

## English: Business and Public Communication I (A704039)

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

**Credits 3.0**

**Study time 90 h**

### Course offerings and teaching methods in academic year 2023-2024

A (semester 1)

Dutch, English

Gent

group work

seminar

independent work

### Lecturers in academic year 2023-2024

Van Praet, Ellen

LW22

lecturer-in-charge

De Baets, Greet

LW22

co-lecturer

### Offered in the following programmes in 2023-2024

	crdts	offering
Master of Science in Teaching in Languages(main subject Applied Language Studies)	3	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, French)	3	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, German)	3	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Italian)	3	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Russian)	3	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Spanish)	3	A
Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Turkish)	3	A

### Teaching languages

English, Dutch

### Keywords

Communicating with the public, media, new media, crisis communication

### 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. Students will also learn how to incorporate social media channels into their professional practice.

### Contents

Issues to be considered in the course include words, signs, and grammar in context; how theoretical frameworks in semiotics/pragmatics/sociolinguistics can be applied to current media material; 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 an 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.

### **Learning materials and price**

Digital learning environment; Syllabus; Reader; PPT slides and hand-outs guest speakers

### **References**

Coombs, T.C. 2007. Academic Research Protecting Organization Reputations During a Crisis: The Development and Application of Situational Crisis Communication Theory. *Corporate Reputation Review*. Vol. 10, 3, 163–176.

Marynissen, Hugo & Pieters, Stijn & Mertens, Peter & Ramacker, Benoît & Bruggemans, Bert. 2016. *Crisis Communication Work Process. Achieving an even more professional communication discipline*. This is the translation of the bookchapter: Marynissen, H., Pieters, S., Mertens, P., Ramacker, B., Bruggemans, B. (2015). *Het Werkproces Crisiscommunicatie*. Naar een verdere professionalisering van de communicatiediscipline. In: Devroe et al. (Eds.) *Zicht op first responders. Handboek bij het beheer van evenementen en noodsituaties in Nederland en België*. Maklu: Antwerpen-Apeldoorn (pp. 267-288).

### **Course content-related study coaching**

-Oral and written 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.