

## English: Business and Public Communication I (A005963)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 4.0** **Study time 120 h**

**Course offerings in academic year 2024-2025**

A (semester 1) Dutch, English Gent

**Lecturers in academic year 2024-2025**

De Waele, Aurélie	LW22	lecturer-in-charge
Chan, David	LW22	co-lecturer

**Offered in the following programmes in 2024-2025**

	<b>crdts</b>	<b>offering</b>
<a href="#">Master of Science in Teaching in Languages(main subject Applied Language Studies)</a>	4	A
<a href="#">Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English)</a>	5	A
<a href="#">Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, French)</a>	5	A
<a href="#">Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, German)</a>	5	A
<a href="#">Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Italian)</a>	5	A
<a href="#">Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Russian)</a>	5	A
<a href="#">Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Spanish)</a>	5	A
<a href="#">Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Turkish)</a>	5	A

**Teaching languages**

English, Dutch

**Keywords**

Business communication, crisis communication, digital communication, press communication, media, new media

**Position of the course**

In this course, students will be made aware of how (new) media are changing the way organizations interact with internal and external stakeholders. Students will develop the ability to approach the language of the (new) media critically and to read the press perceptively so as to understand the importance of the media in a democratic society and not to be deceived by newspaper proprietors or PR professionals with an agenda of their own or by editors and journalists with an axe to grind.

Exchange students may take up this course unit, for which no prior knowledge of Dutch is required. C1 level English is expected.

**Contents**

Issues to be considered in the course include words, signs, and grammar in context; how theoretical frameworks can be applied to current media material; how communication decisions can be evidence-based; the connection between texts and their socio-cultural contexts; the interaction between a text and its accompanying image. The course is structured around three modules. Each of the modules is linked to a fictitious company case study describing an acute crisis in the company.

In the first module, students use online social media tools to simulate the PR

manager's account. They develop a communication stream that communicates to the general public before the crisis breaks out, followed by communication about the crisis. In the second module, students learn to write a crisis communication press release in which they communicate about the crisis to written and audiovisual press. In the third module, they simulate a press conference in which they give a statement as PR manager of the company and then answer questions from journalists. In addition to the modules, students carry out an individual assignment in which they analyze the communication of a crisis case using three (newspaper) articles.

### Initial competences

cfr final competences Bachelor of Arts in Applied Language Studies.

### Final competences

- 1 Having a command of English, at C2 level or at least C1 level of the Common European Framework of Reference for Languages for comprehension (listening and reading), oral skills (production and interaction) and writing skills... [MC. 1.1, evaluation]
- 2 In the context of communication strategies of organisations, providing effective written and oral communication in English. [MC. 6.1., evaluation]
- 3 In the communication process, making adequate use of an advanced understanding of the role of contextual variables, text types and text strategies. [MC.6.2, evaluation]
- 4 Making adequate use of the acquired insights into the communication of organisations. [MC.6.3, evaluation]
- 5 In the communication process, making adequate use of an advanced degree of contrasting linguistic expertise at different levels (lexically, grammatically, textually, pragmatically). [MC.6.4, no evaluation]
- 6 During the (crisis) communication process, making adequate use of an advanced level of encyclopaedic, topical and cultural expertise and of an advanced understanding of intercultural aspects. [MC.6.5, evaluation]
- 7 During the (crisis) communication process, making use of traditional and electronic resources, as well as specific technological tools. [MC 6.6, evaluation]
- 8 Managing the communication process within the set time boundaries, thanks to sound planning and adequate stress and time management, both independently and as part of a team. [MC.6.7, evaluation]

### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

### Conditions for exam contract

This course unit cannot be taken via an exam contract

### Teaching methods

Group work, Seminar, Independent work

### Extra information on the teaching methods

At the start of the course, students receive a theoretical introduction to the case and the concrete tasks in the form of a seminar. For each sub-task of the portfolio assignment, students will be instructed on the specific competencies required to perform the job in an introductory seminar. Next, they work independently on the job in teams of four. Finally, they present the finished assignment to the teacher and their fellow students. Both teacher and fellow students give feedback on the job. In conclusion of the course, students submit a piece of work that bundles the revised assignments. The students receive feedback in small groups from the teacher.

### Study material

Type: Slides

Name: Slides

Indicative price: Free or paid by faculty

Optional: no

Language : English

Available on Ufora : Yes

Online Available : No

Available in the Library : No  
Available through Student Association : No

Type: Reader

Name: Reader  
Indicative price: Free or paid by faculty  
Optional: no  
Language : English  
Available on Ufora : Yes  
Online Available : No  
Available in the Library : No  
Available through Student Association : No

### References

Coombs, W. T. (2007). Protecting organization reputations during a crisis: The development and application of situational crisis communication theory. *Corporate Reputation Review*, 10(3), 163-176.  
De Waele, A., Claeys, A. S., & Opgenhaffen, M. (2020). Preparing to face the media in times of crisis: Training spokespersons' verbal and nonverbal cues. *Public Relations Review*, 46(2), 101871.

### Course content-related study coaching

- Feedback after each assignment.
- Consultation by appointment.

### Assessment moments

continuous assessment

### Examination methods in case of periodic assessment during the first examination period

### Examination methods in case of periodic assessment during the second examination period

### Examination methods in case of permanent assessment

Participation, Peer and/or self assessment, Assignment

### Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

### Extra information on the examination methods

Portfolio assignment (100%)

### Calculation of the examination mark

The deadlines for the portfolio assignment must be respected. If not, points can be deducted from the total.

### Facilities for Working Students

- Possibility of an alternative time for feedback, in consultation with the lecturer.