



Vesalius College  
Brussels

**Course Syllabus CMM 391G  
Spring 2018**

**Communication Studies Capstone**

**Number of ECTS credits: 6**

**Contact Details for Professor**

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Course Time:

Office Hours:

**Course Description**

The course, requires students to integrate knowledge and exercise the skills acquired throughout their work in their major, and provides them with an opportunity to work on an extended research project while advising a 'client'. The client sets the main task for the students, in order for them to apply their acquired skills to a complex and 'real-life' problem related to Communication Science. As such, the Capstone is designed to contribute to preparing students for the job market and support their transition from academia to the professional world. Furthermore, by calling for sophisticated understanding of theoretical issues as well as an appreciation of ways to construct empirical research solutions, it also prepares students for independent research at graduate level.

This year students would advice Education International (EI), the largest trade union based in Brussels. EI has member organisations in 170 countries and territories with a combined membership of 30,000,000. Students would be requested to provide scientific advice to EI on the ways its business and marketing plans and branding and advocacy practices should be further developed. They would also be requested to analyse the EI media policies and provide audience analyses for the different world regions.

**Course Prerequisites (if any)**

Course Prerequisites: COM101 and POL271

This course is designed a final course in your Bachelors programming. This is a project-based course. It is not a lecture-based course, it is rather an interactive course and a student lead course, and you should have a working knowledge of communication theories. There are multiple presentations in this course. **Attendance**

**is required and mandatory.** If you are not prepared to commit to the functioning of the course, I would advise you see your advisor immediately.

### **Learning Objectives**

The Flemish Qualification Framework includes a list of specific skills for Communication majors that must be developed in required courses. Some of those skills have been implemented into the course structure of CMM 392. In particular, after completion of the course students would further (numbering according to the NVAO list):

5. their understanding to the initiating, planning and executing basic and applied research around communicators, channels, messages or recipients, starting from a defined mission and report back to colleagues and laypeople.
6. their ability to detect and analyze organizational and social communication processes to support troubleshooting.

**Overall, the course objectives aim to encourage students**

### **In terms of knowledge**

To apply in an integrative and summative fashion their key knowledge in the fields of Communication Studies as a science (human, mass, organisational, intercultural, political and business communication, journalism studies, strategic communication, and media production, research and development).

To gain insight into the functioning and be able to critically analyze data of media companies, as well as governments, business firms and other organisations.

To learn the principles of entrepreneurship for the advocacy industry.

To understand the international aspects of the advocacy industry.

### **Skills/Attitudes**

To organize effective team-work (including division of tasks, a realistic and efficient timeline division of work and clear deadlines and intermediate goals)

To conduct high-level research using a wide range of data and sources

To design appropriate presentation and analytical tools (with the help of websites, graphic tools, etc.)

To improve presentation skills (both in terms of speaking and visual presentation skills)

To write a coherent, concise and policy-oriented Advice Paper

To perform effectively under situations of intense stress

To address and resolve effectively inner-group tensions and conflicts

To engage critically and confidently in various professional and academic settings in and beyond Brussels

To conduct a confident and open dialogue with senior advocacy professionals

### **Teaching Method**

The teaching method of the Capstone is based on the presumption of a maximum level of independence of thought and work. Throughout, the course instructor will function as a background facilitator – providing students with guest lectures by external experts, and broad guidelines as well as oral feedback during the Thursday

sessions. A main aim of the course is to avoid ‘ex cathedra’ teaching and leave as much freedom for independent work. Students are encouraged to apply their knowledge of their 3-year Communication studies in a “summative and integrative” fashion to the discovery of new processes and facts related to a new and largely unexplored topic and real-life problem (the communication strategies of EI).

### Course schedule

<b>Part 1: Preparatory Work, Background Knowledge on EI, Education Policies, Education Global Advocacy Campaigns and International Marketing Strategies</b>		
<b>Wk1, Session 1</b>	19.01 .	<p>1) Week/sections topics; Introduction to the Course; Overview of the main Approach, Expectations and Requirements of the Capstone, Introduction to EI</p> <p>2) Main readings;</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>3) Seminal activities <b>Introduction to the client:</b> <a href="https://www.ei-ie.org/en/">https://www.ei-ie.org/en/</a></p> <p><b>VIDEOS:</b> <a href="https://www.youtube.com/user/EduInternational">https://www.youtube.com/user/EduInternational</a></p> <p>4) Reading questions What is the main mission statement, goals and objectives of EI? What is the Future of Education, Skills Strategy and World Teachers’ Day campaigns? How does EI work with intergovernmental organizations such as UNESCO, World Bank, the EU and others?</p>
<b>Wk2, Session 2 1<sup>st</sup>Client Meeting</b>	26.01 .	<p>1) Week/sections topics; Mapping the Field of Education Advocacy: Main Players</p> <p>2) Main readings</p> <ul style="list-style-type: none"> <li>• <a href="http://educationcluster.net/advocacy/global-advocacy/">http://educationcluster.net/advocacy/global-advocacy/</a></li> <li>• S. CHINNAMMAI, <a href="#">Effects of globalisation on education and culture</a>, ICDE International Conference, 2005</li> </ul> <p>3) Seminal activities (if any); <b>Mock individual student presentations;</b></p> <p><b>Guest Lecture:</b> Client/EI presentation. The Client will present the organization and the issues that the students will be requested to advise the EI (overall design of the external communication of EI, on-line aspects that need to be improved, design the specific campaign for World Teacher’s</p>

		<p>Day)</p> <p>4) Reading questions Which are the main international, regional, and national players in education advocacy? Which interests do they represent? How are they organized and what are their interlocking interests? What is the function of other related organizations such as Public Service International?</p>
<b>Wk3, Session 3</b>	02.02	<p>1) Week/sections topics; The Message and the Channels</p> <p>2) Main readings</p> <p>Research publications and policy briefs:  <a href="https://issuu.com/educationinternational">https://issuu.com/educationinternational</a>  <a href="https://www.educationincrisis.net/resources/ei-publications">https://www.educationincrisis.net/resources/ei-publications</a>  <a href="https://www.educationincrisis.net/resources/policy-briefs">https://www.educationincrisis.net/resources/policy-briefs</a></p> <p>Congress resolutions and Bylaws:  <a href="http://pages.ei-ie.org/library/en/libraries/search">http://pages.ei-ie.org/library/en/libraries/search</a> (use 2015 in the dropdown in the upper right corner to get the most recent ones)</p> <p>SDGs and education financing:  <a href="https://download.ei-ie.org/Docs/WebDepot/EI2016_SDGs_brochure_final_facing_EN.pdf">https://download.ei-ie.org/Docs/WebDepot/EI2016_SDGs_brochure_final_facing_EN.pdf</a>  <a href="https://download.ei-ie.org/Docs/WebDepot/EI_Financing_roadmap-2.pdf">https://download.ei-ie.org/Docs/WebDepot/EI_Financing_roadmap-2.pdf</a></p> <p>General EI leaflet:  <a href="https://download.ei-ie.org/Docs/WebDepot/EILeaflet_2012_accordeon_final_web.pdf">https://download.ei-ie.org/Docs/WebDepot/EILeaflet_2012_accordeon_final_web.pdf</a></p> <p>3) Seminal activities (if any); <b>Mock individual student presentations;</b></p> <p>4) Reading questions What are the main competing messages of global advocacy education campaigns? What is the position of EI in this web of interests and messages? Which channels do they use? How does EI design messages in order to make international issues relevant for the different national audiences? Which vehicles does it use to reach those audiences?</p>
<b>Wk4, Session 4</b>	9.02.	<p>1) Week/sections topics; The Audiences: national, regional, global</p> <p>2) Main readings/  <ul style="list-style-type: none"> <li>• <a href="https://www.ei-ie.org/en/items/search">https://www.ei-ie.org/en/items/search</a></li> </ul> </p>

		<ul style="list-style-type: none"> <li>• Global Response Campaign</li> <li>• EI's Communication Strategy Memos</li> </ul> <p>3) Seminal activities (if any); <b>Mock individual student presentations;</b></p> <p>4) Reading questions or exercises. How would you categorise the different audiences of EI based on their linguistic, geographical and occupational characteristics? How would you classify them in order to better disseminate the EI's messages?</p>
<b>Part 2 – Acquiring Key Skills and Insights on international promotion and management of global advocacy and Experts from the Academia, Policy Making, and Marketing Professionals</b>		
<b>Wk5, Session 5</b>	16.02	<p>1) Week/sections topics; Global Advocacy: An Introduction</p> <p>2) Main readings/ ;</p> <ul style="list-style-type: none"> <li>• Advocacy Sourcebook: WaterAid</li> <li>• <a href="https://www.apc.org/en/node/9456">https://www.apc.org/en/node/9456</a></li> <li>• Advocacy and Public Private Dialogue Toolkit</li> </ul> <p>3) Seminal activities (if any); <b>Mock individual student presentations;</b></p> <p><b>Feedback the first round of individual presentations</b></p> <p><b>Reading Test 1</b></p> <p>4) Reading questions What is advocacy? Why do we do advocacy? How do you start developing your advocacy plans? How do you make advocacy happen? How do you choose advocacy tools?</p>
<b>Wk6, Session 6 Expert Input</b>	23.02	<p>1) Week/sections topics; Global Marketing Management</p> <p>2) Main readings</p> <ul style="list-style-type: none"> <li>• Introduction to Global Marketing by Keegan W</li> </ul> <p>3) Seminal activities (if any); <b>Mock Student Group Presentation;</b></p> <p><b>Guest Lecture: Policy Maker</b></p> <p>4) Reading questions. What is meant by global localization? What is the difference between ethnocentric, polycentric, regiocentric and geocentric</p>

		management orientations? What are the different types of leverage utilized by organisations with global operations?
<b>Wk 7, Session 7 2<sup>nd</sup> Client Meeting</b>	02.03 .	- No Class Mid Term Week Organised visit to the EI offices where students will be given the opportunity to meet different employees in order to interview them and collect more data for their research
<b>Wk 8, Session 8 Expert Input</b>	09.03 .	1) Week/sections topics; Advertising and Promotion  2) Main readings/ <ul style="list-style-type: none"> <li>• International Advertising and Promotion by Belch M and Belch G.</li> </ul> 3) Seminal activities (if any); <b>Mock Student Group Presentation;</b>  <b>Guest Lecture: Academia</b>  4) Reading questions What challenges does EI face in developing integrated marketing communication campaigns for education? Why are international audiences so important? How do the economic conditions and factors impact the type of integrated marketing communications programme EI can use? Which are the challenges trade unions face in marketing their messages to the world's poorest countries?
<b>Wk 9, Session 9 Expert Input</b>	16.03 .	1) Week/sections topics; - Global Cultural Environment and its impact on advocacy  2) Main readings <ul style="list-style-type: none"> <li>• Global Cultural Environment and Buying Behaviour, Kotabe and Helsen.</li> </ul> 3) Seminal activities (if any); <b>Mock Student Group Presentation;</b>  <b>Guest Lecture: Marketing Professional</b>  4) Reading questions. What are the cultural variables that one must consider in developing advocacy and promotional programs in different national markets? How do cultural norms drive buyer behavior and consumer needs? How could those cross-cultural comparisons be applied to EI's communication strategies?
<b>Wk10, Session 10</b>	23.03 .	1) Week/sections topics; How to make an impact in Brussels

<b>Expert Input</b>		<p>2) Main readings/</p> <ul style="list-style-type: none"> <li>• More Machiavelli in Brussels: The Art of Lobbying the EU by Rinus van Schendelen</li> <li>• What Influences the Influencers? 2016 EU Media Poll findings</li> </ul> <p>2) Seminal activities (if any);</p> <p><b>Mock Student Group Presentation;</b></p> <p><b>Guest Lecture: Personal Trainer specialised on presentation skills</b></p> <p><b>Reading Test 2</b></p> <p>4) Reading questions: Which are the most important players in Brussels: lobbies, journalists, policy makers, trade unions, NGOs, etc that EI needs to liaise with in order to increase their advocacy impact in Europe?</p>
<b>Wk11,Session 11</b>	30.03	<b>Individual Meetings with the Professor: Discussions on first draft of individual and group final project presentations</b>

### SPRING RECESS: 3 – 14 April

<b>Part 3 –Delivery</b>		
<b>Wk12,Session12</b>	20.04.	<b>Individual Presentations</b>
<b>Wk13,Session13</b>	27.04.	<b>Group Presentations – Feedback, Final Data Adjustments and Presentation Training</b>
<b>Wk14,Session14</b>	04.04.	<b>Final Group Presentation to the Client</b>

### Course Materials

PowerPoint presentations and Journal Articles will be provided on PointCarre: Communication Capstone 2017

### Suggested Readings:

Research Articles:

- Kamat, S., Spreen, C.A. & Jonnalagadda (2016) [Profiting from the Poor: The Emergence of Multinational Edu-Businesses in Hyderabad, India,](#)
- Riep, C. & Machacek, M. (2016) [Schooling the Poor Profitably - the Innovations and Deprivations of BIA in Uganda](#)
- Verger, A., Fontdevila, C. & Zancajo, A. (2016) [The privatisation of Education:](#)

[A political economy of global education reform](#) (published by Teachers College Press)

- Moodie, G. & Wheelan, L. (2016) [Global trends in TVET: a framework for social justice](#)
- Education International & Kenya National Union of Teachers (2016) [Bridge vs. Reality: A study on Bridge International Academies' for-profit schooling in Kenya](#)
- Fontdevila, C. & Verger, T. (2015) [The World Bank's Doublespeak on Teachers: An analysis of ten years of lending and advice](#)

#### Discussion Papers and Policy Briefs

- Sorensen T. (2016) [Value Added Measurement](#)
- [EI Briefing Note on the Trans-Pacific Partnership \(TPP\) The potential impacts for the education sector](#)
- Aurora, S. (2016) [Human Rights and Values in Education](#)

### **Course Assessment**

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

- Reading Test 1 15%
- Reading Test 2 15%
- Individual Final Project Report (30%) and Presentation (15%)
- Group Final Project Presentation 25%

### **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
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**Description of activities and Grading Criteria** (only general grading criteria in this section)

**Mock Presentations - 0%**

Mock Presentations: Those are mock individual and group presentations that students have to do in order to practice their skills. Those presentations **would not be graded** but they are mandatory. The presentations would also need to be recorded and discussed in class when feedback would be given both to the individual and the group mock presentations.

- a. **Individual mock presentations A** (Week 2, 3, 4, 5): Students are assigned to present to the rest of the class one (or more) academic paper/book chapter/policy brief that represents a seminal work relevant to the final project for EI
- b. **Group mock presentations A** (Week 6,8,9,10): Students form groups (the same which would work on the final project) which would present on four different topics that are relevant to the final report to the client, namely global marketing management, advertising and promotion in a global context, global cultural environment and it impact on advocacy campaigns, and management of global campaigns. Students have to use the seminal work provided in the syllabus as well as a number of other sources that they have to find themselves.

**Reading Test 1 and 2 - 30%**

The **Reading Tests** will be in-class exams and it would count for 30% of the final grade (15% each). The midterm exam will be held in weeks 5 and 10. The reading test 1 exam pertains to all course material covered in weeks 1 through 4 by both the professor and the student presentations. Reading test 2 covers all the material covered in weeks 5 through 9. The course material include PowerPoint presentations, lecture notes and course readings.

*Structure of the Reading Tests*

The Reading Tests will consist of:

- 1 short open answer (a half page, 15% of the final grade)
- 2 long open answers (one page each, 50% of the final grade)
- 1 essay (two and a half to three pages, 35% of the final grade).

**Individual Final Project Report (30%) and Presentation (15%)**

In order to provide individual input into the group's overall final report and briefing papers, each student contributes an in-depth individual paper. The paper should be grounded in theory, but mostly focus on actionable, up-to-date and original policy advice on a given topic related to client's tasks.

The choice of topic should be carefully coordinated within the group, in order to maximize synergies between group members with a view of each individual researcher's paper serving to contribute to the final end report.

The Capstone paper requires you to display your final "summative and integrative" research and writing skills – i.e. integrating all your skills and knowledge of the 3-year BA degree within a paper of **4,000 words**.

This means that the quality of the research paper should be of the highest standards. You are expected to deliver an outstanding research paper that combines factual up-to-date knowledge, awareness of theory, supreme analytical skills and actionable/original policy-advice.

*The Structure should follow the guideline hereunder:*

#### 1. Introduction/Choice of Topic

Explain in your introduction why the topic/theme you focus on is relevant and significant, how it links to the overall objective of the group assignment (i.e. the question set by the client) how it makes a contribution to the overall outcome of the Capstone project's end product (the final report). Why is your topic significant for EI?

#### 2. Research Statement / Research Question

Make sure you outline clearly at the beginning in the introduction your research statement (i.e., what are you going to analyse in your paper and why) and/or a clear research question. You are encouraged to think about one overall research question/statement and can also then use sub-questions that help to address the overall research question.

#### 3. Context of your research question / topic

Provide a short paragraph in your introduction about the context of your topic – how does it link to EI and the group task at hand. Provide a brief historical context (if appropriate) and ample references for further reading.

#### 4. Main Body - The Balance between Description and Analysis

Make sure you strike the right balance in your main body between description (mapping key facts/correlations/issues) and analysis. A 300-level research paper should never just consist of assembling facts, but rather in-depth analysis of what these facts mean, how they explain your key argument – related to the research question/research statement. Always link your analysis back to the main research question and argue how the material you present answers your question / substantiates your research statement.

#### 5. The Conclusion: A concise summary and concrete recommendations

Your conclusion should draw together all main findings and state explicitly your answer to the research question / research statement. It should also link back to the overall contribution to the main Topic at Hand (EI) and your concrete recommendations.

*Sources*

Make sure you use a wide range of sources to substantiate your arguments. A list of up to **20 references (15 of which peer-reviewed)** such as book chapters, journal articles, newspaper articles, think tank reports, figures from key reference books would be expected.

### *Concise and Correct Language and Layout*

All usual requirements to the correct use of English and an appropriate layout (Headings for sections and sub-headings for sub-sections) apply.

### *System of Bibliographic Referencing*

There are many systems for the citation of references. For this course, I expect you to use the Harvard style of referencing which is a name and date system. In the Harvard system, the author's surname, year of publication and, for direct quotes, page number are **cited** in the text of your work. Full details of the books/articles are included in a **bibliography** at the end of the assignment.

Student can find a detailed Harvard Guide at the following website:

<http://libweb.anglia.ac.uk/referencing/referencing.htm>. Please, also consult the following short guide for "Acknowledging, Paraphrasing, and Quoting Sources", available at: [http://writing.wisc.edu/Handbook/Acknowledging\\_Sources.pdf](http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf).

### Harvard Style of Referencing - Examples

#### *In-text citation:*

Both unities of discourses and objects are formed "by means of a group controlled decisions" (Foucault, 2011:32).

Habermas acknowledges the crucial function of language as a "medium of domination and social force" (1974:17, in Forchtner, 2011:9).

#### *In your reference list:*

#### **How to quote books:**

Held, D. (1980). *Introduction to Critical Theory: Horkheimer to Habermas*. Berkeley: University of California Press.

#### **How to quote chapters in edited books:**

Wæver, O. (1995), 'Securitization and Desecuritization', in Ronnie, D. L. (ed.) *On Security*, New York: Columbia University Press, pp. 46-86.

#### **How to quote articles:**

Foucault, M. (1982), 'The Subject and Power'. *Critical Inquiry*, 8(4): 777-795.

#### **How to quote electronic sources:**

Thatcher M (1992), Europe's Political Architecture, Speech in the Hague delivered on the 15<sup>th</sup> May 1992, available at the Margaret Thatcher Foundation: <http://www.margaretthatcher.org/speeches/displaydocument.asp?docid=108296>, retrieved on 8 June, 2012.

These are the final group presentations to the client (Week 14). The groups would pitch their ideas to the client for 45 minutes. The overall purpose of the Capstone final assignment presentation (client product) is to provide the client with a final report directly answering the client's questions/tasks and providing actionable, but well-grounded (both in factual detail and theory) advice.

Each group will also be required to give a formal presentation. After each presentation to the representatives of EI they will ask questions or make comments, and then give an evaluation. Every member of the group is required to present. Your groups will be evaluated on presentation and ability to work together.

### **Further description of assessment activities**

Please see Annex with Rubrics for all the exams and assignments

### **Additional Course Policies**

#### **Late Assignments**

Late Assignments will be accepted with a grade reduction and prior approval. You must email me in advance that you will be absent or email in advance with the reason for your late submission. **YOU SHOULD ALSO SUBMIT A DRAFT OF YOUR PAPER WITH EVERYTHING THAT YOU HAVE WRITTEN UNTIL THE DAY OF YOUR REQUEST FOR LATE SUBMISSION.**

- 1 Day- 10% reduction off the original grade
- 2 Days- 20% reduction off the original grade
- 3 Days- 30% reduction off the original grade
- 4 Days- 40% reduction off the original grade
- 5 Days- 50% reduction off the original grade

- a. No work will be accepted after the fifth day.
- b. With a medical statement the work is due five days after the validation period of the medical statement.

### **Academic Honesty Statement**

Academic dishonesty is **NOT** tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.