

Syllabus Template



Vesalius College
Brussels

Course Syllabus CMM242G

Corporate Communication & Public Relations

Number of ECTS credits: 6

Contact Details for Professor

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Course Description

This course provides a comprehensive introduction to corporate communications and public relations: it is for anyone with an interest in corporate communication, or anyone seeking to understand the growing importance of communication for corporations. Corporations increasingly need communication to survive, as they need to entertain relations with a variety of stakeholders to prosper. This includes actors external to the organization - customers, governments and civil society organizations – but also stakeholders within corporations themselves, such as employees, managers and investors.

Corporate communication is characterized by being both a field of academic inquiry and a practice: practitioners engage in corporate communication, whereas academics study it. In turn, this course offers a mix of theory and practice: it discusses theories but also aims to show their practical application.

The first weeks of the course focus on the basics of corporate communication: what is it, and what are its historical roots? This is important, as it demonstrates how the position of communication is increasingly considered to be managerial function – and as such should be involved in the key decision-making processes. After these introductory weeks, we turn to two core theories of corporate communication: stakeholder theory and corporate identity. These form the basis for much of the more specific and applied topics covered in the following weeks. In the last two weeks before the midterm exam, we discuss how corporations can construct communication campaigns – which will be useful as you will be tasked with creating your own communication campaign during the course. After the midterm exam, we tackle

specific topics of corporate communication, such as employee communications, how corporations interact with media and journalists, and how corporations should communicate in times of crisis.

Course Prerequisites

None

Learning Objectives

By the end of this course, students should have gained the following knowledge, skills and attitudes:

Knowledge

- Students have a basic understanding of what corporate communication is, what its role in corporations is, and the different perspectives on corporate communication (DLO 1, 2, 3, 6);
- Students understand key theories of corporate communication and public relations (e.g. stakeholder theory) (DLO 1);
- Students know key concepts of corporate communications and public relations (DLO 1).

Skills

- Students can apply theories and concepts of corporate communication to real-life corporations (DLO 2);
- Students can use theories and concepts of corporate communication and public relations to develop a corporate communication strategies, taking account of the corporate identity, vision and values (DLO 2, 3, 4);
- Students can present their findings verbally and in writing (DLO 5);

Attitudes

- Students have a critical attitude towards the way corporations and organizations communicate, externally and internally, based on their understanding of theories regarding corporate communication (DLO 2, 6).

Course schedule

Each week, we have a class on Wednesday (16:30 – 18:00) and Friday (15:00 – 16:30). In the course schedule below, I describe the content of each week, as well as the assignments and readings for each week. Both Wednesday and Friday meetings take a similar format: each class first covers select aspects of that week's readings. After an initial explanation of the basic material, we apply the material to specific cases to further our understanding. With 'we', I mean that sometimes I will present a case, but you might be tasked with applying the material yourself as well through in-class assignments.

Key deadlines for assignments are marked in blue in the schedule below.

Week 1: Introductions (12p)

The first week serves as an introduction to the course and topic, but especially an introduction to each other. Prior to Wednesday's class, you should read the following text:

- Chapter 1 (Defining Corporate Communication, p.4-16) of Cornelissen, J. P. (2014). *Corporate Communication (4 edition.)*. Los Angeles: Sage Publications Ltd.

After reading Cornelissen's introductory chapter, you should be able to answer the following questions:

- How does Cornelissen define corporate communication?
- What is the difference between a corporation's vision, mission and objectives? Try to come up with your own example (so not using Cornelissen's British Airways example).
- Cornelissen argues that Corporate Communication has evolved from a tactical support tool to a strategic tool. Explain.

Week 2: Different perspectives on Corporate Communication (35p)

This week, we discuss the different perspectives on what corporate communication is (or should be), and how this has evolved in tandem with the evolution in the position of communication experts in the organization. Before Wednesday's class, you should read the following two texts:

- Chapter 2 (Defining Corporate Communication, p.17-37) of Cornelissen, J. P. (2014). *Corporate Communication (4 edition.)*. Los Angeles: Sage Publications Ltd.
- Grunig, J. E., & Grunig, L. A. (2006). Characteristics of Excellent Communication. In T. L. Gillis (Ed.), *The IABC Handbook of Organizational Communication* (pp. 3–18). San Francisco, CA: John Wiley & Sons.

After reading the texts, you should be able to answer the following questions:

- What do Grunig and Grunig name as key characteristics of excellent communication?
- Do Grunig/Grunig and Cornelissen take a similar stance in terms of what position they think communications should have within the corporation? Explain why (not).
- What are the historic differences between PR and Marketing? What is, according to Cornelissen, the most common model of integrating them?

DEADLINE: [Submit choice of corporation for Communication Strategy before Friday, 13:00.](#)

Week 3: Stakeholder Theory (31p)

Corporations increasingly need to entertain relations with a variety of stakeholders: this has resulted in a broadened perspective on communication, called stakeholder theory. This week, you need to read the following texts:

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- Chapter 3 (Stakeholder Management & Communication, p.31-62) of Cornelissen, J. P. (2014). *Corporate Communication (4 edition.)*. Los Angeles: Sage Publications Ltd.
 - Wu, X. (2007). Stakeholder identifying and positioning (SIP) models: From Google's operation in China to a general case-analysis framework. *Public Relations Review*, 33(4), 415–425. doi:10.1016/j.pubrev.2007.08.016

After reading this week's texts, you should be able to answer the following questions:

- Give a definition of a stakeholder, and list the most common stakeholders for contemporary corporations.
- What is the stakeholder salience model, and how does it characterize stakeholders? Explain the model by means of a specific example (other than the one used by Cornelissen).
- Cornelissen lists three strategies that corporations can use to deal with stakeholders. Compare this to the various PR strategies described by Grunig and Grunig (week 1).
- Wu distinguishes three types of 'stakes' that stakeholders can have in a corporation. Describe each using a specific example.

Week 4: Corporate Identity (40p)

This week, we consider the importance of a clear corporate identity, and how this can be established and maintained through communicative efforts. Prior to Wednesday's class, you should read the following text:

- Chapter 4 (Corporate Identity, p.63-86) of Cornelissen, J. P. (2014). *Corporate Communication (4 edition.)*. Los Angeles: Sage Publications Ltd.
- Park, C. W., MacInnis, D. J., Priester, J., Eisingerich, A. B., & Iacobucci, D. (2010). Brand Attachment and Brand Attitude Strength: Conceptual and Empirical Differentiation of Two Critical Brand Equity Drivers. *Journal of Marketing*, 74(6), 1–17.

After reading the text, you should be able to answer the following questions:

- What are the three strategic advantages of having a clear corporate identity?
- What is the difference between social, organizational and corporate identity?
- How do corporate brands differ from corporate identity? Discuss the three approaches to branding that Cornelissen discusses.
- What is the difference between Brand Attachment and Brand Attitude Strength? Which one is, according to Park et al., the most influential?
- Compare Park et al.'s discussion of brands, specifically their distinction between brand attachment and brand attitude strength, to Cornelissen's discussion of branding.

Week 5: Communication Strategy (1) (37p)

Both sessions of this week cover the development and execution of communication strategies. To this end, read both chapters 5 and 6 of Cornelissen.

- Chapter 5 (Communication Strategy, p.89-108) of Cornelissen, J. P. (2014). *Corporate Communication (4 edition.)*. Los Angeles: Sage Publications Ltd.
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- Chapter 6 (Strategic Planning and Campaign Management, p.109-126) of Cornelissen, J. P. (2014). *Corporate Communication (4 edition.)*. Los Angeles: Sage Publications Ltd.

There are no specific questions for this week's texts: the material is not overly complex, but we will elaborate specific aspects (e.g. how to identify a target audience) in class, to prepare you for the first part of the communication strategy assignment, due next week.

Week 6: Communication Strategy (2)

This week, there are no readings: you will need the time for the first part of the communication strategy assessment. I will meet the groups to discuss the feedback on their assignments on Wednesday and Friday.

DEADLINE: Submit first part of communication strategy before Tuesday, 13:00.

Week 7: Midterm exams

No class.

Week 8: Media Relations (27p)

The media are increasingly important for corporations: many stakeholders get informed about corporations through the media. This week, we discuss how corporations manage their relationships with the media. Prior to Wednesday's class, you should read the following texts:

- Chapter 8 (Communication Strategy, p.145-162) of Cornelissen, J. P. (2014). *Corporate Communication (4 edition.)*. Los Angeles: Sage Publications Ltd.
- Carroll, C. E., & McCombs, M. (2003). Agenda-setting Effects of Business News on the Public's Images and Opinions about Major Corporations. *Corporate Reputation Review*, 6(1), 36-46.

After reading the texts, you should be able to answer the following questions:

- Describe the difference between journalists and news routines, and how they both affect the way in which corporate communication makes it into the news.
- "Media may not directly affect a corporation's reputation, but may have an amplifying effect". Explain, and apply to a specific example.
- What is the difference between agenda setting and agenda building?
- Describe the two levels of agenda setting, and how these explain the impact of media coverage on corporate reputations.
- What is frame alignment, and why is it important for communication practitioners to consider prior to releasing, for example, a press release?
- What is the key difference between Carrol & McComb's propositions 1-3 and the fourth one?

Week 9: Corporate Social Responsibility (31p)

Corporate Social Responsibility (CSR) is increasingly important for corporations. This week, we discuss CSR, and the role of corporate communications therein. Prior to Wednesday's class, you should read the following texts:

- Chapter 13 (Corporate Social Responsibility, p.240-256) of Cornelissen, J. P. (2014). *Corporate Communication (4 edition.)*. Los Angeles: Sage Publications Ltd.
- Eberle, D., Berens, G., & Li, T. (2013). The Impact of Interactive Corporate Social Responsibility Communication on Corporate Reputation. *Journal of Business Ethics*, 118(4), 731–746. doi:10.1007/s10551-013-1957-y

After reading the texts, you should be able to answer the following questions:

- What is the link between stakeholder theory and CSR?
- How does corporate citizenship differ from individual citizenship? How is this seen as a drawback for the usability of corporate citizenship?
- Describe the triple bottom line, and give an example of each component.
- What is 'Greenwashing', and how does it relate to corporate communications about CSR?
- Cornelissen presents three strategies for discussing CSR. Describe each.
- How does the text by Eberle et al. compare to Cornelissen's strategies for discussing CSR?
- How have companies' approaches to community relations evolved over time?

Week 10: Communication in times of Crisis and Conflict (35p)

To a large degree, our perceptions of corporations and organizations are shaped by their behaviour when faced with problems, issues, and occasionally a crisis: Goldman Sachs, Schell, Microsoft and other companies have faced challenging situations with mixed success. This week, we examine how corporations deal with issues and crisis – and the role of communication in mitigating their impact on the corporation.

Prior to Wednesday's class, you should read the following texts:

- Chapter 10 (Issues Management, p.180-199) of Cornelissen, J. P. (2014). *Corporate Communication (4 edition.)*. Los Angeles: Sage Publications Ltd.
- Chapter 11 (Crisis Communication, p.200-215) of Cornelissen, J. P. (2014). *Corporate Communication (4 edition.)*. Los Angeles: Sage Publications Ltd.

After reading the texts, you should be able to answer the following questions:

- Explain the difference between an issue and a crisis by comparing their temporal nature;
- Describe a DESTEP analysis;
- Apply the position-importance matrix to a specific corporation, and outline the different types of publics/stakeholders.
- Cornelissen discusses the four stages in the life cycle of an issue. Consider the texts from the Media Relations class: here we discussed 'frame alignment'. According to you, in which of these four stages would it be easiest to attain frame alignment?
- What are the two competing views on corporations trying to influence public policy? Which of these views do you find more compelling, and why?
- In dealing with a crisis, prior reputations can cause a 'halo' or 'stigma' effect. Describe both.

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- What matters more in how corporations communicate in a crisis? The level of responsibility of an organisation, or the internal/external nature of the crisis? Explain using a specific example.
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Week 11: New Media, New Communication (25p)

New media play a critical role in contemporary corporate communication: many corporations have understood the importance of maintaining an online presence to corporate success. This week, we discuss the impact of new media on corporate communications. Prior to Wednesday's class, you should read the following two texts:

- Chapter 14 (Social Media and Corporate Communication, p.257-272) of Cornelissen, J. P. (2014). *Corporate Communication (4 edition.)*. Los Angeles: Sage Publications Ltd.
- Dekay, S. H. (2012). How large companies react to negative Facebook comments. *Corporate Communications: An International Journal*, 17(3), 289–299. doi:10.1108/13563281211253539

After reading the texts, you should be able to answer the following questions:

- What do we mean when we say that social media have 'democratized' corporate communication?
 - Describe the classification scheme of social media by Kaplan and Haenlein.
 - What is 'conversational voice', and why does it matter?
 - Retail corporations are more likely to respond to negative comments on Facebook compared to Banking corporations: what could explain this difference, according to you?
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Week 12: Employee Communication (33p)

Employee communication is critical for any organization or corporation: this week we discuss the role of communication between employees, and some constructive strategies to deal with interorganizational conflict.

- Chapter 10 (Employee Communication, p.163-179) of Cornelissen, J. P. (2014). *Corporate Communication (4 edition.)*. Los Angeles: Sage Publications Ltd.
- Miller, K. (2012). *Organizational Communication. Approaches and Processes (6th Edition.)*. Chapter 9, Conflict Management Processes, p.161-178. Boston, USA: Wadsworth CENGAGE Learning.

After reading the texts, you should be able to answer the following questions:

- Define employee communication, its two subtypes, and how it differs from other types of corporate communication.
 - What is organizational identification, and what is the role of employee communication in maintaining or developing it?
 - Discuss organizational silence: what causes silence to develop, and how does it impact employee participation?
 - Discuss "the strength of weak ties" as it relates to employee communication.
 - Consider how the idea of 'weak ties' also matters in terms of stakeholder communication.
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Week 13: Presentation of Communication Strategies

In Wednesday's and Friday's class, the groups present their communication strategies, followed by a brief discussion of each.

[DEADLINE: Submit Presentations of Communication Strategy before start of Wednesday's class.](#)

Week 14: Conclusion

This week, we wrap up the course: there are no additional required readings for this week. You will need the time to finish the Communication Strategy assignment instead. On Wednesday, I present a short overview of outstanding issues in corporate communications. You should not prepare anything for this class.

You do have to prepare for Friday's class: e-mail me any questions or uncertainties about the course material on Thursday, 23:59 at the latest. I will discuss and explain these in our final class, as well as giving pointers and tips for the final examination.

[DEADLINE: Submit Final Communication Strategy before start of Wednesday's class.](#)

Week 15: Final Examination

Good luck!!

Course Materials

The course relies heavily on the book by Joep Cornelissen (reference below), which you should buy. Make sure to buy the fourth edition, as this contains additional chapters on CSR and social media which are required for the course.

Cornelissen, J. P. (2014). *Corporate Communication (4 edition.)*. Los Angeles: Sage Publications Ltd.

Any additional readings can either be found online through Web of Science or will be distributed during the course.

Additional Sources:

The following journals all deal with corporate communications and public relations: they are highly recommended sources of additional (and recent!) scholarly work:

- *Corporate Communications: An International Journal*
- *Public Relations Review*
- *Journal of Marketing*
- *Business and Professional Communication Quarterly*

In addition to these, more general purpose journals, such as *Journal of Communication*, also publish articles relevant to Corporate Communication.

Course Assessment

The students will be evaluated on the basis of their performance as follows

- Midterm examination (25%)

- Communication plan (25%)
- Presentation of Communication plan (10%)
- Final examination (35%)
- Participation in Class (5%)
- TOTAL (100%)

Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

Letter grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	0-9.9	0-49

Description of activities and Grading Criteria

General criteria for written assignments (Communication Plan)

The following guidelines apply to writing assignments. If you fail to follow these guidelines, your assignment will not be read and graded, resulting in a grade of 1.

- Every assignment has a front page which includes your name, the title of the assignment, the date, and the amount of words (not including the reference list and title page).
- Include page numbers!
- Line spacing: double; Font size: 12; Margins: 2.5 cm.
- References: APA style.
- Text should be left-justified, with no extra lines between paragraphs, and the first line of each paragraph indented.

Communication Plan (25%)

In groups of 4-5 students, you will develop a communication plan for an existing corporation. In this communication plan, you will develop your skills in thinking creatively about corporate communication: each group thinks of a specific goal that would benefit the corporation, be it in terms of market share, corporate reputation, corporate social responsibility, stakeholder relations, and so forth. Departing from this goal, each group then develops a set of specific (SMART) objectives they want to achieve through the communication plan. The groups then crafts specific messages, message styles and a comprehensive media strategy to achieve these objectives: this allows you to creatively tackle a fixed challenge. It also forces you to contemplate the literature in more depth: the communication plan requires you to substantiate your decisions in terms of messages and media strategy using course and non-course literature.

In practical terms, the communication plan should be between 4500 and 5500 words, excluding reference list. The plan consists of three parts:

1. *Introduction (roughly 1000 words)*: contains 1) a summary description of the corporation, its mission and values, and key stakeholders, which are categorized according to one of the typologies we discuss in class. 2) a description of the goal of the communication plan, and how it fits in the existing communication strategy of the corporation.
2. *Description of Communication Plan (roughly 2000 words)*: a detailed description of 1) the objectives of the communication plan, 2) the targeted stakeholder(s), 3) the messages and message styles, 4) the media strategy.
3. *Theoretical Substantiation of Plan (roughly 2000 words)*: this part connects the messages and strategies from part 2 to the literature, by explaining why specific choices – e.g. focus on traditional or social media – were made based on suggestions given in course and non-course literature.

In week 1, groups are formed and you and your group decide which corporation to focus on for the assignment. At the end of week 2, you e-mail your organization, group composition and a preliminary description of the goal of the communication plan to me (Jonas.lefevere@vub.ac.be). This enables me to give you some feedback regarding feasibility.

At the beginning of week 6, you submit the first part of the communication plan, which contains a fully developed part 1, and partial part 2 (objectives, stakeholders and draft of messages). In week 6 we meet to discuss feedback on part 1, so you can adjust accordingly.

The final communication plan is due in week 14, and contains all parts.

Presentation of Communication Plan (10%)

In week 13, each group presents their communication plan to the other students. Presentations should be no longer than 10 minutes, so it is important to focus on the key messages and the reasoning underlying the choices that were made. The format of the presentation should be a pitch to the CEO of the corporation: each group tries to 'sell' its communication plan as critical for the corporation's success. Consequently, the theoretical substantiation need not be overly emphasized (e.g.

add a short reference, if applicable, to the slide discussing a message for which it applies) – the presentation should focus on the goal of the plan, how that relates to the corporate vision, and the practical implementation of the plan.

The presentations will be graded on the clarity of the goal and implementation, the soundness of the argumentation for the decisions that were made, and the clarity of the presentation and slides (see grading rubric).

Email me the powerpoint / prezi / ... before Wednesday's class (see also weekly schedule): Jonas.lefevere@vub.ac.be .

Midterm and Final Examination (25% and 35%, respectively)

The exams will test your knowledge and understanding of the theories and concepts we discuss in class. The exams contain three types of questions:

- Type 1 – Short Open-ended question: These relatively short questions ask you to describe a single theory or concept in your own words.
- Type 2 - Comparison question: These questions are longer, as they present you with two distinct theories and concepts, and then ask you to a) describe each, and b) find points of comparison between the theories and concepts. These questions are aimed at assessing to what extent you are able to connect the various theories and concepts in the course, thereby moving beyond the course material.
- Type 3 - Application question: These questions ask you to not only describe a theory or concept, but also apply it to a real-life example of your choosing, thereby showing that you understand the implications of theories and concepts for real-life corporations.

Participation in Class (5%)

Though not technically an assignment, I do expect that you participate actively in the sessions. This includes active involvement in the in-class exercises, but also just asking questions and commenting. Though I understand that it is sometimes difficult to speak in a group, you should try to make an effort: it will enhance your learning of the material, and that of your fellow students as well.

Grading form for written assignments (more than 10% of the final grade)

Grading Rubric Communication Plan Presentation (10%)

Criterion	Insufficient (0.0-9.9)	Adequate (10.0-14.9)	Good (15.0-17.5)	Excellent (17.6-20.0)
Corporation and Goal (25%)	The presentation does not explain the corporation's profile and vision. The presentation does not explain the goal of the communication plan.	The presentation explains the corporation's profile and vision, and the goal of the communication plan.	Same as adequate + Presentation clearly explains the connection between corporation's profile and communication plan.	Same as good + Presentation of company profile and plan are exceptionally creative and clear.
Communication plan (50%)	The presentation does not mention one or more of the following: <ul style="list-style-type: none"> - Objectives - Messages - Message Styles - Media strategy 	The presentation mentions specific <ul style="list-style-type: none"> - Objectives - Messages - Message Styles - Media strategy 	Same as adequate + Link between overall goal and objectives is clear. Plan is internally consistent (e.g. messages match objectives).	Same as good + Messages / Message Styles / Media strategy are exceptionally creative and well developed.
Literature (10%)	The presentation does not include any links to the literature.	The presentation refers to literature to substantiate at least half of the key decisions presented.	The presentation refers to literature to substantiate at least three quarters of the key decisions presented.	The presentation refers to literature to substantiate almost all key decisions presented.
Style / Flow (15%)	Structure of the presentation is unclear. Slides are unclear. Typos and errors in presentation.	Basic structure present. Slides are clear, but not overly creative. Almost no errors.	Structure is clear and logical. Slides are clear and creatively designed. No errors.	Requirements for Good, but the layout and content of the slides is compelling, and the presentation of the content was excellent.

Grading Rubric Communication Plan (25%)

Criterion	Insufficient (0.0-9.9)	Adequate (10.0-14.9)	Good (15.0-17.5)	Excellent (17.6-20.0)
Introduction (20%)	<p>The introduction does not explain one or more of the following:</p> <ul style="list-style-type: none"> - Corporation's profile (mission and values); - Stakeholders; - Goal of Communication plan. 	<p>Introduction explains:</p> <ul style="list-style-type: none"> - Corporation's profile (mission and values); - Stakeholders; - Goal of Communication plan. 	<p>Same as adequate +</p> <p>Link between communication plan's goals and corporate profile is clear.</p> <p>Stakeholders are reported in a clear typology.</p> <p>Communication plan's goal outlines which stakeholders are targeted.</p>	<p>Same as good +</p> <p>Introduction's discussion of all parts (corporate profile, stakeholders, communication plan goal) are very clear.</p>
Communication plan (35%)	<p>The plan does not mention one or more of the following:</p> <ul style="list-style-type: none"> - Objectives; - Messages; - Message Styles; - Media strategy. 	<p>The plan mentions specific</p> <ul style="list-style-type: none"> - Objectives; - Messages; - Message Styles; - Media strategy. 	<p>Same as adequate +</p> <p>Link between overall goal and objectives is clear.</p> <p>Plan is internally consistent (e.g. messages match objectives).</p> <p>Messages, Message Styles or Media Strategy is very clear and specific.</p> <p>For different messages and media strategy, it is clear which stakeholders are targeted.</p>	<p>Same as good +</p> <p>Messages / Message Styles / Media strategy are exceptionally creative and well developed.</p>
Substantiation	Introduction does not clearly	Introduction refers to	Same as adequate +	Same as good +

(30%)	<p>refer to company materials (e.g. website, press releases) to substantiate corporate profile.</p> <p>The plan does not substantiate messages, message styles and media strategy using literature.</p> <p>No references beyond course material included.</p>	<p>company materials (e.g. website, press releases) to substantiate corporate profile.</p> <p>The plan uses literature to substantiate messages, message styles and media strategy.</p> <p>Non-course references are used, and almost all relevant course material is used.</p>	<p>All key claims in introduction are backed up by company materials.</p> <p>Communication plan's decisions are almost all substantiated with literature</p> <p>Plan uses at least four non-course references, and uses all relevant course material.</p>	<p>All decisions in the plan are substantiated with literature.</p> <p>Plan uses more than six non-course references.</p>
Writing (15%)	<p>More than one spelling mistake that could be avoided using spell checker.</p> <p>More than one half-finished sentence.</p> <p>Several references have formatting errors.</p> <p>Unclear structure</p>	<p>Spelling mistakes almost absent.</p> <p>Max one reference has a formatting error.</p> <p>Structure and writing is mostly clear.</p>	<p>Requirement for Adequate +</p> <p>No referencing errors.</p> <p>Structure and writing is mostly clear.</p>	<p>Requirement for Good +</p> <p>Exceptionally clear and convincing writing and / or structure.</p>

Grading Rubric Exam Question – Type 1 (short open-ended question)

Criterion	Insufficient (0.0-9.9)	Adequate (10.0-14.9)	Good (15.0-17.5)	Excellent (17.6-20.0)
Accuracy (80%)	The answer incorrectly reflects the concept or theory as discussed in class or readings.	The answer correctly reflects the basic tenets of the concept or theory as discussed in class or readings.	Requirement for Adequate + The answer completely covers the concept or theory, and contains no major errors.	Requirement for Good, but the answer contains no errors whatsoever. Comparisons of multiple sources, conceptualizations and interpretations of the theory / concept result in a higher grade.
Structure / Language (20%)	The structure is confusing and makes it hard to make out the key points made. Use of language is poor, and contains several errors.	Overall structure is clear, with a maximum of two unclear sentences. Use of language is ok, with a maximum of two errors.	Structure is clear throughout, with no unclear sentences. Good use of language, with no errors.	Requirement for Good, plus the structure and use of language are exceptionally clear.

Grading Rubric Exam Question – Type 2 (comparison question)

Criterion	Insufficient (0.0-9.9)	Adequate (10.0-14.9)	Good (15.0-17.5)	Excellent (17.6-20.0)
Accuracy (30%)	The answer incorrectly reflects the concepts or theories as discussed in class or readings.	The answer correctly reflects the basic tenets of the concepts or theories as discussed in class or readings.	Requirement for Adequate + The answer completely covers the concepts or theories, and contains no major errors.	Requirement for Good, but the answer contains no errors whatsoever.
Comparison (50%)	The answer does not compare the two theories.	The answer contains at least one substantial and specific comparison between the two theories.	Requirement for Adequate + The answer compares multiple aspects of theories.	Requirement for Good + The answer contains all major points of comparison between the two theories.
Structure / Language (20%)	The structure is confusing and makes it hard to make out the key points made. Use of language is poor, and contains several errors.	Overall structure is clear, with maximum two unclear sentences. Use of language is ok, with maximum two errors.	Structure is clear throughout, with no unclear sentences. Good use of language, with no errors.	Requirement for Good, plus the structure and use of language are exceptionally clear.

Grading Rubric Exam Question – Type 3 (application question)

Criterion	Insufficient (0.0-9.9)	Adequate (10.0-14.9)	Good (15.0-17.5)	Excellent (17.6-20.0)
Accuracy (30%)	The answer incorrectly reflects the concepts or theories as discussed in class or readings.	The answer correctly reflects the basic tenets of the concepts or theories as discussed in class or readings.	Requirement for Adequate + The answer completely covers the concepts or theories, and contains no major errors.	Requirement for Good, but the answer contains no errors whatsoever.
Application (50%)	The answer does not contain a specific example, or the example is not clearly linked to the concept / theory.	Real world example question: The answer contains a specific example, and provides at least one substantial and specific link with the concept/ theory.	Requirement for Adequate + Answer provides at least two substantial and specific links.	Requirement for Good + Answer contains more than two links and example is exceptionally creative.
Structure / Language (20%)	The structure is confusing and makes it hard to make out the key points made. Use of language is poor, and contains several errors.	Overall structure is clear, with maximum two unclear sentences. Use of language is ok, with maximum two errors.	Structure is clear throughout, with no unclear sentences. Good use of language, with no errors.	Requirement for Good, plus the structure and use of language are exceptionally clear.

Additional Course Policies

Class attendance

It is important to attend class, as this is where I explain the basics of each theory – and more importantly we will do exercises to help you grapple with these theories. If you do not attend class, you will have an extremely difficult time processing all the required material (slides + required readings) before the exams. You will also miss important information on assignments. Missing a class for a legitimate reason is acceptable, as long as you let me know beforehand that you cannot attend, and why (just send me an email: Jonas.lefevere@vub.ac.be). Note that attending class implies *being on time!*

Deadlines for assignments

The deadlines for all assignments are communicated at the beginning of the semester. Because you are therefore able to plan ahead, late submissions of papers will not be accepted unless there are serious legitimate reasons. You must give notice prior to the deadline, otherwise your submission will not be graded.

Academic Honesty Statement

Academic dishonesty is **NOT** tolerated in this course - or anywhere for that matter.

Your written assignments will be checked for plagiarism: don't do it. If I find that a written assignment contains portions of text that have been lifted from another source without clear indications of this (e.g. italics) or referencing, this is considered plagiarism. Such cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action. The same goes for cheating or any other breaches of academic integrity.

Calculation of Workload

One ECTS stands for 25-30 hours of study. The course should therefore have a workload of between 150 – 180 hours of study.

Task	Hours
Reading required readings (10p/hour, total of 307 pages)	31
Classes (13 weeks of class, 3 hours per week)	39
Part 1 Communication Plan (\pm 1500 words, 0,5 hour per 100 words) ¹	8
Communication Plan (\pm 5000 words, 0,5 hour per 100 words) ¹	25
Communication Plan Presentation preparation	10
Studying for exams (20 hours for each exam)	40
Total	153

¹ This is based on the estimates provided by <http://cte.rice.edu/blogarchive/2016/07/11/workload> . I foresee extensive drafting (1h per 100 words), but the assignment is a group work, so the load is halved.