COMM11112 *The Internet Never Lies?: Social Media and Society*
Term 2 - 2024

All details in this unit profile for COMM11112 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Claims of misinformation and fake news frequently dominate media headlines- so how do we critically consume information in our current world? How can we produce information that is accurate and evidence-based? In this unit, you will build your media literacy skills to become a critical consumer and creator of information. You will reflect on how technology influences personal and professional information creation and consumption. You will learn how information is created, distorted, and shared in online environments and then interpret texts for information which could be misleading. By engaging with a range of contemporary topics you will build the skills you'll need to manage information on behalf of organisations. Finally, you will cumulate your learning by creating a media product suitable for disseminating accurate information in online media environments.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2024

- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Reflective Practice Assignment**
Weighting: 15%
2. **Written Assessment**
Weighting: 40%
3. **Portfolio**
Weighting: 45%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Teaching Staff Evaluation

Feedback

Templates which assist students to structure written assessments appear very useful

Recommendation

Provide templates for all assessment items in the unit.

Feedback from Student Satisfaction Survey

Feedback

The structure of Zoom classes, which review learning content, was helpful for students

Recommendation

Continue to run Zoom classes which include a balance of content delivery and opportunities for student interaction and engagement.

Feedback from Teaching Staff Evaluation

Feedback

Unit content needs to have clearer relevance for students not planning careers in the communication and media industry

Recommendation

Expand content to better express the value of public relations skills outside the communication and media discipline.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Reflect on how technology can influence personal information consumption
2. Analyse information from the perspective of a content consumer, moderator and producer
3. Use media literacy and critical thinking skills to assess how information can be created, shared and distorted
4. Interpret texts for information which could misinform or mislead
5. Create a media product which promotes accurate information dissemination in online environments.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ○ Introductory Level ○ Intermediate Level ● Graduate Level ○ Professional Level ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Reflective Practice Assignment - 15%	●				
2 - Written Assessment - 40%		●	●		
3 - Portfolio - 45%				●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
1 - Communication	•	•	•	•	•
2 - Problem Solving		•		•	•
3 - Critical Thinking	•		•	•	•
4 - Information Literacy			•		
5 - Team Work					
6 - Information Technology Competence	•		•	•	•
7 - Cross Cultural Competence		•		•	
8 - Ethical practice	•	•		•	•
9 - Social Innovation				•	•
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - Reflective Practice Assignment - 15%	•		•			•		•		
2 - Written Assessment - 40%	•	•	•	•		•	•	•		
3 - Portfolio - 45%	•	•	•			•	•	•	•	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Adobe Creative Cloud Express (Free)
- Social Media

Referencing Style

All submissions for this unit must use the referencing styles below:

- [Harvard (author-date)](#)
- [American Psychological Association 7th Edition (APA 7th edition)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Amy Johnson Unit Coordinator
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Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Consuming Information Online Topic: The Internet Never Lies?		

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Consuming Information Online Topic: The amazing true story of how arguments are made		

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Consuming Information Online Topic: Fake news is not fake news		

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Consuming Information Online Topic: Conspiracy theories		**Self-Reflection** Due: Week 4 Friday (2 Aug 2024) 11:59 pm AEST

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Moderating Information Online Topic: "New Research finds"...or does it really?		

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Vacation Period

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Moderating Information Online Topic: The truth about Santa (Where does belief come from?)		

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Moderating Information Online Topic: Debunking		

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Moderating Information Online Topic: Whose job is it anyway?		**News Analysis** Due: Week 8 Friday (6 Sept 2024) 11:59 pm AEST

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Producing Information Online Topic: But won't someone think of the children?		

