



**Hanze University Groningen**  
APPLIED SCIENCES

School of  
Communication & Media

Prospectus  
Exchange programmes & minors  
in English  
2011-2012

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Groningen, February 2011

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## **PREFACE**

Dear Readers,

At our Institute for Communication & Media we are eager to welcome students from abroad.

Our students flock in from Asia, Europe and the Americas, bringing diversity to our programme. They join our international students in the International Communication major and meet our students of the bachelor of international business and many others at the Hanze University Groningen. Our university city of Groningen has an international student base of about 5000 international students and offers many facilities for housing, transport and entertainment veered towards student life.

The students joining our exchange programme are challenged to work at a high professional level and develop independence. The focus of the programme we offer is not so much on lectures as on individual and joint assignments where each student is expected to rapidly develop the professional competencies.

Dealing with the intercultural challenges of working on group assignments presents a perfect base to practice the diversity of roles in the field of communication. The work of five months culminates, for example, in an international event these students have to organise all by themselves. The challenge lies in organising an event together which not only entertains but serves a specific goal in the field of societal responsibility.

Over the past years the Exchange Festival has been growing in impact and attendance. So – if you are fit for the communication profession in the future – come and prove it at our institute by working as a professional. It will stand you in good stead when you start looking for a job and it guarantees an exciting and adventurous time in Groningen!

Ryan Schepers  
International Coordinator SICM

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# 1 The School of Communication & Media (ICM)

## 1.1 The School and its mission

The School for Communication & Media (ICM) offers a selection of 6 majors to its almost 2000 students.

The Communication programme (CO) offers two majors:

- Communication (CO) – in Dutch
- International Communication (IC) - in English

The three majors offered within Communication Systems (CS) are in Dutch:

- Multimedia Design and Branding
- Game Design & Development
- Web & Mobile Services

Informatiedienstverlening en -management (IDM) offers one major:

- Media & Informatiemanagement (MIM)

### *Domain*

These majors focus on various aspects of the **Communication Domain**, which is a broad field of disciplines sharing a number of domain competencies. This is why ICM graduates all receive a Bachelor's degree in communication.

### *Mission*

The mission of the school is the driving force behind all our activities:

**The School for Communication & Media aims to train enterprising, socially-responsible, and internationally-oriented professionals for employment in the field of communication, information and media; it also aims to contribute to the circulation of knowledge and innovation at an (inter)national level.**

This means that the programme should offer all of you the opportunity to develop into “socially-responsible and internationally-oriented professionals”, and that you all should be able to make your own choices and, in doing so, create your own academic profile.

The school also places as many educational activities as possible – such as projects and workshops - within a hands-on professional context so that you will be able to acquire the competencies you need for your future profession.

### *Student at the centre of attention*

You have your own personal goals and aims and will need to make choices that are important for your future. Therefore ICM puts the student at the centre of attention and emphasises **flexibility** and **individualisation** of education.

## 1.2 Our View on Education

Our view on education reflects the school's mission and values.

A summary includes:

Learning is a process of competency-development

Professional tasks occupy a central position

There is direct communication between school and professional field

Students learn individually and in groups

Students learn individually and in groups

Students should profile themselves

Teachers should be inspirational

Teachers and students are partners in education and in maintaining quality of that education

The Hanze University Groningen (HG) is an effective environment for educational activities.

### *Competency development*

Our courses focus on the acquisition of knowledge and skills as interdependent of each other. Students are placed in a professional context where complex **competencies** are acquired and tested. This means that an adequate **application of knowledge and skills** is necessary.

We distinguish between professional competencies and general bachelor competencies. The professional competencies are only relevant to your own major, while the (general) bachelor competencies are the same for all other bachelor degree programmes in Europe.

Together these competencies form the backbone of our programme; students who receive their bachelor degree after four years will have acquired these competencies.

### *Professional competencies*

Each ICM major has its own professional competencies. These are the competencies which each (junior) professional should have acquired.

### *HBO-competencies*

All graduates – regardless of their major – must acquire the general bachelor competencies. These are the same for all bachelor courses across Europe; the student should have the ability to:

- think and act reflectively and methodically
- think and act creatively and innovatively
- work in a problem/solution-oriented way
- gather support on all levels
- communicate with internal and external publics
- cooperate and function properly in a team
- act adequately with regards to the wishes of the client and target group
- act according to their social responsibility
- think and work in an international perspective

### *Professional tasks are central*

But how do you acquire the competencies you require as young professionals in the (international) job market? The educational format of the ICM revolves around complex **professional tasks**, which are important to junior professionals. These tasks

are the engine of the syllabus: theory classes and skills training and workshops create a basis from which you can draw in order to complete your professional tasks. Some examples of professional tasks include: making a website, developing a communication campaign, constructing a database, and writing an advisory report on communication matters.

*Direct  
communication  
with the  
professional  
field*

The professional field is actively involved at the ICM. This takes place in a number of ways. Assignments and grading criteria are taken directly from the field, and where possible, companies and/or organisations function as clients for you. Furthermore, guest speakers are regularly invited to the school to exchange thoughts with you. We frequently go on excursions (some of which last more than one day), and study trips (sometimes to other countries).

In addition, each major has its own advisory board, made up of men and women from a spectrum of organisations and companies. This board keeps track of the developments of the major, and also serves as a source of inspiration. Members of the advisory board also function as external experts during the oral examination at the end of the course.

*Teachers as  
inspirational  
figures*

The function of teachers has changed over the last few years. Now, teachers are not only specialists in their own field of expertise but also coaches and inspirational figures who will guide you in your development. Teachers do not just provide “the right answers”, but will guide you in the decision-making process so that you (as an individual or as part of a team) come up with well-motivated solutions to professional problems

*Partners in  
education*

We see education as a partnership between teachers and students and are pleased to invite and challenge you to assist in the realisation of this vision. The relationship between you and your teachers should develop over time into one of the junior professional and the senior professional.

## 2 A Guide to the School

### 2.1 Important addresses

<i>ICM Visiting Address</i>	Zernikeplein 7, F-gebouw 9747 AS Groningen		
<i>Postal Address</i>	Hanze University Groningen School of Communication & Media (ICM) Major CO, IDM, CS or IC Postbus 70030 9704 AA Groningen		
<i>Website</i>	<a href="http://www.helo.hanze.nl">www.helo.hanze.nl</a> <a href="http://www.hanze.nl">www.hanze.nl</a> <a href="http://www.hanzeuniversity.eu">www.hanzeuniversity.eu</a>		
<i>Opening hours school</i>	Opening hours F building	Mon-Thur Fri	08.00-22.00h 08.00-18.00h
	Opening hours E building	Mon, Tue, Thur Wed Fri	08.00-22.00h 08.00-18.00h 08.00-18.00h
<i>Telephone</i>	Telephone/central reception:	+31 (0)50- 5952000	
	Telephone Front Office ICM:	+31 (0)50- 5952944	
	Fax ICM department:	+31 (0)50- 5952940	

#### 2.1.1 International Coordinator

Ryan Schepers is the International Coordinator. You can find her in room F205 on Monday, Tuesday and Thursday. It's best is to e-mail her for an appointment ([m.g.schepers@pl.hanze.nl](mailto:m.g.schepers@pl.hanze.nl))

## 2.2 Main source of information: [www.HELO.hanze.nl](http://www.HELO.hanze.nl)

### *Blackboard*

A very important source of information during your studies is Blackboard. Blackboard is a digital and interactive system which you can log on to using your password and user name. Blackboard offers you information about the courses offered, the class and exam schedules, registration, just to name a few. .

**Check Blackboard EVERY DAY!!!**

### *HELO*

Blackboard is part of HELO, the Hanze Electronic Learning environment. Surf to HELO by: [www.helo.hanze.nl](http://www.helo.hanze.nl). This is the central portal giving you access to Blackboard.

### *Progress-WWW*

ProgressWWW is the registration system for all of your exams and your results.

### *Hanzemail*

Every student receives an email account through the school, a Hanze account (...@st.hanze.nl). This is the address the school and the teachers will use for e-mailing you. All of your exam result will be mailed to you here.

Remember to check your account regularly. Please use your account for all matters related to school.

**Check your Hanze account regularly.**

## 2.3 Second source of information

You will probably find that there are moments during the course when certain information does not seem to be available in either the prospectus or on Blackboard. Or you feel the need to discuss things with others. In that case, here are the first three 'stops' in your quest for information should be:

- the (relevant) teacher
- your Academic Counsellor
- front office

What do they know, and how can they help you? See also chapter 3.

### 2.3.1 Front office

Students with questions relating to timetables, (absent) teachers, the reservation of project rooms, etc., should go the Front office of the ICM Educational Support Team. Under certain circumstances, students may be permitted to send a fax from here.

**Do NOT go to the Front office:**

- in order to contact a teacher
- to report that you are going home ill (go directly to the relevant teacher)
- for stationary such as pens, sticky tape, staplers, scissors, etc. etc.
- grades and grade registration (go to ProgressWWW)
- for the personal details of other students (i.e. telephone numbers, addresses, etc.) This is forbidden by law and will not be provided to you.

*Contact and opening hours*

Room	F214
Opening hours	Mon-Fri 08.00-17.00
Telephone	050- 5952944
Fax	050- 5952940

*Sff*

Hannie Koolwijk	front office
Erna ter Veld	front office
Andrew Larasen	educational support IC

John Smyth	MIC + internationalisation
Selma Velten	examboard + events

Please do not disturb the staff outside opening hours.

**2.3.2 Help-desk**

*Opening hours*

The ICM-helpdesk is situated in room E230.

