



Arteveldehogeschool
International Office



Module on Communication Management

Organized by the department of
Communication Management with the
support of the departments of

- Business and Office Management
- Teacher Training
- Graphic and Digital Media

Course description
Spring Semester 2009

Contents

CB-1	Communication skills (4 ECTS)	2
CB-2	Aspects of PR & Corporate Communication (4 ECTS)	6
CB-3	Marketing Communication (4 ECTS)	10
CB-4	Social & Cultural Current Affairs (3 ECTS)	12
CB-5	European Media Scene (3 ECTS)	13
CB-6	Public Relations Case Studies (3 ECTS)	14
CB-7	Intercultural Marketing Communication (4 ECTS)	15
CB-8	Introduction to Graphical Design (3 ECTS)	17
CB-9	Multimedia (4 ECTS)	19
CB-10	Creative Writing (4 ECTS)	22
CB-11	Business English (3 ECTS)	23
CB-12	Basic French (3 ECTS)	25
CB-13	European Economics and Trade Politics (3 ECTS)	27
CB-14	Advertising Case (3 ECTS)	29
CB-15	Event and Projectmanagement (4 ECTS)	30

CB-1 Communication Skills (4 ECTS)

The course Communication Skills is split up into 2 parts:

1. Group Dynamics and non-verbal communication

Lecturer: Jaak Trips

Contact hours: 14

Course description: Working and communicating in a small group – (Active listening, Assertiveness, Evaluation); non-verbal communication

Group dynamics.

Aims

Students learn how to communicate within a multi-cultural group presenting diverse levels of language knowledge.

Learning outcome

- Students learn to work together efficiently, taking into account both the job that has to be done and the group in which they work.
- Students become aware of their own role within the group.

Method

5 classes of 2 hours in groups of 10 to 12 students

- discussion exercises
- small assignments for which students have to co-operate with others
- role play
- observation exercises
- evaluation exercises

Programme

- Group conversation: focus on discussion; special points of attention are: the equal participation of the group members, listening, the role of the group members and the decision-making
- Co-operating in groups: handling the assignment/task, allocation of tasks, identity of the group and observation of the group ethic (e.g. in combination with the case study).

Study material

Handout

Evaluation

Students are assessed on their application during the exercises and on reports and written exercises, complemented with personal remarks.

⇒ 40 % of the overall marks

Non-verbal communication

Aims

- Since this module is a theoretical introduction in the theory of non-verbal communication, it would be nice if students become so excited about the study-area that they want to learn more.
- Students should be aware that more human communication takes place by the use of gestures, posture, position and distances than by any other method.
- The assignment – discussed in groups - will show the practical application of the technical aspects, introduced during the first part of the module.
- Students should know that it is useless to oversimplify each component of body language. They will hopefully realize that non-verbal communication is a complex process involving people, words, tone of voice and body movements!
- This module seeks to give students insight into communication ... not give them knowledge to exploit or dominate others by reading their secrets or thoughts. It might help them to acquire a deeper understanding of people and, therefore, of themselves.

Learning outcome

- Students become aware of their own body language and that of others.
- Students gain insight in the importance of body language, prosody and decorations as part of the science of non-verbal communication.
- Students acquire knowledge with regard to ethological points of view in the context of non-verbal communication.
- The students' attention is drawn to the authenticity of body language (and linked to that: the incongruity between the verbal and non-verbal).
- Students acquire a feeling for inherent and acquired non-verbal communication.

Method

- 3 hours: theoretical introduction
- 1 hour: assignment and discussion

Programme

- Video recordings of the lessons during which the students have introduced themselves (part 1) and the presentation assignment (part 2).
- Discussion of the non-verbal communication with the help of the video recordings.
- Theoretical explanation regarding the subject matter (by way of introduction and/or conclusion).

Study material

Reader

Video recording

Evaluation

Assignment:

⇒ 20 % of the overall marks

2. Business communication: meeting- & presentation techniques

Lecturer: Jaak Trips

Contact hours: 16 (5 seminars)

Course description: Business Communication Skills

Aims

- To encourage students to improve their speaking skills in a business context.
- To link with other subjects taught during the course (e.g. information technology and information gathering techniques); of course there are clear links to the two other parts of this module namely the practice of listening skills and body language.

Learning outcome

After this module, the students should be able to:

- analyse the structure of a meeting properly
- participate actively in a meeting and apply effective communication skills
- make an efficient presentation

Method

As the skills practised during this part of the module are all oral, active participation of the students in class is required and evaluated. Students receive marks on their progress during the exercises in class and also on the presentation they prepare on their own. Frequent use of multimedia techniques (video camera and monitor, PowerPoint presentations).

Programme

This part of the course consists of 16 hours of active participation in two basic communicative skills in business, namely participating in meetings and chairing them on the one hand, and making a presentation in front of an audience on the other.

a. Meetings

- agenda setting (why and when)
- meeting preparation
- analysis of the different meeting structures (normative, structural and functional)
- analysis of the meeting process
- meeting methods
- conclusions and how to close a meeting

Methods: role playing, participating, analysing and organising meetings, receiving feedback

b. Presentations

- objectives and audience
- mind map of the presentation content
- how to make a good presentation: hints are given regarding the organisation of the materials, posture, use of audiovisuals, rapport with the audience (body language) etc.
- question time: how to answer a question
- stress dimension

Methods: Active participation is requested as the participants will watch some examples of presentations and discuss their merits. An individual presentation by the students, which will be videotaped and discussed in class afterwards. Students will receive constructive feedback as to how to improve their presentation techniques.

Evaluation

On-going evaluation based on participation and feedback.

⇒ 40 % of the overall marks

CB-2 Aspects of PR & Corporate Communication (4 ECTS)

The course Aspects of PR & Corporate Communication is split up into 3 parts:

1. Public Relations Strategies and Techniques

Lecturer: Jan Otten

Contact hours: 10 (2-days seminar)

Aims

The course aims to provide the student with a first general view on the PR-discipline.

It renders the basic knowledge, systems and competences which are inevitable in the PR-practice. Obtaining this first theoretical frame, the student should develop a PR-attitude based on research and a systematic approach of communication problems.

Learning outcome

The student should be able to identify concrete communication problems.

The student should be able to use, or at least look for, appropriate systems and tools to develop basic research on communication and marketing problems.

The student should be able to reach a level of strategic thinking when confronted with communication problems.

Method

We apply of a mix of learning tools and methods.

In this approach we combine ex cathedra moments, discussions and self study.

We opt for a learning environment in which active and critical interventions of the student are emphasised. This will mostly be realised while working on concrete communication cases.

Programme

Introductory course in Public Relations:

- system theory and a system theory approach of research
- Grunig & Hunt model
- time budgeting
- systems of PR programmes
- target groups definition
- corporate image / corporate identity

Study material (first part)

Handout

Readers

Evaluation (first part)

Presentation of case study.

Estimation of the participation activity.

⇒ 40 % of total marks

2. Eastern European Public Relations Theories

Lecturer: Kaja Tampere

Contact hours: 12

Aims

This course confronts the student with the strong link between PR-practices on the one hand, and societal phenomena which are present in ideological and sociological realities on the other.

Learning outcome

The student is aware of the limits and possibilities of PR-strategies in specific societies. He or she can make functional use of a sociological background when facing communication problems.

Method

Seminars based on the presentation of a theoretical frame and case studies.

Programme

I. System approach

Lecture on: Democratic and post-communist societies, society and relations: open and closed societies; open and closed organisations, secret systems; organisations in post-communist and transitional societies, and in democratic societies. Public Relations' role in social science.

Seminar on: Differences between democratic and totalitarian society. Case studies seminar.

II. Communication approach

Lecture on: Communication theories. Historical approach. Communication differences in democratic and totalitarian societies. PR function developments in world history context.

Seminar on: Communication management in practice – key for professional public relations, effectiveness, ethics etc. Case studies seminar.

III. Propaganda approach

Lecture on: Propaganda as a political instrument in communist societies.

PR-strategies against propaganda and the communist asymmetrical worldview. Conflict between public relations and propaganda.

The communist worldview in "new" democratic societies in public sphere and in people's minds.

Seminar on: Estonian political campaigns for developing the democratic society: a propaganda and PR-mix. Case studies seminar.

Study material

Readers

Evaluation

Assignment

⇒ 30 % of total marks

3. Media of the minorities and the minorities in media

Lecturer: Valeria Jakobson

Contact hours: 12

Aim

The main objectives of the course are

- To give general knowledge about how media portray minorities and majorities and their relations.
- To give a general idea about minorities and their media in EU to make students more sensitive towards racism, xenophobia and prejudice in media in order to help them to become more critical readers of media texts.

Requirements

- Participation in practical analytical seminars.
- 1 report on one of the listed studies.
- 1 assessment paper (see questions and evaluation criteria in Appendix 1).

Programme

Date	Topic	Method
1	1. Mapping minorities and their media in Europe. 2. The functions and roles of media: possible approaches. The role of media in nation development. Role of media in forming ethnic, cultural and national stereotypes, forming national identities.	Lecture
2	National minorities in EU Minorities in mainstream media 1. Portrayal of the minorities in the majority media: attitudes towards minorities, their expected place and role. Seminar on ethnic, cultural and national stereotypes in British mainstream media.	Lecture Seminar
3	Minority media 1. The minority media role at the society. 2. Minority media examples from different countries 3. Minority audiences: media consumption, different groups of consumers and patterns of consumption.	Lecture

	Comparison of the minority and majority audiences.	
4	1. Seminar on minority media on the example of the minority media in Estonia and UK. 2. Student reports	Seminar Reports

The assessment paper: questions

- Describe your minorities using characteristics given above.
- How long do they live on the territory of the given state?
- Do they preserve their own language and culture, religion?
- What is the level of their anthropologic and cultural proximity to the majority?
- Do they have an "external homeland"?
- What is the size of their external homeland, its territorial proximity and its status among other states?
- Is their minority status legally formalized or is it just social-psychological phenomena?
- What role and place is defined for them by the host state?
- Are they part of your nation?
- Do you have some problems in interrelations between ethnic groups?
- What strategies of acculturation prevail among your minorities?
- What media serve the minority interests in your country?
- What channels of communication with the majority do your minorities use?

Criteria for evaluation of the assessment paper

N	Minimal demands	Max value	Additional points	Max value
1	Depth of the topic coverage	1,5	Presence of historical context in describing the situation	0,5
2	Depth of theoretical grounding (nation, minority, acculturation strategies)	1,5	Comparative aspect: selection from or accounting/combining 2 or more theoretical approaches	0,5
3	-	-	Comparison of some aspects of the selected country with the situation in Estonia	1
	Max mark if questions are covered only to basic level	C = 3 points	Max mark if all criteria are met	A = 5 points

Size: approximately 20000-30000 characters

CB-3 Marketingcommunication (4 ECTS)

Lecturer: Hilde Eeckhout

Contact hours: 8 sessions of 3 hours

Objectives

This module aims to give insight into the relationship, the combination of and the communicative power of several marketing communication instruments. For that reason, it is necessary to learn about the situation of marketing and marketing communication in the overall company strategy. The students should know the difference between strategy and tactics and between corporate and marketing communication. They learn to position a product, to segment the market, to define target groups and to make an appropriate choice of communication instruments. By doing this, the student should realize the importance of integrated marketing communication and be able to formulate communication targets and strategies.

Method

Each session is organised in different parts: theoretical outline (supported by PowerPoint presentations), case study, press article, discussion or exercises, ...all depending on the content.

The students are also expected to attend the International Marketing and PR-day organised on 29 April 2009. During this day they have to select 4 presentations of professors of different European Universities.

A visit to an advertising agency with a presentation on integrated communication is rounding off the course.

Programme

Session 1	Integrated communication: situation of marketing and marketing communication in the company
Session 2	Segmentation, targeting, positioning
Session 3	Branding strategies
Session 4	Marketing communication objectives
Session 5	Advertising (objectives and strategies)
Session 6	Sales promotions, product placement, outdoor communication
Session 7	Point of purchase communication
Session 8	Advertising agency

Assessment

Competences

The students make 1 major assignment in which they have to analyse the corporate and marketing communication of an international brand.

Therefore they should start by finding out the mission statement, objectives and strategies of the company. The students should use different methods and sources. The analysis is written down in a report of maximum 10 pages, illustrations not included, which is presented to the complete group in 30 minutes, followed by a questioning. The instructions for this assignment will be communicated in the first session. The assignment, which can be made per two students, has to be handed in before the end of May.

A report of the 4 presentations attended at the International Marketing and PR-day is a second assignment. We expect the students to write a summary of the presentations (main content lines), in addition to a personal reflection on and appreciation of the content. To be handed in by 15 May.

Smaller assignments may add to the workload.

Knowledge

The knowledge on this subject is tested by means of a written examination, which consists of an multiple-choice and an open-question part.

The participation during the sessions will also be kept into account of the total evaluation.

Study material

Marketing Communications. A European perspective, P. De Pelsmacker, M. Geuens and J. Van den Bergh, Prentice Hall, 2004.

A copy of this book is available for all students in the library. Additional material (texts, handouts) will be rendered by the lecturer during the sessions.

CB-4 Social & Cultural Current Affairs (3 ECTS)

Belgium: the rough guide

Lecturer: Rik Otten

Contact hours: 16 (2 x 4 H seminars + 1 day visit to Brussels)

Aims

- To facilitate the integration of the MOCOMA students into the Belgian and Flemish environment.
- To compare the Belgian system to other European systems.

Learning outcome

- Students are sensitive to their social environment and know how to stay in tune (media choice; media criticism).
- Students become familiar with the Belgian and Brussels model; they are able to make judgements on it, also in relation to their own roots and regarding the European context in which it is embodied.
- Students feel at home in the European capital.

Method

Interactive seminars (with also a guided Brussels walk).

Programme

- short story of Belgium
- the Belgian and Brussels model
- the EU(in Brussels)

Study material

Reader, visits and notes.

Evaluation

Assignment: oral presentation (35%) & written report (65 %).

Oral presentation: 10 to 15 minute PowerPoint presentation with question time.

Written report: the paper should not be more than 5000 words on A4 paper. Subjects will be decided upon when the course starts.

CB-5 European Media Scene (3 ECTS)

Lecturer: Rik Otten

Contact hours: 24 (4 x 4 H seminars + 4 x 2 H presentations
+ 1 seminar at IP Brussels)

Aims

- To understand the similarities and the diversity of the European media scene.
- To analyse the political, technological and juridical context of the media morphology.
- To understand the media globalisation debate.
- To illustrate the development of public opinion.

Learning outcome

By the end of this course students should be able to:

- Develop a critical understanding of media relations in the wider context of communication and society.
- Critically evaluate the essential theories in communication.
- Gather information about notable examples of media and their political and socio-economic context.
- Compare the influence of global media on public opinion in various European countries.
- Examine legal developments in the European media policy.

Method

Interactive seminars

Presentation by IP Brussels (European Key Facts).

Programme

- media as an institution
- media impact: effects and the creation of public opinion
- media morphology country by country (a quick overview)
- public/private media discussion
- trends and changes in EU and Central Europe
- media conglomerates and globalisation
- national and European legislative approaches concerning media concentration
- and what about media convergence?

Study material

Reader and notes

Evaluation

Assignment: oral presentation (35% of the marks) & written report (65 % of the marks).

Oral presentation: 10 to 15 minute PowerPoint presentation with question time.

Written report: the paper should not be more than 5000 words on A4 paper.

Subjects will be decided upon when the course starts.

CB-6 Public Relations Case Studies (3 ECTS)

Lecturer: Edgard Eeckman

Contact hours: 16 (6 x 2 hrs seminars + 4 hrs research/presentations)

Aims

- to understand the key elements of efficient communication
- to develop a communication strategy
- to develop tactical implementations

Learning outcome

- to be able to critically analyse a communication problem
- to be able to distillate research questions
- to be able to critically analyse research results in order to formulate constructive conclusions
- to be able to transpose research conclusions into strategic communication objectives
- to be able to reflect in a creative way on a communication strategy
- to be able to write a communication plan

Method

Introduction

Briefing & debriefing

Intensive programme PR-cases

Tutorials on regular basis (interactivity) – Communication plan

Students' presentations

Study material

The students are to receive a handout containing:

- the briefing
- the different elements of a communication plan

Evaluation

Oral presentation (communication strategy and tactics)

⇒ 60 % of total marks

Written papers: communication plan

⇒ 40 % of total marks

CB-7 Intercultural Marketing Communication (4 ECTS)

Lecturer: Hilde Eeckhout

Objectives

This module aims to give insight into the differences in marketing and marketing communication approaches, due to cultural differences.

Method

This topic is offered as 6 e-learning modules, to be executed by the students independently, at their own pace, keeping into account a number of deadlines. Each module is assessed by an on-line 'test', allowing the students to proceed to the next session. The preliminary reading of a book on the topic adds to the workload.

The lecturer offers the possibility to the students to ask questions by e-mail.

Before the examination, a plenary session will be organised during which the literature will be discussed and additional questions may be answered.

Content

Module 1	The influence of culture on business
Module 2	Cultural dimensions according to Hofstede and Trompenaars
Module 3	Reasons for an international strategy
Module 4	Product management: when should products be adapted?
Module 5	Price management, culture of distribution and negotiations
Module 6	Marketing communication in an international environment

Assessment

The students start by **reading a book** on the topic, which they choose from this list:

Fons Trompenaars, Peter Woolliams: *Marketing across Cultures*, Capstone Publishing Ltd, 2004

Jean-Claude Usunier, Julie Anne Lee: *Marketing across Cultures*, Prentice Hall, 2005 (4th edition)

Note that this book should not be read completely: 'cases' may but should not be read; Part 2 Chapter 7 (Cross-cultural research) and part 4 (chapters 15, 16 and 17) neither.

Marieke de Mooij: *Global Marketing and Advertising: Understanding Cultural Paradoxes*, Sage Publications, 2005 (2nd edition)

Sicco Van Gelder: *Global Brand Strategy*, Kogan Page Publishers, 2003

The written **assignment** of minimum 3 typed A4's and maximum 5 A4's, must contain:

- A brief summary of the book, referring to what seem to you, the most striking topics and points-of-view
- A personal reflection on content, opinions and, if relevant, lay-out

The written assignment on the literature should be sent by e-mail to the lecturer by 20 February.

By the end of April the students can consult the course text and the **e-learning modules** (elaborated power points with many links and additional illustrative material) on line.

In June the **written examination** will be organised in Ghent.

Study material

- One book from the literature list (see above)
- E-learning modules
- Course text

CB-8 Introduction to Graphical Design (3 ECTS)

Lecturer: Jan De Meyer

Contact hours: 24 (divided in 8 sessions of 3 hrs each)

Course description: Basic Graphical Design

Aims

Introductory course about the "basics" and the preparation of graphical and digital design.

To develop a critical approach to what might be considered good and/or bad design.

This is a very practical and visualized course. Lots of examples will be used in class.

Students will often be asked to look for examples and to prepare an analysis at home.

Students don't need any specific skills or knowledge to successfully complete this course; a critical but creative mind is indispensable though. Some knowledge about drawing can also be very helpful but not necessarily.

Classes will be illustrated with specific software i.e. Illustrator, InDesign, Keynote and Quicktime. This does not imply the knowledge of these programmes. Any software can be used to obtain or present ideas, although the institute can't supply all of the existing software on the market.

Learning outcome

- Students practise to critically analyse graphical results, printed or non-printed.
- They learn about general composition techniques.
- They learn about the handling and placement of illustrations (photos and/or drawings).
- They practise the basics of typography and layout and learn about graphical styles.
- Students learn how to develop a concept and think about the necessary assets for a given exercise or graphical project.
- Students can apply different graphical techniques, digital and non-digital, to present their individual projects.

Method

College, practical exercises and analysis.

Good design isn't necessarily created between 9 and 12 so this course implies some homework.

Most exercises are prepared and/or continued at home.

Programme

Individual assignments, exercises in composition, stylisation of shapes and complex drawings with the purpose to develop pictograms and logotypes.

Subjects as logo development, corporate identity, project-presentation, personal card, invitation card, poster, package, advertising, page design a.o. will be dealt with in class by means of examples and analysis of existing examples by professionals.

Study material

Paper, pencils and all kinds of drawing material (from rulers over scissors to glue and markers) of the students' choice.

A short explanation of every exercise can be found on the accompanying website for this course.

Evaluation

- No examination but continuous assessment and feedback when necessary on the exercises.
- Every class is an important one and might lead to a full credit for the course.
- Students must do all exercises.

CB-9 Multimedia (4 ECTS)

The course Multimedia is split up into 3 parts:

1. Web 2.0
2. Digital Image Processing with Adobe Photoshop
3. Microsoft PowerPoint

Contact hours: 27

1. Web 2.0

Lecturer: Karen De Groof

Contact hours: (3 x 5 H seminars) = 15

The internet has changed in a fundamental way. The time that static websites were the only way to communicate a message over the internet are over. Content is nowadays created by individuals, think about Wikipedia, the encyclopedia created by everyone. Online communities appear. Blogs are used to tell the world your individual opinion, but are also used by companies to communicate with their clients or to react very quickly in cases of emergency. Wiki's are set up by a group of people in order to be able to work on one website all together.

And new ways of finding more efficient searching-mechanisms are offered by social bookmarking and by the use of RSS.

Now that they are already starting to talk about web 3.0, don't miss the boat and hurry to learn first about this 'web 2.0' that everybody is talking about.

Aims

Students learn what 'web 2.0' is and how to build its most important applications on the web.

Method

- 3 classes of 5 hours
- lectures with visual presentations
- practical exercises on computer.

Learning outcome

- Understanding the difference between the old internet and web 2.0
- Being able to choose the best input- and output formats for different forms of web 2.0 applications.
- Learn how to create a virtual identity
- Learn when to use the different web 2.0 applications
- Being able to build a blog and wiki
- Gain insight in Cascading Style Sheets to add the design
- Being able to use a photo- and videosite
- Being capable of filtering information through social bookmarking sites and RSS
- Gain insight in online communities

Programme

- introduction in web 1.0 (static html)
- definition of web 2.0
- understanding and learning how to use *blog* and *wiki*
- organizing and sharing bookmarks, using tags and *Social bookmarking* sites
- learning to use *foto-and videosites*
- overview of best input formats for texts, images, audio, video and electronic documents.
- adding text, images, sound, video, electronic documents (PDF) and design to the different applications
- learning about the different forms of *online* (sometimes *virtual*) *communities*, exploring *MySpace* and *Second Life*
- learning to use RSS

Study material

Online reader

Evaluation

Students are assessed on the basis of **practical exercises**.

⇒ 50% of the overall marks of the course 'Multimedia'

2. **Digital Image Processing with Adobe Photoshop.**

Lecturer: Roeland Pype

Contact hours: 9

In publishing, images are more important than we might realize. Whether we are dealing with websites or printed matter, a lot of information is communicated through images.

Aim

To produce, process and manipulate all kinds of digital images.

Learning outcome

With regard to digital image processing we want students to:

- Gain insight in the properties and parameters of digital images.
- Be able to load images to the computer.
- Be able to retouch images so they get ready for publishing.
- Be able to manipulate images in order to obtain a new composition.

Method

- 1 practical lesson (1.5 h) regarding the use of the equipment (digital camera, scanner)
- 5 practical lessons (5 x 1.5 h) on Photoshop in a computer room (one computer per student), including practice through exercises
- Final assignment

Evaluation

Students are assessed on a final assignment in which they have to produce a photomontage.

⇒ 35% of the overall marks

3. Producing Communicative Presentations with MS PowerPoint.

Lecturer: Roeland Pype

Contact hours: 3

Microsoft PowerPoint is an easy-to-use program for producing all kinds of presentations. But creating slides that are legible, graphically attractive and communicative is not that evident.

Aim

This workshop will teach students the necessary skills of typography and layout to produce communicative presentations. The students should already be able to work with Microsoft PowerPoint.

Learning outcome

With regard to producing communicative presentations we want to students to:

- Gain insight in the parameters of type and layout.
- Be able to produce slides that are legible and visually attractive.

Method

- Hands-on course in a computer room (one computer per student) with exercises
- Assignment

Evaluation

Students are assessed on the basis of an assignment (producing a presentation). The layout and structure of the presentation is taken into account.

⇒ 15% of the overall marks

CB-10 Creative Writing (3 ECTS).

Lecturer: Serge Cornelus

Contact hours: equivalent of 24 (including tutorials on demand)

Aims

- Primary aim: to discover whether you like writing or not.
- Secondary aim: to get to know some tools that can help you draw up your own (creative) texts and be more or less forced to use them.

Learning outcome

- To no longer wonder whether you have it in you or not.
- To be aware that writing is something anybody can do to a certain extent, if only given a push in the right direction and keeping in mind the fact that it is hard work for everybody.

Method

Workshop-like sessions of approximately one and a half hour, in which you will be introduced to some different types of texts as well as to some tools which should help you discover the writer in you.

Programme

Writing: a trick or a trade? A talent or something you can learn? Excellent questions, to which there is no straightforward answer. Some seem to have a natural knack for playing with words, others will toil over any text they write. But one thing is for sure: you will have to discover it yourself. The creative process is sometimes easy, sometimes hard. Writing a text can either be a picnic or a real trek. It is different every time, for every person. And experience is the best teacher. So give it a go. Maybe you'll like it, maybe you won't. Maybe you'll find it easy, maybe you won't. But in any case: you will know what it is like. And to discover just that, is already a great step forward.

Study material

Reader

Evaluation

Based on assignments

CB-11 Business English (3 ECTS).

Lecturer: Laurens De Vos

Contact hours: 24

Aims

- To acquire better communication skills and improve the general standard of English.
- To understand a matter of a certain complexity.
- To be able to express oneself more accurately and appropriately to the situation: e.g. negotiations, discussions, meetings, making a telephone call.
- To improve the student's ability to produce functional writing in a business context: e.g. memos, letters, emails, short reports.
- To improve the students' understanding of business topics such as corporate culture, the politics of finance, company law, and investing.
- To foster intercultural collaboration with Flemish students.

Learning outcome

- Have greater confidence in English; in speaking, as well as in writing and understanding.
- Have acquired increased easiness in written and oral business communication.
- Have improved analytical sense in dealing critically with business situations.

Method

As the course focuses on improving business skills, the workshops are interactive and require active participation on the part of the students.

- Group discussions/negotiations in small mixed and varying entities.
- Role-play activities.
- Video and audio material fully integrated.
- Business issues being linked to everyday life in a company.
- Students are requested to attend all classes, as the training of communicative skills is vital to a successful completion of this course.

Programme

12 weeks of 2 hours

Study material

Handouts, most of which will be available online

Evaluation

- Writing assignments during the year: 20%
- Oral exam to take place at the end of the course: 40%.
Students explore a business topic related to their own professional interests, but which is not elaborately discussed during other Mocomo courses. The research is based on a series of English articles chosen by themselves. During the oral exam the students present the results, after which a small discussion with the lecturer follows.
- Written exam to take place at the end of the course: 40%.
 - Business vocabulary

- Business grammar
- Listening test
- Essential business issues
- Reading comprehension

CB-12 Basic French (3 ECTS)

Lecturers: third year students from Artevelde's Teacher's Education Department.

Contact hours: 24

In principle we foresee 2 levels: a beginners' level and a level between beginners and intermediate.

Aims

- To acquire better communication skills and improve the general standard of French.
- To refresh grammatical theory and apply it in oral and to a certain extent written communication.
- To acquire a basis of vocabulary for general French.
- To be able to express oneself accurately and appropriately in conversations and debates on general issues.
- To grasp a matter of a certain complexity conducted in a variety of texts e.g. a leaflet or brochure, a manual, a train schedule.
- To acquire essential speaking and understanding skills ("actes de parole"), to present themselves ("se présenter"), to ask someone to show the way ("demander le chemin").

Learning outcome

- To have greater confidence in French; in speaking, as well as in writing and understanding.
- To enlarge one's vocabulary in general French.
- To achieve an acceptable standard of fluency in French.

Method

- Classical exercises for grammar and vocabulary (home preparation required).
- Oral exercises to practise the new acquired theory.
- Group discussions.
- Role-play activities, presentations.
- Use of video and audio material.
- Students are requested to attend all classes.

Programme

12 weeks of 2 hours

Personal Work

- study of vocabulary
- reading and analysis of texts
- presentations
- review of the grammar

Study material

Handouts

Evaluation

Test after each chapter

CB-13 European Economics and Trade Politics (3 ECTS)

Lecturer: Hilde Gekiere

Contact hours: 12

Objectives

- Business training: to gain a better understanding of the European surrounding factor of companies and the interaction between the EU and the economical actors.
- To be able to adopt a critical attitude about the European integration process.
- To find out relevant information about the EU Institutions and the EU policy.
- To show interest in social/economic current affairs.

Method

- Lectures.
- Teamwork sessions & Presentations
- Use of the internet mainly for assignments.
- Visit of the European Parliament

This happens during 2 kinds of lessons:

- a) Lectures:** during the lectures the students get basic information necessary to deal with their examination paper in an efficient way: data acquisition of and about the EU, decision-making in the EU, professional organizations and lobbying in the EU. We also pay a visit to the European Parliament.
- b) Teamwork sessions:** during these lessons students can work together, ask specific questions and present problems. During these sessions each group gives some oral feedback to the teacher about the operation of the team, the planning for the future, the present state of the solutions for the assignment ...

During the last 2 lessons each team briefly presents its paper and at the end the papers are handed in. Apart from this, every student also has to put down an individual evaluation.

Assignments

1. Inquiries are made of one specific subject followed by a report of maximum 6 pages.

This assignment is accepted as examination and notes.

The subject of the assignment can be freely chosen from a list drawn up by the lecturer.

An original subject in connection with a European dimension can also be accepted.

The report has to be brief, professional and reader-friendly.

What has to be put in the report will be discussed in the teamwork sessions and depends on the chosen subject.

It has to be structured in a clear and decent way.

Always underline the source of information and make sure that the different sources of information are clearly distinguished (1), 2),...)
For the sources of information at least 2 internet sources must be consulted.

2. Analysis of recent press articles, provoking interactive discussions

Study material

- "European Institutions & Trade Politics" H. Gekiere
- Notes during the lectures + Dileahs

Evaluation

1. The report (20p)
 - Quality of the report concerning contents
 - Design (styling) and user-friendliness of the report
2. The teamwork (10p)
 - Taking part in the teamwork sessions
 - Public presentation
 - General process of the activities in the team
3. Personal participation (10p)
 - Participation and interest shown during the visit of the E.P.
 - Engagement in the accomplishment of the report
 - Personal evaluation of the assignment:
 - What did you learn from it?
 - Which were the strong points and the weaknesses?
 - What was your contribution?
 - How do you evaluate the teamwork, the division of tasks and problemdealing in your group? (do not mention any names!)
 - Which adaptations are desirable? Suggestions are always welcome!

CB-14 Advertising Case (3 ECTS)

Lecturer: Hilde Eeckhout

Contact hours/ Method

This course can be considered as a major assignment, which is done in small groups of students, who work independently, at their own pace, though with respect for given deadlines and coached by two lecturers. During the first plenary session, the briefing of the case is given. Following a strict schedule, the students hand in intermediate reports which are commented by the lecturers in individual feedback sessions. After the final report is handed in, the students present their communication advice to the lecturers and the other students.

Objectives

The students apply their present knowledge of (communication and marketing) strategies and tactics, by developing a realistic advertising advice for a given brand. For that purpose they should also be able to analyse the market situation (mainly through desk research). They should also be able to present their advice in a professional way, both in writing and orally.

Conditions

This course can only be followed by students who have Marketingcommunication in their programme.

Schedule

As the Marketingcommunication-course is a specific requirement to follow this case study, the briefing will be given after a sufficient number of MC-sessions. The final presentation will take place in the beginning of June.

Assessment

The following criteria will be taken into account for the evaluation:

- Research: strategy, results, insight
- Strategy: formulation, strategic insight
- Creativity and attainability of the proposition
- Presentation (report and oral presentation)

The participation during the feedback sessions will also be kept into account of the total evaluation.

CB-15 Event and Projectmanagement (4 ECTS)

Lecturer: Liliane Vandenheede

Contact hours: 14 (5 X 2 H seminars) + (2 X 2 H presentation) + 10 H (realisation of the event) = 24

Aims

This module aims to give insight into the professional organisation of events. Event management is quite different from ordinary business management. Today high-level business meetings, seminars, conferences and exhibitions are viewed as events. But also a wedding, parties, celebratory and sporting events require expert management.

Every event is unique and can only be successful one time. That's the challenge for the event manager.

Successful event managers realise that special skills are required for the planning of these often one-time happenings.

Learning outcome

The student learns

- how to run events step by step including planning, budgeting, marketing and organisation
- what to know about legal compliance, risk management, financial control and how to evaluate the success of the events he stages

Method

Interactive seminars.

Through the realisation of his own project the student learns about every aspect of how to become a successful event manager. In groups of minimum 2, max. 5 students (depending on the size of the event) he designs, plans, budgets and stages the event.

Examples of realisations of Mocomma students:

- organisation of the programme of an international course for Erasmus students in Ghent and Brussels
- trip to Lille (capital of Northern France) for the Mocomma students
- Bye-bye party with dinner for the Mocomma students
- Movie evening
- Fundraising event

Programme

- Organisation and target
- Creative process
- Budget
- Realisation
- scenario and checklist
- evaluation

Study material

handouts

Evaluation

Realisation of the event. Portfolio of every step during the process.

Oral presentation: 10 to 15 minutes Powerpoint presentation in front of the other students of the group.