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Producing Information Online Topic: Communication Law		

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Producing Information Online Topic: The Dark Side of the Internet		

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Producing Information Online Topic: Review Week		**Fact Check Challenge - Separating Truth from Fiction in Online Environments** Due: Week 12 Friday (4 Oct 2024) 11:59 pm AEST

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

1 Self-Reflection

Assessment Type
Reflective Practice Assignment

Task Description
In this assessment, you will reflect on your own sources of information via media and other sources, and then take steps towards expanding those sources.
Over the course of a week, we want you to take notice of where you get your information from, with a focus on online environments. Consider all types and sources of information, including government, media, industry as well as family and friends. Consider which topics (i.e. environment, politics, parenting), sources (i.e. ABC News, Queensland Health, family members) and platforms (i.e Facebook, TikTok, Instagram) you receive your information about or from.
Once you have finished your week of observation, investigate 2-3 things you can do to increase your sources of information. Take practical steps to enact these.
At the end of the week, write a 500-700 word reflection which;

- Explains key unit concepts (i.e critical thinking, misinformation and disinformation)
- Provides a summary of your reflections over the week. Where do you get information from? Do you receive information from a broad range of sources? Are those sources reputable?
- Summarises (at least three) steps you have taken to increase your range of media consumption. You will need to justify your choices and support with links to unit material.

Other Information
As hard as it can be, try to simply observe your sources of information during the week, not make changes. For example, if you don't usually read the Financial Review over your morning Weetbix, this is not the week to begin! We are not here to judge you and your grades will not be impacted if you reflect on how you receive information from a limited range of sources. Avoid the temptation to 'sound smarter'- focus on being truthful.
When writing about social media, please try to be as specific as possible. Rather than 'social media', name the platform you are referring to- Facebook, Twitter, TikTok.
A template has been provided on Moodle to guide your submission. Use of this template is strongly encouraged.
Use of first-person language ('I, We') is encouraged for this assessment.
Use of GenAI tools in this assessment
Within this unit, the use of Gen AI agents (including but not limited to ChatGPT and Microsoft CoPilot) is as follows:
- Gen AI can be used for content editing

Submission Instructions
This assessment will be submitted directly to Moodle. Additional instructions about submitting your assessment is available on the Moodle Support for Students site, or by asking the unit coordinator.
Marking Criteria
A full marking criteria will be provided on Moodle, however you will be assessed based on your attention to completion of requirements of task, presentation & structure, quality of reflection and justification.

Assessment Due Date
Week 4 Friday (2 Aug 2024) 11:59 pm AEST

Submit via Moodle

Return Date to Students
Vacation Week Friday (16 Aug 2024)

Feedback and grades returned via Moodle

Weighting
15%

Assessment Criteria
A full marking criteria will be provided on Moodle, however you will be assessed based on your attention to completion of requirements of task, presentation & structure, quality of reflection and justification.

Referencing Style

- [Harvard (author-date)](#)
- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Submit via Moodle

Learning Outcomes Assessed

- Reflect on how technology can influence personal information consumption

Graduate Attributes

- Communication
- Critical Thinking
- Information Technology Competence
- Ethical practice

2 News Analysis

Assessment Type
Written Assessment

Task Description
In this assessment, you are required to critically analyse the representation of scientific news in the news media. You will choose one news article available on the unit Moodle page, as well as the media release related to the research issued by the institution or organisation who sponsored the research. Based on the information in the news report and media release, you will need to locate the original journal article relating to the scientific research quoted in the news media article.
In 700-800 words, critically analyse the representation of the research in the news article by considering how the research has been translated from the original academic journal article, to the media release, to the final news media product. In particular, discuss whether or not the research has been represented accurately and objectively. Evaluate whether the information presented in the news media article is a fair representation of the information presented in the media release and the original journal article. You should also indicate whether or not the research is peer-reviewed. You will also be required to submit a self-assessed marking criteria (ie. you have marked yourself against the marking criteria) to reflect that you have engaged with the requirements and attempted to critically evaluate yourself.

Other Information
You will need to use the university library database to access the original journal article relating to the scientific research quoted in the news media article. The CQU Library has access to these journal articles, you will not be expected to purchase or otherwise source the article. The CQU library database will also help you to ascertain whether or not the academic journal is peer-reviewed.
You will need to include references from the unit's reading list as well as finding your own supporting material.

Use of GenAI tools in this assessment
Within this unit, the use of Gen AI agents (including but not limited to ChatGPT and Microsoft CoPilot) is as follows:

- Gen AI content can used to generate ideas and general structures
- Gen AI can be used for content editing

Submission Instructions
This assessment will be submitted directly to Moodle. Additional instructions about submitting your assessment is available on the Moodle Support for Students site, or by asking the unit coordinator.

