiating with individuals from other cultures.

You will also learn effective ways to research cultures and communication styles in order to prepare for intercultural encounters. You will have an opportunity to apply understanding of cultural and ethical issues to realistic business situations.

Prerequisites
Nil.

Learning outcomes
On completion of this unit, students should be able to:
1. Demonstrate understanding of culture, communication and the issues involved in intercultural communication.
2. Understand the important relationship between language and culture.
3. Define, describe and analyse the cultural values, norms, attitudes and behaviours that influence and impact on business in a globalised world.
4. Apply intercultural communication skills and understanding of cultural issues involved in dealing with individuals from diverse cultures.
5. Conduct independent research related to intercultural theories and intercultural business.
6. Understand the need to think critically and assess the credibility of sources when conducting academic and business research.
7. Learn in collaboration with others, by sharing ideas and tasks.
8. Demonstrate ability to plan, prepare and present ideas in a manner appropriate to academic and business worlds.

Assessment
Oral presentation: 10%
Class discussion & summary: 10%
Group business report: 20%
Class attendance and participation: 10%
Final examination (closed book): 50%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
Purpose

The purpose of this unit is to introduce students to the discipline of psychology with an emphasis on seeing the relevance of psychology to everyday life. Throughout this unit students will gain an appreciation of psychology as a multifaceted discipline encompassing both scientific research and evidence based practice. Students will discover how the principles of psychology enhance our understanding of human behaviour and that these principles can be applied to many areas of study including; counselling psychology, business, biological sciences, human relations, politics and many more. This unit also encourages students to apply empirical and critical thinking skills to the wealth of information which they are exposed to everyday.

The unit also aims to improve critical thinking, facilitate independent thinking, and to develop decision making and problem solving skills. The aim of the content and the assessment tasks is to arouse interest in the student to become self-directed learners. The unit will also introduce research methods which facilitate unbiased research outcomes, in order to lay good foundations for future research in psychology and other fields of interest.

Prerequisites

Nil

Learning outcomes

On completion of this unit students should be able to:

1. Relate psychology to the everyday world, and understand how psychology relates to themselves and the ways in which they think, feel, eat, sleep, learn and interact with their environment
2. Identify the main paradigms that underpin our understanding of behaviour
3. Appreciate the intricacies of social, biological and psychological influences on behaviour
4. Recognise the difficulties in defining abnormal behaviour, diagnosis and treatment of psychological disorders
5. Begin to independently access and evaluate scholarly materials; including texts & journals related to psychology
6. Explain how psychology uses the scientific method to acquire knowledge in order to understand human behaviour
7. Demonstrate critical analysis procedures, prepare literature reviews & acquire basic knowledge of writing laboratory reports as related to psychological research.

Assessment

Critical thinking poster: 10%
Mid-trimester class test: 20%
Lab report: 30%
Media analysis: 10%
Examination: 30%

Mode of study

This unit is taught in face-to-face mode only. There are no online or work placement components.
Purpose
This unit introduces students to the political, economic, religious, and social ideas that shape the modern world. This unit equips its students with the knowledge and understanding to make sense of what is happening in the world around them.

This unit examines the relationships between social forces, including: the Enlightenment, democracy, liberalism, capitalism, communism, fascism, secularism, and globalisation, as well as the relationships between the three 'religions of the book': Judaism, Christianity, and Islam. This unit also examines the role the mass media and the Internet play in shaping the modern world, and disseminating modern ideas around the world.

This unit also engages its students in thinking about the myriad of problems confronting the modern world, and how we can make sense of these problems in terms of the conflicts between the ideas we study in the unit. The unit will examine questions such as: What does it mean to be a 'modern person'? Why are democratic countries always capitalist? Why is oil so important in global politics? Why are Israelis and Palestinians fighting? What is the cause of terrorism? and, To what extent are multicultural societies actually multicultural?

This unit encourages its students to develop effective critical thinking skills in the way they think about the how the modern world 'works', and about their own place, as individuals, in the modern world.

This unit will encourage its students to develop effective critical thinking skills in the way that they think about the way the modern world functions, and about their place, as modern individuals, in the modern world.