The opening hours are

Mon, Tue, Thur, Fri	8.15 – 18.30 h
Wed	8.15 – 17.30 h

*Staff*

Rienko de Vries  
Corinne Hamming  
Jan Postema  
Harm Hulshof  
Eduard de Maar

[www.icm.hanze.nl](http://www.icm.hanze.nl)  
[helpdesk.icm@org.hanze.nl](mailto:helpdesk.icm@org.hanze.nl)  
050-5952989

## 2.4 Media centre

Zernikeplein 7, Groningen,  
050- 5952730  
Hanzemediatheek@org.hanze.nl  
Blackboard > links > HanzeMediatheek

### *Opening hours*

Monday	09.00 - 20.00 h
Tuesday	09.00 - 20.00 h
Wednesday	09.00 - 18.00 h
Thursday	09.00 - 20.00 h
Friday	09.00 – 17.00 h
Saturday	09.00 – 16.30 h
Sunday	closed

## 2.5 Student organisations

ICM has a number of different student organizations that are actively involved in a variety of activities. Some of these organisations are ad hoc, others have a more permanent status.

The school invites student involvement. You can earn “free ec’s” through committee work or organising student activities.

Blackboard has an overview of all of the official student organisations. Below are some important organisations for the ICM students.

### *KIC*

KIC stands for “Kien in Communication” and is the study association for students of the School of Communication & Media. The association organises study related activities, like excursions, guest lectures, conferences, theme parties and the monthly GetTogether.

KIC can be found in room E149.

### *Saidia foundation*

The Saidia foundation was founded in 2005 by a number of students of International Communication. Its goal is to promote cooperation and projects between our school and its partners in developing countries. Saidia tries to achieve this through different means.

One of the activities is a student scholarship for talented students involved in Saidia projects. The first recipient of the scholarship is Joseph Oduro from Ghana. [www.saidiafoundation.nl](http://www.saidiafoundation.nl)

Saidia can be found in room E149.

### *COMMOTIE*

COMMOTIE was established in 1989 by students of the RUG (University of Groningen). COMMOTIE wants to bridge the gap between theory and practice by organising different events.

Missing anything? We invite you to start a student organisation!

### 3 The exchange/minor student at ICM

This chapter will give information about your possibilities as an exchange student at the School of Communication & Media.

#### 3.1 Basic Information

The School of Communication & Media offers eight international exchange semesters:

- Creating an International Event (CIE)
- Game On!
- International Aid & Development
- Information Services (IS)
- Creating Communication Campaigns (CCC)
- International Business Communication
- European Public Affairs
- Journalism

*Together with  
Dutch students*

In each programme you will study together with foreign and Dutch students. We strive for a diverse international class to make the programmes as interesting as possible.

*English  
language  
proficiency*

In order to take an exchange programme, a student should have scored relatively high in English (HAVO and VWO), or have Toefl 550 or IELTS 6.0 level. For exchange students, this may mean that your home university requires you to prove your language competency; the minor students from outside the Hanze University Groningen will need to pass one of these two tests, or provide other documentation to prove the level of their English language competency.

*Programme  
cannot be  
changed*

At ICM you sign up for a semester programme. This programme is an integrated package. It is not possible to change or remove classes from the programme. In some cases it is possible to add courses, providing it does not interfere with the normal programme.

*Introduction  
week*

Each exchange semester starts with an introduction during which you get to know your classmates, the School of Communication & Media and the city of Groningen. Attendance is mandatory. Please note that the introduction is usually in the week before the official start of the lessons.

*Certificate of  
participation*

Exchange students and short course students from outside the Hanze University Groningen will receive an official Certificate of participation and grade list of the results achieved. These certificates will be sent to the international office of the home university, if you are an exchange student. Short course students from outside the Hanze University Groningen will receive their certificate at home.

*End of the semester/  
credit transcripts*

At the end of every semester, you will check all of your results with the international coordinator. These are the results that will appear on your grade list. You can always check your results on [helo.hanze.nl](http://helo.hanze.nl) (progress). Once you have received your official grade list, it is no longer possible to alter it. Check on BB when the Transcript Day will be held.

All exchange students will also need to have their Erasmus paper signed by your country coordinator during an exit meeting.

### **3.2 Guidance for foreign students**

The School of Communication & Media provides you with an academic counsellor and a country coordinator to guide you through your period abroad.

#### **3.2.1 Academic counsellor**

In the regular programme academic counselling serves primarily to provide information on matters such as study progression, the personal development plan, proficiencies, competencies and practical orientation.

For the exchange students the academic counsellor will focus on your study in the Netherlands, and how to deal with problems you may encounter at the university, these can be related to difficulties you might have to adjust to new surroundings and a new way of studying. You may always ask the Academic counsellor questions about the study. This also applies for any personal problems or circumstances, such as lengthy absence due to illness, family circumstances, or other matters which might have a detrimental effect upon your study. It is important that you inform the Academic Counsellor of such problems as soon as they arise; some of the negative effects upon your exchange semester may even be avoided this way.

The academic counsellor for exchange students is Eugenie Jessen, [e.h.c.jessen@pl.hanze.nl](mailto:e.h.c.jessen@pl.hanze.nl), tel: 050- 5952928, room F313.

#### **3.2.2 International Coordinator**

The international Coordinator, responsible for all international programmes and cooperation is Ryan Schepers. Your country coordinator will refer you to her when called for.

Her e-mail is [m.g.schepers@pl.hanze.nl](mailto:m.g.schepers@pl.hanze.nl)

You can find her in room F205 on Monday, Tuesday or Thursday. Best is to e-mail her for an appointment

#### **3.2.3 Country coordinators**

In addition we also have country coordinators to help you out. The country coordinator is responsible for all students from one specific country and is the direct contact person for your school. Some of them even speak your native tongue!

Issues concerning your country coordinator:

- Credit transfer
- Intake meeting based on your learning agreement

- Exit meeting evaluating your study and stay in Groningen
- Signing Erasmus forms
- Correspondent of problems concerning the home and sending university
- 

You may contact them by email or during their office hours.

Argentina	Lex Schouten
Australia	Ken Drozd
Austria	Josef Sennekool
Belgium	Vincent Swart
China	Roel Hoving
Chili	Lex Schouten
Denmark	Josef Sennekool
Estonia/ Latvia/ Lithuania	Roel Hoving
Finland	Vincent Swart
France	Vincent Swart
Germany	Josef Sennekool
Ghana	Hanneke Brakenhoff
Greece	Ryan Schepers
Hungary	Roel Hoving
Iceland	Vladimir Bartelds
Ireland	Ken Drozd
India	Iekje Smit
Italy	Dick Visser
Macau/China	Roel Hoving
Marocco	Hanneke Brakenhof
Mexico	Lex Schouten
New Zealand	Ken Drozd
Norway	Vincent Swart
Portugal	Lex Schouten
Peru	Lex Schouten
South Korea	Roel Hoving
Spain	Lex Schouten
Sweden	Vincent Swart
Taiwan	Roel Hoving
Thailand	Roel Hoving
Turkey	Roel Hoving
United Kingdom	Ken Drozd
United States of America	Ken Drozd

### 3.2.4 Centre for Student Activities and Initiatives

The centre is an desk organised specifically for students by students. You can ask them ANYTHING. They are there to help students. They specifically provide information for international students and Dutch students interested in the international track: studying or taking an internship abroad or participating in the international semester.

Room: E149

Telephone/fax: + 31 (0)50 595 2079

Email: [ICM\\_international@org.hanze.nl](mailto:ICM_international@org.hanze.nl)

Opening hours

Mon – Fri	09.00 – 12.00 h	13.00 – 17.00 h
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### 3.2.5 International Student Office

The international student office can help you with housing, visa, general questions about registration and issues dealing with Erasmus. You can find the ISO on the first floor of the Technology Building.

Contact Lennart Pruiksma ([l.j.pruiksma@pl.hanze.nl](mailto:l.j.pruiksma@pl.hanze.nl)).

Office Location: Zernikeplein 11, room A1.07

Postal address:

Hanze University Groningen

International Student Office

Postbus 3037

9701 DA Groningen

Office Hours: for students:

Mon – Fri	09.00 – 12.00 h	13.00 – 17.00 h
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### 3.2.6 Check blackboard

*Check  
Blackboard!*

**ICM international can be found on Blackboard (BB-Organisations-Instituut voor Communicatie & Media-ICM international).**

**You can find a lot of information there.**

## 4 The exchange programmes

### 4.1 Exchange programmes: what's on offer and when

#### 4.1.1 Creating an International Event

*Summary*

With an international group of students you will organise an international Exchange Festival. Students will manage the entire process, beginning with developing the initial concept Design to implementation and final evaluation. Students will gain practical knowledge and hands-on experience on all aspects involved with creating and implementing an international event. The theme of the events relates to internationalisation and the European Year theme.

Offered: Semester 2 (February-July)

#### 4.1.2 Game on!

*Summary*

Communication Systems and Applied Psychology have developed this minor, where a multicultural group of students designs and develops an educational game for an international oriented client, that aims at influencing a player's behaviour through fun learning. The set up of the minor is a global virtual team of small classes, which will design the concept together. The purpose of this virtual team is that students learn how to cooperate and communicate with international students besides their own class, while they combine competencies from different disciplines and countries and work and play in a multicultural dynamic environment.

Students perform various roles that correspond with competencies ranging from establishing learning needs, determining content, producing multimedia assets and testing .

Offered: Semester 2 (February-July)

#### 4.1.3 International Aid and Development

*Summary*

The International Aid and Development minor focuses on preparing students for working on development projects. It offers students the possibility of hands-on contributing to a such a project in a developing country or in the Netherlands. This could be a long-term project or aid in a crisis situation. In view of the great cultural, social and socio-economic differences, living and working in such countries requires thorough professional and personal preparation. This minor provides this kind of preparation. Multi-disciplinary teamwork is key in the projects that are central to this minor.

Offered: Semester 1 (September-February)  
Semester 2 (February-July)

#### 4.1.4 Information & Innovation

*Summary*

You will learn how to advise organisations about information services for their customers (external customers or customers within their organisation).

Offered: Semester 1 (September-February)

#### 4.1.5 Journalism

*Summary*

The students together form an editorial board, being responsible for a variety of publications.

Offered: Semester 1 (September-February)

#### 4.1.6 Creating Communication Campaigns

CCC consists of two blocks: Communication Research and The Campaign.

*Summary*

**Communication Research:** achieving a communication policy and communication plan requires research to find out what audiences and target groups want.

**The Campaign:** you are a member of a communication agency, which has been invited to develop a campaign proposal, along with other agencies.

Offered: Semester 1 (September-February)

Semester 2 (February-July)

Note: The following programmes are only for mature (4<sup>th</sup> year) students. And an interview with the coordinators can be mandatory.

#### 4.1.7 International Business Communication

*Summary*

The role of the international communication professional has changed with the global expansion of business organisations. It has also grown with the enormous growth of expressive diversity (the new media) and the rise of participatory cultures. As a result, the areas of advertising, public relations and other forms of persuasive communication are merging. As future communication facilitators students must think strategically as well as be capable to integrate the disciplines of public relations and intercultural communication.

Offered: Semester 1 (September-February)

Semester 2 (February-July)

#### **4.1.8 European Public Affairs**

##### *Summary*

Public affairs is a function of corporate communication that plays a vital role in shaping public policy, public acceptance and public perception; necessary ingredients to help create a receptive environment that allows organisations to meet their objectives. EPA practitioners operate in a dynamic political and societal context and are concerned with communication in a non-market external environment. Their work combines government relations, media communications, issue management, corporate and social responsibility, information dissemination, lobbying activities, and strategic communications advice. The EPA specialisation aims at development of knowledge and skills that are necessary for the successful career in public affairs.

Offered: Semester 1 (September-February)

#### **4.1.9 Internships**

It is also possible to fulfil your internship requirements within the exchange programme. All internships are 5 months. The school offers a number of internships but it may also be possible to obtain an internship through our network. If you are interested in the internship possibilities, contact the international coordinator, Ryan Schepers. Please do not forget, that the internship organisation will make its own assessment of your suitability for the job and you may be rejected!

	<b>5 Course list 2010-2011</b>			
	<b>5.1 Credit overview</b>			
	<b>5.1.1 Creating an International Event</b>			
<b>CREATING AN INTERNATIONAL EVENT</b>				
Coordinator: Eugenie Jessen & Lex Schouten				
<b>Code</b>	<b>Title</b>	<b>ec</b>	<b>Mark</b>	
ICVH9PRJ1	PRJ1A; The Event: Design and Planning	5	G	
	PRJ1B: International Event Management	2	G	
ICVH9CIE02	The Event and Context	2	G	
ICVH9CIE03	Intercultural communication	2	G	
ICVH9CIE04	Working in international project teams (1)	2	G	
ICVH9CIE05	Business and professional writing	2	G	
ICVH9PRJ2	PRJ2A; The Event: Implementation assessment	8	G	
	PRJ2B: Event management (2)	2	G	
ICVH9CIE08	Working in international project teams (2)	2	G	
ICVH9CIE09	Business and professional speaking	2	G	
	Academic Counselling	1	P/F	
	Total	30		

**5.1.2 Game on!****GAME ON!**

Coordinator: Harro Leupen

<b>Code</b>	<b>Title</b>	<b>ec</b>	<b>Mark</b>	
XCMH0GON1	Blueprint	5	G	
XCMH0GON2	Kaleidoscope	2	G	
XCMH0GON3	Intercultural Cooperation	2	G	
XCMH0GON4	Psychology & Developing multimedia concepts	4	G	
XCMH0GON5	Flash & Games I	2	G	
	Academic Counselling	1	P/F	
	Total	30		

**5.1.3 International Aid and Development****INTERNATIONAL AID AND DEVELOPMENT**

Coordinator: Vladimir Bartelds

<b>Code</b>	<b>Title</b>	<b>ec</b>	<b>Mark</b>	
ICVH9IAD1	International Project Management	2	G	
ICVH9IAD2	Capita Selecta	5	G	
ICVH9IAD3	Introduction Development theory	5	G	
ICVH9IAD4	Intercultural Competence	2	G	
ICVH9IAD5	Facilitation Skills	1	G	
	Academic Counselling	1	P/F	
	<b>Total</b>	<b>30</b>		

**5.1.4 Information & Innovation**

**INFORMATION & INNOVATION**

Coordinator: Josef Sennekool & Roel Hoving

<b>Code</b>	<b>Title</b>	<b>ec</b>	<b>Mark</b>	
IDVH7IFS1	Kick-off week	2	G	
IDVH7IFS2	Looking at the future 1	2	G	
IDVH7IFS3	Capita Selecta workshops	6	G	
IDVH9IFS4	Intercultural communication and International publishing 1	2	P/F	
IDVH7IFS6	Looking at the future 2	2	G	
IDVH9IFS7	Intercultural communication and International publishing 2	3	P/F	
IDVH7IFS8	Project	9	G	
XCMH9SLB9	SLB: Pers. Prof. Development 9	1	P/F	
	Academic Counselling	1	P/F	
	<b>Total</b>	<b>30</b>		

**5.1.5 Creating Communication Campaigns**

**CREATING COMMUNICATION CAMPAIGNS**

Coordinator: Eugenie Jessen

**THEMA = Communication Research**

Code	Title	ec	Mark	
ICVH9PRJ3	PRJ3A: Research Report	3	G	
	PRJ3B: Research Theory	3	G	
ICVH9ECP5	English for communication professionals 5	2	G	
ICVH8ICC5	ICC5: Working in intercultural groups	2	G	
ICVH8COM2	Communication theory 2	3	G	
ICVH6MES3	Media skills 3	2	G	
	Total	15		

**THEMA: THE CAMPAIGN**

ICVH0PRJ4A	Plan & Pitch	3	G	
ICVH0PRJ4B	Communication Tools	3	G	
ICVH8ECP6	English for communication professionals 6	3	G	
ICVH8COM3	Communication theory 3	2	G	
ICVH8MKC	Marketing communication and Finances	3	G	
ICVH8ACC5	Academic counselling	1	P/F	
	Total	15		

**5.1.6 International Business Communication****INTERNATIONAL BUSINESS COMMUNICATION (period 1)**

Coordinator: Trienke Drijfhout

<b>Code</b>	<b>Title</b>	<b>ec</b>	<b>Mark</b>	
ICVH8IBC01	Capstone assignment 1: Study trip	9	G	
ICVH8IBC02	Strategic marketing planning 1	2	G	
ICVH8IBC03	Globalisation and Communication 1	2	G	
ICVH0IBC04	Intercultural Communication in Business	2	G	
ICVH8IBC05	Capstone assignment 2: Company project	5	G	
ICVH8IBC06	Strategic marketing planning 2	2	G	
ICVH8IBC07	Globalisation and Communication 2	2	G	
ICVH8IBC08	Academic writing	2	G	
ICVH8IBC09	International communication theory	3	G	
ICVH6ACC9	Academic counseling 9	1	P/F	
	Total	30		

**5.1.7 European Public Affairs****EUROPEAN PUBLIC AFFAIRS**

Coordinator: Beata Kviatek-Simanska

<b>Code</b>	<b>Title</b>	<b>ec</b>	<b>Mark</b>	
ICVH9CEU01	Capstone Assignment: EuroSim	7	G	
ICVH0CEU02	Corporate Communication I	2	G	
ICVH7CEU03	Communication Research 1	2	G	
ICVH7CEU04	Issues and Trends 1	2	P/F	
ICVH9CEU09	Writing for Public Affairs	2	G	
ICVH9CEU06	Capstone Assignment: Policy Campaign	6	G	
ICVH0CEU07	Corporate Communication II	2	G	
ICVH7CEU08	Issues and Trends 2	2	P/F	
ICVH9CEU05	Debate	2	G	
ICVH9CEU10	Communication Research 2	2	G	
ICVH6ACC9	Academic Counselling 9	1	P/F	
	<b>Total</b>	<b>30</b>		

**5.1.8 Journalism****JOURNALISM**

Coordinators: Roel Hoving, Rick Slagter

<b>Code</b>	<b>Title</b>	<b>ec</b>	<b>Mark</b>	
ICVHOJRM1	Project international cross media publishing I	6	G	
ICVHOJRM2	Press theory I	3	G	
ICVHOJRM3	Journalistic writing I	2	G	
ICVHOJRM4	Audio visual media I	2	G	
ICVHOJRM5	Interviewing I	1	G	
ICVHOJRM6	Project international cross media publishing II	7	G	
ICVHOJRM7	Press theory II	3	G	
ICVHOJRM8	Journalistic writing II	2	G	
ICVHOJRM9	Audio visual media II	2	G	
ICVHOJRM10	Interviewing II	1	G	
	Total	30		

+ Academic Counselling 1 P/F

## 5.2 Course descriptions

### 5.2.1 Creating an international event

Coordinators: Eugenie Jessen and Lex Schouten

#### Summary

With an international group of students you will organise an international Exchange Festival. Students will manage the entire process, beginning with developing the initial concept Design to implementation and final evaluation. Students will gain practical knowledge and hands-on experience on all aspects involved with creating and implementing an international event. The theme of the events relates to internationalisation and the European Year theme.

The curriculum includes:

- event visitor behaviour analysis and experiential design
- project management and organisation
- intercultural communication and competencies
- working in intercultural teams
- development of communication tools
- English business skills, writing and speaking

ICM has been organising events for the past five years. Past event themes include: European Identity, Communication and Democracy and Equal Access to Education.

Subjects	Code	Title	ec
	ICVH9PRJ1	PRJ1A: The Event: Design and Planning	5
	ICVH9CIE02	PRJ1B: Event Management (1)	2
		The Event and Context	3
	ICVH9CIE03	Intercultural communication	3
	ICVH9CIE04	Working in international project teams (1)	2
	ICVH9CIE05	Business and professional writing	2
	ICVH9PRJ2	PRJ2A: The Event: Implementations assessment	8
		PRJ2B: Event management (2)	2
	ICVH9CIE08	Working in international project teams (2)	2
	ICVH9CIE09	Business and professional speaking	2
		Academic Counselling	1

**ICVH9PRJ1****PRJ1A: The Event: Design and Planning****Content**

In project groups students execute an audience analysis for the Exchange Festival that is organised at the end of the semester. Based on this analysis they will come up with an event experiential design and a blue print for the Exchange Festival activities, which will motivate their target groups to visit and participate in the international event. In some way the event is always related to European issues, such as the European Year theme.

**PRJ1B: International Event Management (1)**

This module is an introduction into event management. It focuses on to the analysis of event visitor behaviour through an examination of leisure and tourism literature from the social science disciplines.

The overall aim of the lecture programme is primarily theoretical linking into practical implications with particular emphasis on visitor motivation, on-site behaviour, experiential strategy design, resources, sponsoring, promotion and location lay-out relevant to the design and preparation of Exchange Festival activities: Jan.2010. It will be important for you to read, not only from the reading materials cited in each week's lectures, but also from newspapers, professional magazines and any other secondary documentation that can lead to a more in-depth understanding of the event business activity. The Project PRJ1A integrative assignment offers you opportunities to show the application of the conceptual knowledge gained in this module to the analysis of potential visitor analysis and experiential foresight event for the planned Exchange Festival at the end of semester.

**Literature**

Booklist

**ICVH9CIE02****The Event and Context****Content**

The course aims to accustom you with different types of events and the events business in general. Through studying real life examples of international events in a comparative perspective you will be able to better understand the international event and its management. The main focus is on identification of specific features of the event, stakeholders and their interests in organising a specific event, the role of public and private sector, the impacts in the community, and different implications of running events.

By the end of the course you will be able to:

- differentiate types /categories of events,
- identify key characteristics of different types of events,
- discuss and compare different types of events,
- learn about the scope and scale of the events business,
- understand the structure of demand for events,
- identify stakeholders and their interests in organising the events,
- elaborate on the role of public and private sector and voluntary bodies,
- discuss the impacts of special events in the community,
- examine the social, economic, political and developmental implications of events.

**Literature** Booklist

**ICVH9CIE03 Intercultural communication**

**Content** This module is designed to provide conceptual tools (theories) that can be used to

- understand communication processes in culturally diverse environments
- heighten students' awareness of the influence of their native culture(s) on their production and interpretation of messages
- diagnose communication problems related to cultural differences
- prevent and reduce cross-cultural misunderstandings
- maximise the synergistic potential of multicultural conflict and cooperation

The module will examine the interrelationship between culture and communication with particular focus on communication within and between multicultural and international organisations. A variety of cultural dimensions which influence the content, tone, style, channel, timing and interpretation of messages will be the primary means by which cultural differences, cross-cultural misunderstandings, and intercultural potentials are explored. The course content will be drawn from theories of cultural and communicative difference and empirical research

**Literature** Booklist

**ICVH9CIE04 Working in international project teams (1)**

**Content** Students who want to work in an international organisation need something 'extra'; they need to be competent in dealing with intercultural differences. When working in a project team, which consists of two or more different nationalities it is helpful to realise that the different project members probably have different ways of working, based on their cultural backgrounds. Being aware of these differences is the first step towards being able to deal with it.

In this course we study, discuss and practice what being interculturally competent means in general. We will also explore what it means specifically for each individual student, who is preparing to work in an international setting. What knowledge about your own and other cultures do you have and need? What communication skills and what kind of motivation helps you to succeed in given situations? Awareness of your own cultural identity and the culture of others is a very important precondition to becoming a competent professional.

By experiencing and reflecting on your own cultural identity and the cultural background of others, you will find out "where you and they stand". Students know how to learn and are prepared to work in an intercultural setting.

Topics:

- intercultural competence
- meetings, project planning
- the influence of cultural background on team cooperation
- culture shock, intercultural problem solving

- empathy
- verbal and non verbal communication
- perception and attribution
- giving and receiving feedback

**Literature** Booklist

**ICVH9CIE05 Business and professional writing**

**Content** English language I offers students the opportunity to hone their writing skills in order to build a solid foundation upon which they can base desk research and written reports

**Literature** Booklist

**ICVH9PRJ2 PRJ2A: The Event: Implementations assessment**

**Content** Based on their audience profile, the experiential foresight and Event Design Blue Print, students implement and evaluate their International Exchange Festival.

This Festival (a seminar) aims to bring together students and practitioners to discuss and debate a European theme. Previous topics:

- united we stand
- transatlantic Reflections
- hear the Unsaid, (nonverbal communication)
- a journey through Europe
- solidarity in higher Education

As a professional you must be able to perform both the role of a group member and the role of the project (team) leader. Part of the focus in this project is on being an effective international project team member. Project planning and intercultural communication skills are an important part of this project.

**PRJ2B: Event management (2)**

Event Management (II) is a continuation of Event Management (I). It seeks to build a holistic perspective of event operations management and, in particular, the understanding of the interaction of a range of key issues associated to the internal environment of an event for the 'making happy' of customers and stakeholders. The overall aim of the mini lecture programme is primarily theoretical linking into practical implications with particular emphasis on the planning, development of event activity product portfolios, quality of service provision, location choice, managing of lay-out activities, event suppliers, risk appreciation, event product scheduling, time management and performance evaluation. Not only, will it be important for you to read from the mandatory handbook planned for each week's lecture, but also from newspapers, professional magazines and any other secondary documentation that can lead to a more in-depth understanding of event activity operations. The Project PRJ2A integrative assignment offers you opportunities to show the application of the conceptual knowledge gained in this module to the planning and implementation of a

real-life event the Exchange Festival at the end of the semester.

**Literature** Booklist

**ICVH9CIE08 Working in international project teams (2) See CIE04**

**Literature** Booklist

**ICVH9CIE09 Business and professional speaking**

**Content** English language II offers students the opportunity to perfect their grammar, writing and presentation skills. They will improve their argumentation and discussion skills by practicing debate strategy and skills in some detail

**Literature** Booklist

### 5.2.2 Game On!

Coordinator: Harro Leupen

#### Summary

A multidisciplinary group which unites expertise from didactic and game production backgrounds design and develop an educational game for an international learning environment.

Students perform various roles that correspond with the various competencies ranging from establishing learning needs, determining content, producing multimedia assets, testing to implementing and communicating.

Subjects	Code	Title	ec
	XCMH9GON1	Blueprint	5
	XCMH9GON2	Kaleidoscope	2
	XCMH9GON3	Intercultural Cooperation	2
	XCMH9GON4	Psychology & Developing Multimedia Concepts	4
	XCMH9GON5	Flash and games	2
	XCMH9GON6	Preparation / Realisation	10
	XCMH9GON7	Researching effectiveness	2
	XCMH9GON8	Flash & games	2
		Academic Counselling	1

#### **XCMH9GON1      Blueprint**

**Content**                Students work together to develop a multimedia intervention as an answer to an educational or psychological need of a specified youth group. The aim of the intervention is either behavioural modification and/or learning benefits. Students are organised in a project-team.

**Literature**            Booklist

#### **XCMH9GON2      Kaleidoscope**

**Content**                Many disciplines are involved in designing and developing successful multimedia interventions. In this part of the minor a selection of experts is invited to share their knowledge with you. Depending on the project at hand, topics like psychology, multimedia, gaming, education, cooperation skills and more can be considered. The results of the workshops are discussed within your project team and used in the concept delivered at the end of the first half of the minor

**Literature**            Booklist

**XCMH9GON3****Intercultural Cooperation****Content**

Maybe you know how to play a game, but have you ever thought about how games are interpreted and perceived in different cultures? What their function can be and how they reflect the do's and don'ts of a specific culture?

In this course you will dive deeper into the intercultural aspect of communication: how students in other cultures are being taught and how they learn, and how this can be expressed through the usage of educational multimedia. The multicultural classroom will be one of the pillars in this course: you will not only learn through workshops how to cooperate effectively with your international classmates, but you will also learn how to use this newly adopted cultural awareness while developing the game.

The end product will be adapted to cultural sensitivities, and will be tested by other students of international educational institutes. During this course you will reflect on your own progress, which will result in a final individual paper..

**Literature**

Booklist

**XCMH9GON4****Psychology & Developing Multimedia Concepts****Content**

Applying a multimedia game to develop children's knowledge, behaviour or thinking, psychological theories can be helpful to reach one's goals (with the intervention). In this course, students will gain useful knowledge in a number of theories, in the social, the developmental and in the cognitive psychological domain. Students learn how to apply these theories to practical questions. Students with psychology in their initial curriculum will deepen their knowledge by studying a topic of interest in one of the domains, applicable to the question at hand and write this down in an essay. Developing a concept is a most fascinating & creative event in the process of innovation. It is a radical, inspiring and challenging idea-generating process. The aim of this course is to develop outstanding ideas outside the framework of usual routines and, as a result, produce innovative ideas and concepts applicable to the assignment. The course consists of a series of eight subsequent steps.

Step 1: Briefing, Strategy & Goal Formulation

Step 2: Trends & Future

Step 3: Knowledge Management and Expertise

Step 4: Research Fields

Step 5: Idea Puzzling

Step 6: Dummies & Sketches

Step 7: Idea Evaluation & Assessment

Step 8: Presentation

Leading up to a number of implementation-ready innovative concepts

**Literature**

Booklist

<b>XCMH9GON5</b>	<b>Flash and games (1)</b>
<b>Content</b>	Flash or Flash Lite can be used for the production of a multimedia application. In this course students learn and master the flash interface and the accompanying scripting language. The aim of the course is to develop a multimedia product for PC and/or mobile platform
<b>Literature</b>	Booklist
<b>XCMH9GON6</b>	<b>Preparation / Realisation</b>
<b>Content</b>	Students work together to develop a multimedia intervention as an answer to an educational or psychological need of a specified youth group. The aim of the intervention is either behavioural modification and/or learning benefits. Students are organised in a project-team
<b>Literature</b>	Booklist
<b>XCMH9GON7</b>	<b>Researching effectiveness</b>
<b>Content</b>	While conceptual theories can help with developing an multimedia intervention, one has to determine its effect afterwards. In this course students are trained in obtaining/collecting empirical evidence of the effectiveness of such an intervention.
<b>Literature</b>	Booklist
<b>XCMH9GON8</b>	<b>Flash &amp; games (2)</b>
<b>Content</b>	In part 2 you continue the project and will you be working on the assets, testing the $\beta$ version and adjusting the final version of the product. Deliverables: text, images, sounds, videos, scripting, test plan and result, publish online or offline product.
<b>Literature</b>	Booklist

### 5.2.3 Aid & Development

Coordinator: Vladimir Bartelds

#### Summary

The Aid and Development minor focuses on preparing students for working on development projects. It offers students the possibility of hands-on contributing to a such a project in a developing country or in the Netherlands. This could be a long-term project or aid in a crisis situation. In view of the great cultural, social and socio-economic differences, living and working in such countries requires thorough professional and personal preparation. This minor provides this kind of preparation. Multi-disciplinary teamwork is key in the projects that are central to this minor. During the first half of the semester, you will choose and prepare for the project within a small team. You will acquire the necessary knowledge and skills during in-class sessions. Subjects include:

#### **International project management:**

- to understand project management method in relation to large, medium-sized and small development projects
- to prepare students for future job situations so that they can contribute confidently and effectively when working on projects or managing project teams

#### **Development theory:**

- this module will give the student an introduction in the world of International aid and development illustrated through the millennium goals

#### **Intercultural communication competencies**

- intercultural competence is the competence to live and work successfully in different countries and/or with people with different cultural backgrounds
- 4 Key competences are distinguished:
  - intercultural sensitivity
  - intercultural communication
  - building commitment
  - managing uncertainty

#### **Facilitation skills:**

- training in participatory decision making

#### **Capita Selecta:**

- (guest) lectures will discuss past and recent examples of development activities
- discussion and debate of issues pertaining to development activities

#### **Development project:**

- during the 2<sup>nd</sup> half of the semester, you be part of a Hanze student team and contribute to a development project, either in The Netherlands or abroad. Past projects have been in Burkina Faso, Ghana, Nicaragua, Tanzania and Murmansk

Subjects	Code	Title	ec
	ICVH9IAD1	International Project Management	2
	ICVH9IAD2	Capita Selecta	5
	ICVH9IAD3	Introduction Development theory	5
	ICVH9IAD4	Intercultural Competence	2
	ICVH9IAD5	Facilitation Skills	1
	ICVH9IAD6	Project	14
		Academic Counselling	1

**ICVH9IAD1 International Project Management**

**Content** This is an introductory course on project management. Its objectives are:

1. to familiarise students with the theoretical basis of project-based work approaches
2. to enable students have a better understanding of project management method in relation to large, medium-sized and small development projects
3. to prepare students for future job situations so that they can contribute confidently and effectively when working on projects or managing project teams

- The course will focus on topics such as:
- the Project: What is a Project?
  - people working on projects
  - the project from start to finish
  - planning and scheduling
  - drawing up a project plan
  - organising meetings
  - conducting interviews
  - writing letters
  - writing a report
  - holding a presentation
  - making an executive summary

**Literature** Booklist

**ICVH9IAD2 Capita Selecta**

**Content** Capita Selecta consists of several kinds of subjects which can be useful when you are abroad in a developing country. There will be guest lectures about sanitation and hygiene, a debate about actual news and we will have a discussion about a book dealing with International Aid& Development .

**Literature** Booklist

**ICVH9IAD3****Introduction Development theory****Content**

This course is aimed at providing students with an introduction into development studies using a multidisciplinary approach. The course analyses development not only in economic terms but also historical, social, political, ecological, institutional, demographic, cultural factors and the world of international aid and development. The course will enable students to get better insight into the eight United Nations millennium development goals. Students will be better prepared for career opportunities in international development organisations in developing and developed countries.

**Literature**

Booklist

**ICVH9IAD4****Intercultural Competence****Content**

Internationally operating organisations experience the impact of culture on their businesses and services. The ability to acknowledge and overcome differences in values is considered to be a key factor for success in international collaboration. Ignoring or denying different perspectives and values in life and work, can lead to failure and conflict.

The same goes for Aid and Development Organisations. Development workers from the north work in close collaboration with local partners from the south.

How to successfully communicate and work with people from different cultural backgrounds? In the module Intercultural Competence we explore, train and reflect on four competencies that are considered to be critical success factors international collaboration:

**Intercultural sensitivity**

Ability to recognise multiple perspectives on an event or behavior, to recognise one's own cultural values and those of others, and to pick up verbal and non verbal signals

**Intercultural communication**

Ability to adjust one's communication style to the communicative needs of people from other cultures

**Building commitment**

Ability to stimulate cooperation between people and take the lead while at the same time try to keep others on board. It involves sensitivity to the dynamics within larger groups of people inside and outside the organisation, and understanding of these dynamics and the ability to benefit from them

**Managing uncertainty**

Ability to manage the greater uncertainty of intercultural situations

**Literature**

Booklist

**ICVH9IAD5****Facilitation Skills****Content**

- Problem of Participation
- Workshop Methods
- Creativity Methods
- Project Evaluation using Stories

**Literature**

Booklist

**ICVH9IAD6****Project****Content**

During the 2<sup>nd</sup> half of the semester, you be part of a Hanze student team and as such contribute to a development project, either in The Netherlands or abroad in a developing country.

**Literature**

Booklist

#### 5.2.4 Information & Innovation

Coordinators: Josef Sennekool and Roel Hoving

##### *Summary*

Information, information technology and information services and their alignment to business are important drivers for the strategy & innovation of any organisation. . Organisations need to innovate to keep ahead of competitors and deliver the best of services and products to their clients.

Information professionals have to be able to design information/communication products and services for organizations and individuals, for staff and employees as well as customers, in order to provide them with the information they need for personal or organizational purposes.

To implement them needs a thorough knowledge of the (core)activities, goals and needs of the users.

These services need to be innovative: entrepreneurial, attractive, targeted and special. They have to use modern media, like social media and innovative technology to fit into the user's life and work.

During this international specialization you learn how to advise organisations who want to innovate with their information for their customers (external customers or users within their organization). You will focus on innovative trends, learn the project management method Scrum, learn to understand and analyse the business's environment and actual business planning in order to formulate new innovation strategies. You will discover what impact e-business has on society, organizational structures, business models and media consumption. to use in order to complete your project in this specialization.

You will do this by studying and researching information and innovation topics in depth, attending guest lectures, teaching students or staff and each other in interactive workshops and working on a real life project. At the end of this specialisation the research and project activities will be presented in workshops, (poster) presentations or publications to external parties, e.g. to partners abroad and/or at the international BOBCATSSS conference in January 2012 in Amsterdam.

Since this specialisation is open to exchange students we will also plan social events, reflect on intercultural aspects and organise a study tour, e.g. to one of our partner universities.

You will learn how to advise organisations about information services for their customers (external customers or customers within their organisation).

The semester consists of:

- Kick-off week with an integrated assignment
- Module with the focus on new technology trends
- Capita Selecta weeks to explore the work field and to exchange knowledge
- Project, integrating skills and knowledge
- Training concerning the organisation of interactive workshops

- Cooperation activities with students and staff of the University of Applied Sciences Potsdam, with a visit to Potsdam and Berlin or the Stuttgart Media University (subject to change!). (Costs for the visit are approximately between 60 and 120 euro's.) The attendance is compulsory.
- lectures concerning current developments in the field
- preparation of a contribution to the BOBCATSSS Conference in Amsterdam, which takes place in January 2012. We encourage all IFS students to attend the conference and present their contribution there, although the conference dates are not within the first semester. By attending and actively participating in the three days conference they will present their findings and research to a few hundred information sciences specialists and students from all over Europe. The theme of this symposium will be "Information in e-motion". (Costs for the conference are approximately between 50 and 100 euro's.) The attendance at the conference is compulsory.

The programme is very student-centred:

- as a group we will select most of the subjects
- you will be teaching students or staff and each other in interactive sessions on different subjects
- you will participate in a training in providing interactive workshops
- we will cooperate with the students of another University (Fachhochschule Potsdam (near Berlin) or Stuttgart Media University) and have some activities together
- you will prepare a conference poster, paper or workshop
- you will work on a project with a client outside the Hanzehogeschool like an internet service for students, an international organisation, a museum or archive you will invite guest speakers to talk about specific hot topics and recent trends.

	<b>Code</b>	<b>Title</b>	<b>ec</b>
	IDVH7IFS1	Kick-off week	2
	IDVH7IFS2	Looking at the future	2
	IDVH7IFS3	Capita Selecta workshops	6
	IDVH7IFS4	Intercultural communication an international publishing	2
	IDVH7IFS5	Project – start	3
	IDVH7IFS6	Looking at the future 2	2
	IDVH9IFS7	Intercultural communication and International publishing 2	3
	IDVH7IFS8	Project	9
		Academic Counselling	1

<b>IDVH7IFS1</b>	<b>Kick-off week</b>
<b>Content</b>	In this module you will focus on new entrepreneurial attitudes as an information professional
<b>Literature</b>	Booklist
<b>IDVH7IFS2</b>	<b>Looking at the future</b>
<b>Content</b>	<p>You will focus on new developments and trends in the field of Technology and Information Services and present them via interactive presentations to other students.</p> <p>The research activities during this module might be presented at meetings with our partners abroad and/or at the BOBCATSSS conference.</p> <p>In the next period (Looking at the future 2) the focus will be on scenario planning.</p>
<b>Literature</b>	Booklist
<b>IDVH7IFS3</b>	<b>Capita Selecta workshops</b>
<b>Content</b>	<p>Starting with your own competencies and learning needs we will focus on information services topics in depth. You will research and present them. The topics are connected with the different projects within this specialisation. In addition recent information services developments will be discussed. For example:</p> <ul style="list-style-type: none"> <li>• mobile information services</li> <li>• trends in social media</li> <li>• retrieval of information</li> <li>• open Access and Repositories</li> </ul> <p>In this unit you will be coached to facilitate a workshop to present your findings to other students.</p>
<b>Literature</b>	Booklist
<b>IDVH7IFS4</b>	<b>Intercultural communication an international publishing</b>
<b>Content</b>	<p>During a few workshops you will reflect on your own culture and become aware of intercultural aspects in communication. A study tour to one of our partner universities (Potsdam or Stuttgart) can be part of this intercultural experience.</p> <p>In this module you will also focus on academic writing in order to prepare a publication (abstract, paper, book review), partly for the BOBCATSSS conference.</p> <p>In the following period you will continue your BOBCATSSS preparation.</p>
<b>Literature</b>	Booklist

<b>IDVH7IFS5</b>	<p><b>Project – start</b></p> <p><b>Content</b> The project connects all parts of the specialisation. Your group will advise a company or organisation on a real life problem in their internal or external information services. Regular feedback to your client is important. The groups also will exchange knowledge and experiences among each other. At the end there will be a presentation for the client. In this first part of the project you will choose your projects with your group and you will come up with a project plan and the first research results. Besides you will have to do a project related workshop.</p> <p><b>Literature</b> Booklist</p>
<b>IDVH7IFS6</b>	<p><b>Looking at the future 2</b></p> <p><b>Content</b> This module focuses on scenario planning, based on Technology Trends (see also Looking at the future 1) and research into information and communication trends. You will prepare an interactive presentation and present you findings to a group of students or teachers. Individually you prepare a book presentation and present it to your fellow students.</p> <p><b>Literature</b> Booklist</p>
<b>IDVH7IFS7</b>	<p><b>Intercultural communication and International publishing 2</b></p> <p><b>Content</b> During workshops you will go on reflecting on your own culture and intercultural aspects in communication. Some cooperation with partner universities can be part of this intercultural experience (with lectures and workshops on international publishing and other IS subjects). In this module you will also do the preparation for a contribution for the BOBCATSSS conference which can be a workshop or a poster presentation or any other active participation. The conference takes place in January 2012 in Amsterdam</p> <p><b>Literature</b> Booklist</p>
<b>IDVH7IFS8</b>	<p><b>Project</b></p> <p><b>Content</b> (See also: Project Start) In this second part of the project you will carry out the project plan and report on the progress to the client as well as to the other groups on a regular basis. At the end you will come up with an advisory report.</p> <p><b>Literature</b> Booklist</p>

## 5.2.5 Creating Communication Campaigns

coordinator Eugenie Jessen

CCC consists of two blocks: Communication Research and The Campaign.

### Summary

**Communication Research:** achieving a communication policy and communication plan requires research to find out what audiences and target groups want. You will set up and carry out a research project using quantitative and qualitative research methods (from communication or marketing research). As a research team you will gather, select and process information about a formulated communication problem of an outside client. You will analyse the communication aspects of the problem and make a description of the target group in relation to the problem. Your findings will be put down in a written report for the client. Students will practice (media) skills they need in order to develop the campaign and to work together in international project teams.

**The Campaign:** you are a member of a communication agency, which has been invited to develop a campaign proposal, along with other agencies. You will create a (marketing) communication campaign, clearly imbedded in theory, and pitch your ideas to the client in a bid for the account. Examples of media production and a financial statement complete the presentation.

Subjects	Code	Title	ec
	ICVH9PRJ3 A/B	Project 3	6
	ICVH9ECP5	English for communication professionals	2
	ICVH8ICC5	Intercultural competence: working in intercultural groups	2
	ICVH8COM2	Communication theory	3
	ICVH6MES3	Media Skills	2
	ICVH0PRJ4A/B	Plan & Pitch / Communication Tools	6
	ICVH8ECP6	English for communication professionals 6	3
	ICVH8COM3	Communication Theory 3	2
	ICVH8MKC	Marketing communication and Finances	3
		Academic counselling	1

### ICVH9PRJ3

### Project 3

#### Content

Groups of students will receive an assignment from an outside client. They are asked to execute a communication research among the target groups of this client. In this communication research students will execute desk research and field search both to find out what the target groups think, know and find important about the subject the clients wants to communicate about. In their research report students will report their main results, findings and conclusions for their client.

Communication Research Methods (3) is essential for the successful completion of The Research Project and the 4<sup>th</sup> year research proposal. The module aims to provide students with a critical understanding of a range of approaches, research methodologies and resources relevant for the analysis of a strategic communication problem. It is designed to develop a communication problem into a project rational justified by literature, secondary texts and complemented by primary data. Primary emphasis is placed on the methodological design of a mini case-study (The Client) together with a basic theoretical framework combining qualitative and quantitative data collection methods. It will develop the ability to critically review literature, identify gaps in knowledge and develop research skills to facilitate data collection and analysis for The Research Project.

**Literature** Booklist

**ICVH9ECP5 English for Communication Professionals 5**

**Content** Professional product: Literature review and Research report.  
You will be able to

- write a literature review essay
- contribute to the report-writing process for communication campaigns research

**Literature** Booklist

**ICVH8ICC5 International Competence 5: Working in Intercultural groups**

**Content** What does it take to work in multicultural groups. Students learn about groups dynamics, group roles and how to deal with intercultural differences and dilemma's. In order to work successfully in the project students practice their intercultural communication techniques and how to overcome intercultural problems like different perspectives on time, on planning, on task or relationship orientation, on individual and group responsibilities. This module serves as a basis for the international project planning in the Research and Campaign project. Students learn to use different kinds of work forms to stimulate interaction between people or groups These techniques will be used in the workshop student have to prepare about critical incidents. These workshops will be given to first years IC-students. The key element in these workshops is to understand cultural dilemma's possible problems when working in multicultural groups and to find creative solutions for these problems.

**Literature** Booklist

<b>ICVH8COM2</b>	<p><b>Communication theory 2</b></p> <p><b>Content</b> This course in communication theory is aimed at developing your ability to make use of proper theoretical concepts in order to enhance your further understanding of the different day to day practice of professionals in functional communication, e.g. public relations officers, propagandists, promoters, advertisers and public campaign specialists. After completion of this module students will</p> <ul style="list-style-type: none"> <li>• know about the different forms of mass communication</li> <li>• be able to relate theoretical concepts to real life situations</li> <li>• be able to plan communication activities based on theoretical concepts and use the appropriate terminology</li> <li>• be aware of the possible (un)intentional and (un)wanted) effects of communication.</li> </ul> <p><b>Literature</b> Booklist</p>
<b>ICVH6MES3</b>	<p><b>Media skills 3</b></p> <p><b>Content</b> Communication professionals deal with the Internet on a daily basis. Juniors do f.e. content management, seniors are involved in website development projects. During this course you will be introduced to the website production process. You will learn some technical basics in order to understand what is behind these large websites and content management systems. You will also get to work with several web services that are available for blogging, publishing photographs, syndication, etc and learn how to let these services work together. Finally you will be able to create a simple 'hand made' website yourself and incorporate ("mash up") external content from web services like Flickr, YouTube, etc.</p> <p><b>Literature</b> Booklist</p>
<b>ICVH9PRJ4A/B</b>	<p><b>Plan &amp; Pitch / Communication Tools</b></p> <p><b>Content</b> You will create a (marketing) communication plan in which you motivate the choices made, based on research and theory. The creative concept will be implemented in a number of tools. A financial statement completes the plan. In your role as a communication advising agency, you will present the client with a pitch, in which you will try to persuade the client that yours is the best solution to his problem. Main topics to be covered are:</p> <ul style="list-style-type: none"> <li>• organisational and communication problem and objective</li> <li>• target audience</li> <li>• messages and choice of media and techniques</li> <li>• the communication strategy and tactics of the campaign</li> <li>• the estimation of costs of the implementation and evaluation.</li> </ul>

For the development of the Mediamix you will develop a creative concept for the campaign. You will choose media for the campaign (from umbrella to web site) and substantiate the choices. Other products are for example: making sketches/designs in the form of mood board, synopsis, storyboard, flowchart (what ever is necessary), writing copy, prototypes for the campaign pitch. Testing your major items of the media mix and using the feedback in your advice are other elements which will make your media mix more professional.

**Literature** Booklist

**ICVH8ECP6 English for communication professionals 6**

**Content** This supports the final presentation for the project Designing a Communication Campaign by focusing on persuasive presentations. It thus expands on presentations from block 3 of year 1. The characteristics of persuasive presentations, rhetoric and argument, and how to prepare and present a case will be studied and practiced. You will take part in a simulation with 2 teams who have rival plans for the same development project.

**Literature** Booklist

**ICVH8COM3 Communication Theory 3**

**Content** This course focuses on equipping students with the marketing communication theoretical background they need to analyse a marketing communication problem and develop a relevant strategic communication plan that effectively integrates a mix of communication channels.  
Subjects covered are for example:

- budget allocation per various marketing communication tools
- marketing communication objectives and strategies
- marketing communication models
- media planning.

**Literature** Booklist

**ICVH8MKC****Marketing Communication and Finances****Content**

Defining and analysing a marketing communication problem within a relatively complex business context. Subjects covered are for example:

- putting together a briefing from the client's perspective.
- developing a proposal and a creative concept for a marketing communication campaign
- developing a media plan and choosing a budgeting method
- evaluation and measuring the effect of marketing communication

**Literature**

Booklist

## 5.2.6 International Business Communication

coordinator: Trienke Drijfhout

### Summary

The role of the international communication professional has changed with the global expansion of business organisations. It has also grown with the enormous growth of expressive diversity (the new media) and the rise of participatory cultures. As a result, the areas of advertising, public relations and other forms of persuasive communication are merging. As future communication facilitators students must think strategically as well as be capable to integrate the disciplines of public relations and intercultural communication. As a result of globalisation and its effects, political, economic, and cultural developments have become central to both international and local stakeholders. There is a great demand for international communication professionals who are capable of monitoring and forecasting global issues, economic and cultural trends and developments in both existing and emerging markets. This specialisation focuses on:

- monitoring and explaining global issues, developing scenarios;
- strategic and International Marketing
- integrating public relations/corporate promotion and intercultural communication
- applying Strategic communication in a global context;
- applying the above in a real-life business situation
- developing intercultural communication skills in the China-EU context.

The theoretical framework of global business communications is applied in a real-life international setting. You will work in an international professional context, on assignments from external clients (companies).

The relationship Teacher – Student is professionalised into a Senior – Junior model. Supervisors ('senior consultants') will coach you intensively. You ('the junior consultant') will have direct client contact, and you will feel the responsibility placed on you by the client to execute the assignment.

There is a chance that assignments have to be executed during a possible study trip. For participation in a possible study trip you can expect costs.

Subjects	Code	Title	ec
	ICVH8IBC01	Capstone assignment 1:Study trip	9
	ICVH8IBC02	Strategic marketing planning 1	2
	ICVH8IBC03	Globalisation and Communication 1	2
	ICVH8IBC04	Intercultural Communication in Business	2
	ICVH8IBC05	Capstone assignment 2: Company project	5
	ICVH8IBC06	Strategic marketing planning 2	2
	ICVH8IBC07	Globalisation and Communication 2	2
	ICVH8IBC08	Academic writing	2

	ICVH8IBC09	International communication theory	3
		Academic counselling 9	1

**ICVH8IBC01**

**Capstone assignment 1: Study trip**

**Content**

An important part of the specialisation is a real life company assignment. See for a more extensive description at Capstone assignment 2. In this block we will prepare the project assignment with a focus on the situation analysis.

As a group we will have to prepare our study trip. This includes:

- gaining knowledge about the Chinese (business) culture
- getting to know the do's and don'ts
- achieving knowledge about Chinese information sources
- learning something about the language
- etc. etc.

This will mainly be dealt with by inviting specialists in the field as guest speakers

**Literature**

Booklist

**ICVH8IBC02****Strategic marketing planning 1****Content**

Highlighted subjects include:

- extensive treatment of the methodology of executing a situation analysis
- using the information from a situation analysis as input for the decision making process
- developing and choosing strategic alternatives
- balanced scorecard basics
- the role of communication within the total force field of an organisation
- communication policy and the intercultural context (e.g. adaptation vs standardisation)
- choice of communication policy making the best fit to the strategic framework on one hand and the intercultural context on the other

Among others, the following theoretical concepts will be used and applied:

- industry structure model (Porter)
- SWOT analysis
- balanced Scorecard
- treacy & Wiersema value strategies
- Ansoff growth strategies
- using suitability, feasibility and acceptability to make strategic choices
- choice between adaptation and standardisation in designing communication strategies
- the implications of the above mentioned concept for the communication policy

**Literature**

Booklist

**ICVH8IBC03****Globalisation and Communication 1****Content**

Globalisation has become one of the most hotly debated topics in international business. Studying the global context of organisations will help you to understand how organisations are responding to and communicating about worldwide shifts in *political, legal, economic, technological, cultural and environmental spheres*. Emphasis is particularly placed on:

- recognising and explaining the internal and external environments of global business organisations
- developing a global perspective on communication issues of organisations
- providing a framework of analysis that will assist in the understanding of the global environment in which business operates
- analysing the role of the various stakeholders that influence global business, including government, special interest groups and the media
- indicating what is necessary for a business organisation to be a responsible corporate citizen

- analysing relevant issues in national environments (economic, cultural, political, social)
- practicing critical thinking by keeping current with global events

**Literature** Booklist

**ICVH8IBC04 Intercultural Communication in Business**

**Content** Students write a narrative about their year abroad, do a series of exercises and discussion about personal mastery including, Detachment, Commitment, Focus, etc. The third part of the course is focused on developing an understanding of the culture of China.

**Literature** Booklist

**ICVH8IBC05 Capstone assignment 2: Company project**

**Content** The capstone assignment is providing a realistic strategic communication advice for the client. The assignments are based on real life cases, provided by (paying!) clients with a direct interest in entering or extending markets in China. The advisory report is based on in depth research.

The assignment is based on a briefing from the client, and an assignment description laid out in a proposal to the client. Students work in project groups to execute the assignment, and will be confronted with 3 different kinds of demand put on them:

- the assignment has to be executed according to the wishes of the client
- the theoretical level and methodology used has to match the level to be expected from a 4<sup>th</sup> year (international) communication student
- applying intercultural competence at a professional level

Meeting these 3 demands will create an extra challenge to the student working on this capstone assignment.

Based on desk research students will collect information needed as input for the internal and external analysis. This desk research has to be combined with field research.

All research data has to be analysed, a professional advisory report has to be written and presented to the client at the end of the semester.

The course is intended to facilitate understanding of the impact of external factors on organisational (communication) strategy. It focuses on the process of scenario planning and the methodology used in making realistic, consistent, comprehensive,

research supported scenarios on the basis of trends, assumptions and driving forces. It examines the possibilities and limitations of using scenarios to prepare for possible futures.

**Literature** Booklist

**ICVH8IBC06 Strategic marketing planning 2**

**Content** A lot of business activities in an international setting involve international marketing decisions. A communication professional has to understand the context of these decisions, and has to be able to translate them into an appropriate international (marketing) communication policy.

Highlighted subjects include:

- the international marketing environment
- country selection process and market selection process
- market entry strategies
- adaptation versus standardisation
- the international marketing mix

**Literature** Booklist

**ICVH8IBC07 Globalisation and Communication 2**

**Content** This course continues the theme started in Globalisation and Communication 1- how business organisations operate in a changing global environment and what implications are for their business strategies. We will study a number of business cases in order to be able to:

- Recognise and explain *external environments* of international and global business organisations and their implications to company's internal and external communication;
- Analyse the role of various *stakeholders* that influence international and global business;
- Discuss current trends in the international business environment and their implications on local and international businesses;
- Critically assess the example of internal or external communication policy in the proposed or executed international business strategy.

**Literature** Booklist

**ICVH8IBC08 Academic writing**

**Content** This module focuses on an academic approach to writing with a primary emphasis on developing coherent text structure supported with crucial functions and notions for analysing and persuading text ideas. A mini-study in the literature for a chosen thematic communication field offers the student the opportunity to design a literature review guiding framework, practice research question formulation, produce samples in evaluating individual research articles and synthesise those findings in a critical literature review essay demonstrating adequate use of formal style, evaluative language and formal grammar.

**Literature** Booklist

**ICVH8IBC09 International communication theory**

**Content** This course focuses on theory, research and practice of international communication and public relations. The communication professional has become a global enterprise and every professional must have a multi-cultural and global perspective in order to be effective. We will make a comparison between professional practices across national border based on a common conceptual framework.

**Literature** Booklist

## 5.2.7 European Public Affairs

Coordinator: Beata Kviatek - Simanska

### Summary

Public Affairs is a function of corporate communication that plays a vital role in shaping public policy, public acceptance and public perception; necessary ingredients to help create a receptive environment that allows organisations to meet their objectives. What is the role that communication plays in facilitating relationships and understanding between an organisation and its many stakeholders in the European environment? How do European organisations adapt communication activities to their many publics? Who are the main stakeholders in the complex European environment? EPA practitioners operate in a dynamic political and societal context and are concerned with communication in a non-market external environment. Their work combines government relations, media communications, issue management, corporate and social responsibility, information dissemination, lobbying activities, and strategic communications advice.