Marking Criteria
A full marking criteria will be provided on Moodle, however you will be assessed based on your attention to completion of requirements of task, presentation & structure, analysis content and quality.

Assessment Due Date
Week 8 Friday (6 Sept 2024) 11:59 pm AEST

Submit via Moodle

Return Date to Students
Week 10 Friday (20 Sept 2024)

Feedback and grades returned via Moodle

Weighting
40%

Assessment Criteria
A full marking criteria will be provided on Moodle, however you will be assessed based on your attention to completion of requirements of task, presentation & structure, analysis content and quality.

Referencing Style

- Harvard (author-date)
- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit via Moodle

Learning Outcomes Assessed

- Analyse information from the perspective of a content consumer, moderator and producer
- Use media literacy and critical thinking skills to assess how information can be created, shared and distorted

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Fact Check Challenge - Separating Truth from Fiction in Online Environments

Assessment Type
Portfolio

Task Description
In this assessment, you will embark on a fact-checking challenge to separate truth from fiction in online environments. You will choose a trending topic or event on social media and analyse the information presented to identify instances of misinformation or misleading content. This might also include illogical fallacies or defamatory statements- a wide range of issues you have investigated throughout the term. You can use a wide range of information, from reliable sources of information such as news articles, official statements and academic journals, to less reputable sources of information, such as online videos, social media content and commentary. You will be required to submit these pieces with your assessment as part of your overall portfolio.
Identify any text (content) which could misinform or mislead readers and explain why this is problematic. Your analysis should be presented in a report format, and should be no more than 1500 words.
Then, based on the topic you've chosen, create a media product which promotes accurate information dissemination in online environments. Your media product can be in the form of a social media post, infographic, video, or any other relevant format. You can use any creative tools and techniques to make your media product fun and engaging. The aim of the media product is to inform the public of the issue at hand, and to encourage critical thinking.
Your media product needs to be accompanied by a short reflection (no more than 500 words) on the decisions you made during the creative process. Questions you might discuss in the reflection include:
- Was it challenging to put together a piece which was both engaging for the audience, but also accurate? How did you address or overcome those challenges?
- Did you decide to include references in the visual piece? Why, or why not?
You will also be required to submit a self-assessed marking criteria (ie. you have marked yourself against the marking criteria) to reflect that you have engaged with the requirements and attempted to critically evaluate yourself.

Other Information
Allowing you a wide choice for your media product encourages you to be creative, build on your skill set and work with your existing strengths. As working professionals you will likely be required to create visually-pleasing content for distribution on social media and web platforms however this is not a design unit and you are not expected to produce professional-quality material.
While you can choose to use any creative tools, we suggest trying Adobe Express (or a similar platform like Canva) for creating your visual material. Instructions will be given on Moodle for using Adobe Creative Cloud Express. Adapting an existing Adobe Express template is perfectly acceptable for this assessment.
If you choose to submit a video for your media product, your content should be less than 45 seconds.

Your report should be supported by a comprehensive reference list. You should use unit materials and readings along with your own research about the topic.

Use of GenAI tools in this assessment

Within this unit, the use of Gen AI agents (including but not limited to ChatGPT and Microsoft CoPilot) is as follows:

- Gen AI content can used to generate ideas and general structures
- Gen AI can be used for content editing
- Gen AI content generation can be used to assist you develop visual materials (such as inbuilt tools in design programs)

Submission Instructions

This assessment will be submitted to Moodle. Additional instructions about submitting your assessment is available on the unit Moodle site, or by asking the unit coordinator.

Marking Criteria

A full marking criteria will be provided on Moodle, however you will be assessed based on your attention to completion of requirements of task, presentation & structure, justification, and media product.

Assessment Due Date

Week 12 Friday (4 Oct 2024) 11:59 pm AEST

Submit via Moodle

Return Date to Students

Exam Week Friday (18 Oct 2024)

Feedback and grades will be returned via Moodle

Weighting

45%

Assessment Criteria

A full marking criteria will be provided on Moodle, however you will be assessed based on your attention to completion of requirements of task, presentation & structure, justification, and media product.

Referencing Style

- Harvard (author-date)
- American Psychological Association 7th Edition (APA 7th edition)

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Interpret texts for information which could misinform or mislead
- Create a media product which promotes accurate information dissemination in online environments.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem