City University of Hong Kong
Course Syllabus

offered by Department of Media and Communication
with effect from Semester B 2018/19

Part I   Course Overview

Course Title:	Communication Management
Course Code:	COM4403
Course Duration:	One semester
Credit Units:	3
Level:	B4
Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	None
Precursors: *(Course Code and Title)*	None
Equivalent Courses: *(Course Code and Title)*	EN4509 Communication Management
Exclusive Courses: *(Course Code and Title)*	None

Part II   Course Details

1.   Abstract

(A 150-word description about the course)

This course aims to

- examine the management of communication projects and campaigns
- detect how managers communicatively enact functions key to their managerial duties.
- develop participants general knowledge on how managerial communication acts are created, disseminated, and mediated within various contexts.
- help participants develop essential functional capabilities and skills as communication managers.

2.   Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs#	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Apply major theories of organization and management to typical communication management in corporations in Hong Kong and overseas	40%	✓		
2.	Discover how communication projects and campaigns can be operated with basic managerial skills	20%	✓	✓	
3.	Evaluate critically one's own dyadic/interpersonal managerial skills and make plans to improve them	15%		✓	✓
4.	Generate new ideas and specific plans to improve team performance within an organizational context	15%	✓	✓	
5.	Prepare and deliver effective business presentations	10%		✓	✓
	If weighting is assigned to CILOs, they should add up to 100%.	100%			

 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1:   Attitude
   Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2:   Ability
   Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3:   *Accomplishments*
   Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Readings and Lectures	Students are required to read one journal article or book chapter and attend lecture regularly and on time every week.	✓	✓	✓	✓	✓	
In-class group activities	Through participating in group discussions and exercises, students will ~ acquire the knowledge of the concepts and values of communication management, ~ analyse major communication management issues through adopting various perspectives, ~ acquire knowledge of how to operate communication management projects in a variety of communication contexts.	✓	✓	✓	✓	✓	
Quiz	There will be two quizzes	✓	✓	✓			
Group report, problem-based investigation and team learning	In groups, students are expected to produce a 15-20 page business report. In this report, students would detect, analyze and solve a real-world communication management issue in Hong Kong. The will conduct an indepth study on one of Hong Kong's communication management issue and are required to apply theories learned in the class to identify and analyze the issue. They will summarize the literature; look up the reference materials and data from library, detect original information from the internet, documentaries and mass media; analyse and reorganize research materials in groups, generate new perspectives,	✓	✓	✓	✓	✓	

	integrate their ideas, construct their argument and propose a strategic solution to the problem.						
Group presentation	In groups, students are required to present their strategic report in a 30- minute business presentation.	✓	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100 %							
TLA 1 In-class group activities: students will be given pop quizzes, simple interactive exercises and specific cases for discussions throughout the course to consolidate their learning.	✓					10%	
TLA 2 Case study: students will form into groups and each group will be assigned a specific case to study in-depth. They will need to research, critique and proposed alternative approaches to the communication management problem.	✓		✓			10%	
TLA 3 Quizzes: two closed-book quizzes will be used to consolidate major concepts. Students will be presented with some application questions to stimulate their thinking and motivate further learning.	✓	✓	✓			40%	
TLA 4 Business Report Writing: Students will be asked to take the role of a Communication Management Consultant and produce a report that analyses organizational communication issues and provide viable solutions. The report needs to be	✓	✓	✓	✓	✓	30%	

properly referenced.							
TLA 5 Business Presentation: *Based on the Business Consultation Report produce, students will be presenting their ideas in groups, explain their rationale, take questions and lead a small discussion.*	✓	✓	✓	✓	✓	10%	
Examination: NA							

* The weightings should add up to 100%. | 100% |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
In-class group activities	ABILITY to evaluate critically one's own dyadic/interpersonal managerial skills and make plans to improve them.	Excellent ability to critically evaluate one's own dyadic/interpersonal managerial skills. Highly involved in discussion and problem-solving activities in class.	Strong ability to critically evaluate one's own dyadic/interpersonal managerial skills. Good involved in discussion and problem-solving activities in class.	Moderate ability to critically evaluate one's own dyadic/interpersonal managerial skills. Moderate involvement in discussion and problem-solving activities in class.	Basic ability to critically evaluate one's own dyadic/interpersonal managerial skills. Lukewarm involvement in discussion and problem-solving activities in class.	Lack ability to critically evaluate one's own dyadic/interpersonal managerial skills. Not involved in discussion and in-class activities.
Quizzes	CAPACITY to apply major theories of organization and management to typical communication management in corporations in Hong Kong and overseas.	Excellent understanding of major theories and concepts covered. Very strong ability to apply these into posited and real-life communication management issues.	Significant understanding of major theories and concepts covered. Strong ability to apply these into both posited and real-life communication management issues.	Moderate understanding of major theories and concepts covered. Fairly strong to apply these into both posited and real-life communication management issues.	Basic understanding of major theories and concepts covered. Some ability to apply these into both posited and real-life communication management issues.	Little understanding of major theories and concepts covered. Limited ability to apply these into both posited and real-life communication issues.
Case study	ABILITY to discover how communication projects and campaigns can be operated with basic managerial skills.	Excellent ability to research and analyse cases in-depth. Highly organised and specific and succinct in pinpointing main problems. Excellent ability to recommend highly practical solutions to organisational	Significant ability to research and analyse cases in-depth. Organised and precise in pinpointing main problems. Strong ability to recommend practical solutions to organisational management problems.	Moderate ability to research and analyse cases. Some ability to describe problem areas but somewhat lacking in precision. Ability to recommend solutions to organisational management problems yet they may not be feasible, or are	Basic ability to research and analyse cases. Basic ability to organised main problems. Basic ability to recommend solutions to organisational management problems. Suggestions tend to be	Lack of ability to research and analyse cases in-depth. Lack of organisation and precision. Little ability to make viable suggestions.

		management problems.		repetitive.	too general to be applicable.	
Business Report Writing and Presentations	CAPACITY to generate new ideas and specific plans to improve team performance within an organizational context; and prepare and deliver effective business presentations.	Excellent ability to communicate in oral and written communication. Highly organised and specific and succinct in pinpointing main problems. Excellent ability to generate new insights to existing problems. Substantial support for claims made with proper referencing from credible sources.	Strong ability to communicate in oral and written communication. Organised and specific in pinpointing main problems. Good ability to generate new insights to existing problems. Claims are well supported with proper referencing from known sources.	Moderate ability to communicate in oral and written communication. Somewhat organised and descriptive on main problems. Acceptable ability to generate new insights to existing problems. Claims are generally supported with referencing.	Basic ability to communicate in oral and written communication. Lack of organisation in written and oral presentations. Little ability to generate new insights to existing problems. Claims are not supported with referencing.	Little ability to communicate in oral and written communication. Written and oral presentations are ineffective. Lack of ability to comprehend the problem(s). Ideas are not substantiated.

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   (An indication of the key topics of the course.)

   Management communication, Communication Management, Performance Control and motivation, Marketing communication, Public Communication Campaign

2. **Reading List**
2.1 **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

| 1. | Miller, K. (2012). *Organizational Communication: Approaches and Processes*, AISE (6th ed). Canada: Wadsworth, Cengage Learning. |
| 2. | Clampitt, P. G. (2013). *Communicating for Managerial Effectiveness: Problems, Strategies, Solutions*. (5th ed). Thousand Oaks, Calif.: Sage Publishing Company. |

2.2 **Additional Readings**
   (Additional references for students to learn to expand their knowledge about the subject.)

1. Bhushan, M. S. (2014) *Media and Communication Management*. Jaipur : Book Enclave.

2. Gershon, R. A. (2016) *Digital Media and Innovation: Management and Design Strategies in Communication.* Los Angeles: Sage.

3. Dalcher, D. (Ed.) (2017) Further advances in project management: guided exploration in unfamiliar landscapes. Abingdon, Oxon; New York, NY: Routlege.

4. Brnn, P. S. et. al. (2016) *The Management Game of Communication*. Bingley: Emerald. In Advances in public relations and communication management, 2398-3914 ; volume 1.

5. Capararello, L. et. al. (2016) Digitally Supported Innovation: A Multi-Disciplinary View on Enterprise, Public Sector and Use Innovation. Cham: Springer International Publishing: Imprint: Springer.