



Center for International Programs and Sustainability Studies

Course name: Introduction to Communication for Development & Social Leaders.

Course code: COMM 3100

Total contact hours: 60 hours

Pre-requisites: N/A

COURSE DESCRIPTION

This course will introduce the student to basic concepts and tools of the Communications for Development (C4D) process and social leaders' skills. The course will review the 5 steps of the process to building social projects: Analysis, Strategic Design, Development and Testing, Implementation, and Monitoring & Evaluation. The student will develop skills to lead projects with lasting positive impact.

This course helps keeping all the students ducks in a row with some methodical planning, by showing different strategies and techniques such as Behaviour Change, Audience Analysis, KAP (Knowledge, Attitude, and Practice, Strategic Planning, Communications Analysis, SMART objectives, and others. The expert will pass his personal philosophy to the student: more organization leads to improved well-being and the impact of building good communication habits.

AUDIENCE

This course is structured for international students attending the Study Abroad Program at VERITAS LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also

taught in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

What is Communication for Development and how can this technique help me to be a social leader?

In order to respond to this question, we will study the following generative topics:

- What is Communications for Development?
- How to define your audience?
- How to best reach your audience?
- How best develop and test your strategy?
- How to implement Communications for Development?
- How to monitor and evaluate a C4D campaign?
- What is a social leader and how to be one?

Along the course, the following **skills** will be fostered:

- Ability to understand what Communications for Development (C4D).
- Ability to collaborate as a social leader in projects.
- Ability to build a new project based on the 5 steps of the C4D process.
- Ability to develop a C4D strategy.
- Ability to control and monitor projects.
- Ability to present and communicate new social projects.

Among the **values** and **attitudes** that will be promoted among students are the following:

- Teamwork and leadership.
- Systemic thinking.

- Logical and communicative intelligence.
- Problem solving.
- Learning how to learn.
- Assertive communication.
- Planning and time management.
- Active listening.

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

Competencies	Key competences	Evidence of learning
Integrates the theoretical and practical foundations of Communication for Development	<ul style="list-style-type: none"> ○ Understand Communications for Development (C4D) concepts and tools ○ Collaborate as a social leader in projects. ○ Build new projects based on the 5 steps of the C4D process to develop a C4D strategy, and control and monitor projects. 	<ul style="list-style-type: none"> ○ Professor presentations ○ Movies roundtables. ○ Students presentations. ○ Social project. ○ Final presentation.

	<ul style="list-style-type: none"> ○ Present and communicate new social projects. 	
General/Core		
Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	<ul style="list-style-type: none"> ○ Learning to learn. 	<ul style="list-style-type: none"> ○ Movies roundtables. ○ Students presentations. ○ Social project. ○ Final presentation.
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	<ul style="list-style-type: none"> ○ Relates well to others ○ Manage and solve conflicts. ○ Negotiates reliably and empathetically ○ Speaks responsibly ○ Listens attentively. 	<ul style="list-style-type: none"> ○ Movies roundtables. ○ Students presentations. ○ Social project. ○ Final presentation.
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.	<ul style="list-style-type: none"> ○ Communicates thoughts of the discipline orally, ○ graphically, and in ○ written form. 	<ul style="list-style-type: none"> ○ Movies roundtables. ○ Students presentations. ○ Social project. ○ Final presentation.

COURSE CONTENT

Unit I. Communications for Development (C4D)

- What is C4D? The Process.
- Social leader, skills, and competencies.
- 5 steps of the C4D.

Unit II. Analysis

- Understand potential target audiences
- Audience analysis
- Behavioural analysis
- Communication analysis

Unit III. Strategic Design

- SMART objectives
- Communication channel analysis
- Communication strategy
- Creative brief
- Monitoring and evaluation plans

Unit IV. Development and Testing

- Develop effective behavior change messages.
- Pre-testing process

Unit V. Implementation

- Alliances and stakeholders.
- Getting your message out there.

Unit VI. Monitoring and Evaluation

- Distinguishing between monitoring and evaluation.
- Tools to evaluate and monitor.
- Final review.

METHODOLOGY

The methodology is project-based learning, a dynamic and interactive method focused on applying new knowledge to a real problem, through investigating, analyzing, and executing a social project.

Every unit will be divided into two parts, first to understand the basics and second to apply the new knowledge to the project. The students will work on a social project during the classes to present the final results at the end period. The course also will include other learning activities such as movie discussions and presentations.

The role of the professor is to facilitate and guide the students in their learning experiences and projects, allowing the students to develop new skills and capabilities. It is a student-centered methodology that improves social and collective interactions.

EDUCATIONAL RESOURCES

In order to guarantee good development of the course, and learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other 12 school equipment for weekly sessions, and readings provided by the professor. All of these complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom. A campus library, study rooms, and computer labs are available for the student's independent work time. Free Wi-Fi connection is available.

LEARNING ASSESSMENT

Evaluation compiles and evaluates evidence by taking into account feedback and providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the student's performance. The rubrics include the core and discipline key competencies.

ASSIGNMENTS	PERCENTAGE VALUE
2 Group Presentations (10% each)	20 %
2 Movie Roundtables (15% each)	30 %
Social Project Part 1: 7% Part 2: 7% Part 3: 7% Part 4: 7% Part 5: 7% Parte 6: 5%	40%
Final Presentation	10%
Total	100%

LEARNING STRATEGIES AND RUBRICS

The following learning strategies will be developed:

1. Group Presentations:

The student will choose a social leader and a Sustainable Development Goal to present to the class given presentation criteria. It is an opportunity for the student to research and go deeper into these topics. This activity will develop skills such as research, communication, self-confidence, and time management. Students use extra class time to prepare the presentation. Presenting time plus questions should be 60 mins maximum and they have to send the presentation to the professor before the class.

2. Movie (serie) Roundtable

The students will answer a series of questions based on a movie (series). During class time, the professor will share the questions with the students, then, they will watch the movie. After it, the class will be at a roundtable to discuss the questions that are related to the Project Management area. This activity will help the students to develop skills such as analytical thinking, active listening, communication, and leadership. The professor will be the moderator and the students will be the participants of the roundtable.

3. Social Project

The social project that the students will develop during all the course, and in groups. The social project will be divided into 6 parts where the students will apply the new concepts/theory to a real project during class time. The professor will be a facilitator and will be there as support to solve questions. The students will have class time to develop and finish the advances, but they will have one more week to send the final document to the professor. Every deliverable will be evaluated by the same rubric.

4. Final presentation

The students will present the business in a final presentation. This activity is an opportunity to share the project that they have been working on in the course with their peers. This activity will develop skills such as research, communication, self-confidence, and time management. Students use extra class time to prepare the presentation. Presenting time plus questions should be 60 mins maximum and they have to send the presentation to the professor before the class.

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas platform.

BIBLIOGRAPHY

Federal Department of Foreign Affairs (FDFA), & Swiss Agency for Development and Cooperation (SDC). (2016). Communication for Development A Practical Guide. Switzerland. Freiburgstr.

Servaes, J (Ed.). (2008). *Communication for Development and Social Change*. New Delhi. SAGE Publications.

International Organization for Migration, United Nations. (n.d.). *IOM X C4D TOOLKIT*. USAID.

United Nations. (2022). *Sustainable Development Goals*. <https://sdgs.un.org/goals>

CHRONOGRAM

Week	Contents	Evidence of learning
Week 1	<ul style="list-style-type: none"> ○ Introduction to the course <ul style="list-style-type: none"> ○ Welcome ○ Expectations ○ Syllabus ○ Ice breaker 	<ul style="list-style-type: none"> ○ Presentation. ○ Activity: Ice breaker
	<ul style="list-style-type: none"> ○ Unit 1 Communications for Development (C4D) <ul style="list-style-type: none"> ○ What is C4D? The Process. ○ 5 steps of the C4D. 	<ul style="list-style-type: none"> ○ Professor presentation ○ Mapping
Week 2	<ul style="list-style-type: none"> ○ Unit 1 Communications for Development (C4D) <ul style="list-style-type: none"> ○ Social leaders, skills, and competencies. 	<ul style="list-style-type: none"> ○ Students presentations
	<ul style="list-style-type: none"> ○ Unit 1 Communications for Development (C4D) <ul style="list-style-type: none"> ○ Sustainable Development Goals 	<ul style="list-style-type: none"> ○ Students presentation

Week 3	<ul style="list-style-type: none"> ○ Unit 2 Analysis ○ Understand potential target audiences ○ Audience analysis 	<ul style="list-style-type: none"> ○ Professor presentation
	<ul style="list-style-type: none"> ○ Unit 2 Analysis ○ Social Project <ul style="list-style-type: none"> ○ Select Sustainable Development Goal ○ Select Problem ○ Audience Analysis 	<ul style="list-style-type: none"> ○ Social Project Students
Week 4	<ul style="list-style-type: none"> ○ Unit 2 Analysis ○ Behavioural analysis ○ Communication analysis 	<ul style="list-style-type: none"> ○ Professor presentation
	<ul style="list-style-type: none"> ○ Unit 2 Analysis ○ Social Project: <ul style="list-style-type: none"> ○ Behavioural analysis ○ Communication analysis 	<ul style="list-style-type: none"> ○ Social Project Students
Week 5	<ul style="list-style-type: none"> ○ Unit 3 Strategic Design ○ SMART objectives ○ Communication channel analysis 	<ul style="list-style-type: none"> ○ Professor presentation
	<ul style="list-style-type: none"> ○ Unit 3 Strategic Design ○ Social Project: <ul style="list-style-type: none"> ○ SMART objectives ○ Communication channel analysis 	<ul style="list-style-type: none"> ○ Social Project Students
	<ul style="list-style-type: none"> ○ Unit 3 Strategic Design ○ Communication strategy ○ Creative brief ○ Monitoring and evaluation plans 	<ul style="list-style-type: none"> ○ Professor presentation

Week 6	<ul style="list-style-type: none"> ○ Unit 3 Strategic Design ○ Social Project: <ul style="list-style-type: none"> ○ Communication strategy ○ Creative brief ○ Monitoring and evaluation plans 	<ul style="list-style-type: none"> ○ Social Project Students
	<ul style="list-style-type: none"> ○ Unit 4 Development and Testing ○ Develop effective behavior change messages. ○ Pre-testing process 	<ul style="list-style-type: none"> ○ Professor presentation
Week 7	<ul style="list-style-type: none"> ○ Unit 4 Development and Testing ○ Social Project: <ul style="list-style-type: none"> ○ Develop effective behavior change messages. ○ Pre-testing process 	<ul style="list-style-type: none"> ○ Social Project Students
	<ul style="list-style-type: none"> ○ Unit 5 Implementation ○ Alliances and stakeholders. ○ Getting your message out there. 	<ul style="list-style-type: none"> ○ Professor presentation
Week 8	<ul style="list-style-type: none"> ○ Unit 5 Implementation ○ Social Project: <ul style="list-style-type: none"> ○ Alliances and stakeholders. ○ Getting your message out there. 	<ul style="list-style-type: none"> ○ Social Project Students
	<ul style="list-style-type: none"> ○ Unit 6 Monitoring and Evaluation ○ Distinguishing between monitoring and evaluation. 	<ul style="list-style-type: none"> ○ Professor presentation

Week 9	○ Tools to evaluate and monitor.	
	○ Unit 6 Monitoring and Evaluation ○ Social Project: ○ Monitor and evaluation tools	○ Social Project Students
Week 10	○ Unit 6 Monitoring and Evaluation ○ Movie roundtable	○ Movie Roundtable
	○ Unit 6 Monitoring and Evaluation ○ Final review	○ Professor presentation ○ Mapping Students
Week 11	○ Unit 6 Monitoring and Evaluation ○ Social Project: ○ Final review.	○ Social Project Students
	○ Unit 6 Monitoring and Evaluation ○ Movie roundtable	○ Movie Roundtable
Week 12	○ Unit 6 Close ○ Final presentations	○ Final Presentation
	○ Unit 6 Close ○ Final presentations	○ Final Presentation

Please note that this chronogram is tentative and subject to change.