Prerequisites
Nil

Learning outcomes
On completion of this unit students should be able to:
1. Define and discuss the key ideas and historical events that have shaped the modern world
2. Critically analyse the conflicts between the ideas defined above
3. Demonstrate through oral and written presentations, as well as classroom interaction, a heightened awareness of how these different ideas have led to the development of different cultures around the world
4. Discuss the ethical issues involved in dealing with people from other cultures
5. Demonstrate how contemporary events and issues in the modern world can be explained through the ideas examined in this unit
6. Critically reflect on their own place in the modern world, and on what is asked of them as 'modern' individuals in the modern world

Assessment
Class test: 20%
Research essay: 30%
Oral presentation: 10%
Examination: 40%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
Purpose
Students will acquire skills and knowledge in the genre of the tertiary-level academic essay: these will be transferable to all writing in all subjects students undertake. Students will study techniques of planning and idea generation. Students will acquire a solid foundation in grammar, punctuation, spelling, usage and style. Students will develop research techniques, and correct techniques in the use of sources (referencing, quoting, paraphrasing, and the avoidance of plagiarism). Students will study and apply techniques of argumentation. Study skills in the genre of academic writing, oral presentation, drafting, and editing as well as proofreading will be developed.

Prerequisites
Nil

Learning outcomes
By the conclusion of the subject a student should:
1. Be able to employ techniques to generate ideas, overcome writer's blocks, and structure argumentation.
2. Have acquired or revised basic concepts of grammar, punctuation, spelling, use and style, and be able to apply these in correcting faults and in developing exposition, authorial voice and expression in essays.
3. Have developed research skills in relation to primary, secondary and tertiary sources, both in hard copy and online sources.
4. Have developed professional practice in the skills of referencing, quoting, paraphrasing, and the avoidance of plagiarism.
5. Have developed techniques of argumentation by studying logic, fallacies, and techniques of persuasion and influence.
6. Have acquired skills in the genre of academic writing, such as expositional sequences, rhetorical strategies, register, audience, and authorial voice.
7. Have acquired and improve oral presentation skills of content in essays.
8. Have developed skills in drafting, redrafting, editing and proofreading.

Assessment
Opinion/Position piece: 10%
Practice essay: 25%
Research essay: 40%
Quizzes: 20%
Participation: 5%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.

Updated October 2016
Purpose
The central objective of Media and Culture is to help students better understand the relationships between media and society; that is, how media influences, and is influenced by, social, economic, political and cultural factors in the broader society. It introduces students to how media content is produced, distributed and consumed and also examines the ways in which power and influence are exercised through media in social life.

Prerequisites
Nil

Learning outcomes
On completion of this subject students should be able to:
1. Demonstrate an appreciation of the historical development of media industries.
2. Recognise and be able to apply available frameworks for critically understanding the relationship between media and society.
3. Demonstrate an understanding of the social, economic, political and cultural factors that shape the production, distribution and consumption of media.
4. Demonstrate an appreciation of the ways that the mass media contribute to understandings of the world.

Assessment
Critical review: 20%
Essay: 35%
Tutorial participation & presentation: 10%
Exam: 35%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
INTRODUCTION TO SOCIOLOGY (MCD6120)

Purpose
In this subject students will begin the process of learning about the concepts and approaches used by sociologists to analyse and gain an understanding of the social world. Students will learn how these concepts are used to examine particular aspects of social life. The specific topics considered vary from year to year. These may include youth and popular culture, gender and sexuality, religion and multiculturalism.

Prerequisites
Nil

Learning outcomes
On completion of this unit students should be able to demonstrate:
1. Knowledge of some of the key concepts and perspectives used in sociological analysis;
2. Understanding of how sociologists approach the link between the individual and society;
3. An understanding of how structural factors influence the ways in which people experience everyday life;
4. Skills in presenting coherently argued and well organized essays on sociological topics.

Assessment
Short Reflective Piece: 10%
Annotated Bibliography and Essay Plan: 10%
Main Essay: 35%
Tutorial Participation: 10%
Examination: 35%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
Purpose

Contemporary Worlds One is designed to give you the historical background and conceptual tools to understand the contemporary world. The world today is in flux. The United States, the sole superpower since the collapse of the Soviet Union, appears to be in decline. In Asia, China has broken from its Communist past to emerge as an economic powerhouse and seems set to challenge U.S. dominance in the region. The Middle East remains locked in conflict with no sign of a peaceful settlement in sight. In Europe, the optimism that followed the end of the Cold War has only been partially justified. All of these developments are rooted in events that stretch back at least into the twentieth century and in many cases far earlier. These events shaped the world that we live in today. This unit traces the key political, economic and social developments since 1945 that have brought us to where we are today.

Prerequisites

Nil

Learning outcomes

On completion of this unit students should be able to:

1. Demonstrate knowledge of modern world history.
2. Understand who we are and how we got here.
3. Demonstrate sound knowledge of current affairs and debates about the future.
4. Demonstrate improved oral and written communication skills, particularly in relation to the analysis and explanation of ideas and the development of argument.
5. Successfully undertake a variety of research and writing tasks.

Assessment

Document analysis: 20%
Research essay: 30%
Two online quizzes: 10% (5% per quiz)
Tutorial participation: 10%
Online quiz: academic ethics (Hurdle Requirement Only)
Examination 1: 30%

Mode of study

This unit is taught in face-to-face mode only. There are no online or work placement components.
Purpose
In the modern workplace, the ability to communicate well, both in speaking and writing, is highly valued. In this unit we will focus on developing effective communication, particularly in written form, in professional contexts. We will study and produce types of writing and documents that are essential for you to secure professional employment, as well as to thrive in the kind of professional employment you can expect to find as a graduate. The unit is based in practical exercises to develop your abilities as a writer and also an editor of professional standard texts, but also designed to further your conceptual understanding of key issues in professional communication: audience, context, and language. We will also study principles of ‘information gathering’ and research for professional contexts, and put these into practice through activities and assignments.

Prerequisites
MCD6010

Learning outcomes
Students successfully completing this unit will be able to:
1. Identify and use appropriate English in written and oral contexts;
2. Plan and design effective documents and presentations; Understand and apply essential features of English usage (grammar and structure) in writing and editing documents, and preparing and delivering oral presentations;
3. Communicate your academic and other abilities through effective job application letters and resumes;
4. Identify expectations of communication based on understanding of different professional audiences and contexts and apply these in documents and presentations;
5. Understand and apply basic principles of information gathering and research (such as short online surveys) in professional contexts through practical assignments.

Assessment
Cover letter and Curriculum Vitae (CV): 10%
Online Quiz 1: 20%
Online Quiz 2: 20%
Online Quiz 3: 15%
Final Report: 35%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
Purpose
In this unit, students will be introduced to key concepts in the study of communications, and will be asked to consider the social, cultural and economic implications of different communication practices and technologies. The unit aims to show that communication permeates everything from everyday domestic routines to large-scale processes of social and cultural change. It is divided into three modules: what is communication and why study it; the role of communication in social and cultural change; communication and everyday life. A central feature of this unit is that students are required to apply concepts and tools from the study of communication to their everyday experiences.

Prerequisites
MCD6020

Learning outcomes
On completion of this subject students should be able to:
1. Use the practical skills of reading, note taking and arguing in exploring critical perspectives on communication;
2. Demonstrate an understanding of theoretical frameworks and conceptual tools for describing the development of communication systems;
3. Apply tools for analysing the social and political uses of communications technologies;
4. Recognise ‘communication’ as an active production and negotiation of meanings, not just the transmission of information;
5. Possess a basic understanding of the field of communication studies and research;
6. Employ basic concepts in the study of communication;
7. Analyse the role of communication in processes of social and cultural change;
8. Apply communication analysis to everyday life and everyday situations;
9. Be informed about areas of industry and community life where the study of communication is applicable and relevant.

Assessment
Critical review: 20%
Essay: 30%
Tutorial presentation: 5%
Tutorial participation: 5%
Exam: 40%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
THE INDIVIDUAL AND SOCIETY (MCD6140)

Purpose
This unit is the second in the first year introductory sociology sequence, building on the skills and knowledge developed in first semester. It introduces students to three important areas of sociological research and theoretical endeavour. These may include topics such as: sexuality and gender, popular culture through an examination of mass media; class and social inequality; poverty and social exclusion; population and society; and family.

Prerequisites
MCD6120

Learning outcomes
On completion of this unit students should be able to demonstrate:

1. Demonstrate an understanding of the nature of social relationships and institutions; patterns of social diversity and inequality; and processes that underpin social change and stability;
2. Demonstrate an ability to apply sociological theories, concepts and evidence to sociological questions;
3. Demonstrate an ability to develop arguments by using evidence, evaluating competing explanations, and drawing conclusions.

Assessment
Essay 1: 35%
Essay 2: 35%
Examination: 30%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
Purpose
Contemporary Worlds Two introduces you to aspects of the world as we move into the new millennium.

The 20th Century began as a time of hope and a belief in "progress", at least for many in Europe and North America. Globally, European powers ruled large areas and dominated others (China, Persia), and the United States of America (USA) was already a large and powerful nation. Indeed, the goal of many Europeans was emigration to the "New World".

As the 21st Century begins, the world appears to be a much more complicated place. Contemporary Worlds Two looks at some of the issues and problems facing the world, and also at attempts to come to terms with them. Amongst other issues, we look at the rise of mass communications and entertainment, the threat of disease and environmental catastrophe, globalization and technological change, the role and power of international institutions, challenges to 'Western' ideas and assumptions, the role and place of women and indigenous people in a globalised world, and finally, in a concluding lecture, at your nation’s place in the contemporary world, and some of the issues that are likely to face you as citizens in the Twenty-First Century.

Prerequisites
MCD6090

Learning outcomes
On completion of this unit students should be able to:
1. Recognise the importance of debates about globalization and its likely development
2. Understand the importance of debate and discussion in the development of these ideas
3. Have sound oral and written communication skills and be able to utilize these in such debates
4. Understand the importance of critical analysis and be comfortable in challenging ideas and arguments
5. Take effective and relevant notes and study independently
6. Effectively and critically use technology in the process of learning

Assessment
Critical analysis: 10%
Research essay: 35%
Class participation: 10%
Online quiz: 2 x 2.5% =5%
Exam: 40%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
Purpose
MCD6080 Psychology 1A is the first unit in the psychology stream. The aim of MCD6080 is to provide an introduction to the scientific discipline of psychology. In the unit there is a strong emphasis on practical work and understanding research methods in psychology. The assignments are linked to these goals.

Prerequisites
Nil

Learning outcomes
On completion of this unit students should be able to:

1. Identify key historical and philosophical developments which have resulted in the modern discipline of psychology;
2. Identify key concepts in the following topics: biological psychology, sensation and perception, developmental psychology, personality, learning;
3. Demonstrate an understanding of points one and two in various assessments;
4. Appreciate the need for an objective understanding of human behaviour;
5. Develop skills in technical writing; and
6. Develop skills in critical thinking and experimentation

Assessment
Lecture topic quiz: 10%
Literature review: 30%
Laboratory journals (online): 10%
Examination: 50%

Mode of study
This unit is taught in face-to-face mode only. There are no online or work placement components.
Purpose

MCD6110 Psychology 1B is the second unit in the psychology stream. The aim of MCD6110: Psychology 1B is to give students a comprehensive understanding of key aspects of cognition, social psychology, abnormal psychology and research design and analysis. In the unit there is a strong emphasis on practical work and understanding research methods in psychology. The assignments are linked to these goals.

Prerequisites

MCD6080

Learning outcomes

On completion of this unit students should be able to:

1. Describe major theories and empirical findings in four core psychology disciplines, including a) social psychology, b) cognition, c) abnormal psychology, and d) research design and analysis.
2. Apply knowledge of research design and analysis to experimental situations.
3. Investigate and critically evaluate a range of issues related to psychological inquiry in the core discipline areas studied.
4. Use information pertaining to the science and practice of psychology in an ethical manner.
5. Demonstrate skills in report writing as a means of communicating experimental findings according to the professional requirements of the psychology discipline.
6. Illustrate how psychological knowledge can be used to formulate practical solutions to real world challenges.

Assessment

Lecture topic quizzes: 10%
Laboratory report: 30%
Laboratory journals (online): 10%
Examination: 50%

Mode of study

This unit is taught in face-to-face mode only. There are no online or work placement components.