There is a great demand for public affairs practitioners who are trained to operate in a dynamic political and societal context, have intercultural communication competences, and are concerned with communication in a non-market environment. Professional profiles include European Public Affairs officers, Public Affairs advisers, lobbyists, corporate communication consultants, international communication specialists, and spokespersons working for the businesses in the European environment or for non-profit organisations.

The European Public Affairs specialisation focuses on development of understanding of the corporate communication in the European context and practicing of skills needed for the successful professional career in the European Public Affairs.

The main educational areas are:

1. Development of a realistic policy campaign for a real client.
2. Learning the art of lobbying in the EU by studying examples of lobbying.
3. Exploring corporate communication and applying it in European context.
4. Learning how to do communication research and to draw a policy advice.
5. Practicing lobbying, speaking and debating skills in European simulations.

The European Public Affairs specialisation study programme includes study trip to Brussels with visits to EU institutions and lobby groups, and a participation in international EU simulations.

Subjects	Code	Title	ec
	ICVH9CEU01	Capstone Assignment: EuroSim	7
	ICVH0CEU02	Corporate Communication 1	2
	ICVH7CEU03	Communication Research 1	2
	ICVH7CEU04	Issues and Trends 1	2
	ICVH9CEU05	Debate	2

	ICVH9CEU06	Capstone Assignment: Policy Campaign	6
	ICVH0CEU07	Corporate Communication 2	2
	ICVH7CEU08	Issues and Trends 2	2
	ICVH9CEU09	Writing for Public Affairs	2
	ICVH9CEU10	Communication Research 2	2
		Academic Counselling	1

### **ICVH9CEU01      Capstone assignment EuroSim**

**Content**                      Students take part in a role-play of one of the major policy questions currently being debated in the EU. Students assume the role of one of the EU member states. Analysis of the EU and current issues will involve understanding the organisation's policymaking institutions. This simulation requires students to determine their country's positions. The European Union simulation facilitates active discussions on current events, but it does not entail a thorough knowledge of policy-making in the EU. This project will provide students with the skills necessary to enter the world of public relations, public affairs and communication; business- management, journalism and politics.  
An international field trip is part of the integrated assignment

**Literature**                      Booklist

### **ICVH0CEU02      Corporate Communication 1**

**Content**                      Communication professionals are challenged as never before to develop coherent communications in order to advance the interests of their organisations. This course aims to provide a comprehensive understanding of corporate communications and to introduce a variety of ways in which corporate communications can be managed and organised in companies. Students will study real practice examples on such key issues as corporate social responsibility, reputation management, corporate branding, corporate identity, and integrated communication.

**Literature**                      Booklist

<b>ICVH7CEU03</b>	<b>Communication Research 1</b>
<b>Content</b>	The aim of this course is to develop an in-depth understanding of multi-dimensional aspects and perspectives of a public policy issue with a strong focus on methodological issues involved in the design and conduct of research studies in public policy. The emphasis lies on a single exploratory and explanatory case study design as well as well the implementation of a multi-method focus towards field work. Primary emphasis will be given to providing opportunities for students to develop their skills in the collection and analysis of qualitative data.
<b>Literature</b>	Booklist
<b>ICVH7CEU04</b>	<b>Issues and Trends 1</b>
<b>Content</b>	Students will analyse current issues and trends in an European context in terms of framing and phrasing. They will identify how lobbying is influencing decision making and learn the theory behind lobbying.
<b>Literature</b>	Booklist
<b>ICVH9CEU05</b>	<b>Debate</b>
<b>Content</b>	The skills of reasoning and debate are important competencies for public affairs professional. Students will learn how to become skilled speaker and persuaders: controlled debating will be practiced on current issues and trends in European policy. Topics will be selected to fit the European simulation.
<b>Literature</b>	Booklist
<b>ICVH9CEU06</b>	<b>Capstone assignment: Policy Campaign</b>
<b>Content</b>	Students will develop a strategic communication advice or a policy campaign for a real client – business organisation, public or nonprofit body, which operates in European political and legal context.

<b>Literature</b>	Booklist
<b>ICVH0CEU07</b>	<b>Corporate Communication 2</b>
<b>Content</b>	<p>This course continues the theme started in Corporate Communication 1 by focusing on importance of Reputation and Ethics</p> <p>Public affairs professionals need to deal with a multitude of ethical questions. In answering these dilemmas, they have to take into account organisational consequences. This is particularly true when operating in a public policy context, in which media and various public bodies and non-profit organisations are also important stakeholders. In this course we will reflect on professional ethical codes and real life dilemmas faced by practitioners in the field of public affairs.</p>
<b>Literature</b>	Booklist
<b>ICVH7CEU08</b>	<b>Issues and Trends 2</b>
<b>Content</b>	<p>The course will have a lobby simulation that builds upon the theory of Issues and Trends 1.</p>
<b>Literature</b>	Booklist
<b>ICVH9CEU09</b>	<b>Writing for Public Affairs</b>
<b>Content</b>	<p>The course aims to develop practical communication skills needed for work in public affairs in European environment. Students learn different formats and styles necessary for public affairs writers, which they will encounter as public affairs practitioners. During the course students study examples and exercises addressing public affairs as practiced by EU institutions or non-profit sector and businesses working with the European Union.</p> <p>The course focuses on:</p> <ul style="list-style-type: none"> <li>• Understanding what is writing for Public Affairs</li> <li>• Getting familiar with basics of writing for Public Affairs</li> <li>• Researching for writing for Public Affairs</li> <li>• Strategic planning and message development</li> <li>• Practicing different forms of writing for Public Affairs</li> <li>• Evaluation of writing for Public Affairs</li> </ul>
<b>Literature</b>	Booklist

**ICVH9CEU10****Communication Research 2****Content**

The course is a continuation of communication research 1. The aim is an introduction into the evaluation of public relations activities related the making of policy issues. The emphasis is on methodological issues involved in the practice of evaluating public relations activities developing a case-study with mixed method for measuring PR activities such as setting up a media monitoring system.

**Literature**

Booklist

### 5.2.8 Journalism

Coordinators: Roel Hoving, Rick Slagter

#### Summary

The students together form an editorial board, being responsible for a variety of publications.

Subjects	Code	Title	ec
	ICVH0JRM1	Project international cross media publishing I	6
	ICVH0JRM2	Press theory I	3
	ICVH0JRM3	Journalistic writing I	2
	ICVH0JRM4	Audio visual media I	2
	ICVH0JRM5	Interviewing I	1
	ICVH0JRM6	Project international cross media publishing II	7
	ICVH0JRM7	Press theory II	3
	ICVH0JRM8	Journalistic writing II	2
	ICVH0JRM9	Audio visual media II	2
	ICVH0JRM10	Interviewing II	1

+ Academic Counselling 1 ects

#### ICVH0JRM1/ ICVH0JRM6 Content

#### Project international cross media publishing 1&2

Being the editorial board we expect you always to be searching for news. You have to know what your target groups find attractive and important. You should not be scared; you regularly will have to get in touch with persons or organisations and confront them with your (critical) questions. A lot of information you will have to dig up doing research. In the end the information has to be processed into a journalistically seen attractive format and you will have to decide which medium fits best to which (part of) the information: paper, internet, radio, television....

In this minor we seek collaboration with a few partners: The English section of the Hanze mag(azine), the English radio programme HappyHourFM and their websites. Furthermore we will work on extension of the media we will work for (creating a weekly TV programme, in collaboration with HappyHour and the local broadcasting organisation OOG is in reach).

In addition to this there are more roles to be plaid in an editorial board:

- convincing your target groups to read and watch and listen to you
- marketing, PR
- building up networks
- helping to maintain the tools you have to publish
- volunteering in the radio programme, helping out with technical things like website maintenance and development, maybe find advertisers and other

third party involvement  
etc.

There are two things you always should keep in the back of your head:

- your target group(s): all current students involved in international educational programmes in Groningen, but also the prospective students and the international students that did (a part of) their study in Groningen
- being a member of the editorial board, you are a journalist during the whole period, 24 hours a day, 7 days a week.

**Literature**

Booklist

**ICVH0JRM2/  
ICVH0JRM7  
Content**

### **Press theory 1&2**

In this course students will become familiar with the ethical build up of international journalism. They will learn which principles are accepted around the world (Geneva-code) and which of these principles are being violated where and why. The course will be based upon real life cases in international journalism. It will also deal with new dilemma's in a changing media landscape.

Issues that will be discussed: mission of international journalism, transparency, legal issues, difference journalism/propaganda, professionalism, objectivism vs. subjectivism, trends in modern journalism.

**Literature**

Booklist

**ICVH0JRM3/  
ICVH0JRM8  
Content**

### **Journalistic writing 1 & 2**

Journalistic styles:

- news messages
- articles
- interview articles
- opinion
- press releases

Preparing articles:

- collecting written oral and other information
- developing a structure
- illustrating

**Literature**

Booklist

**ICVH0JRM4/  
ICVH0JRM9  
Content**

**Audio visual media 1 & 2**

- analysis of news items
- planning radio and/or TV scenario's
- audio and visual design of topics
- radio and television technique
- editing and processing

**Literature**

Booklist

**ICVH0JRM5/  
ICVH0JRM10  
Content**

**Interviewing 1 & 2**

- types of interviews: written, audio, visual
- preparing interviews: who is going to be interviewed, making an appointment, finding backgrounds etc.
- conducting the interview: types of questions, formulating questions, listening etc.
- registration and processing

**Literature**

Booklist

## 6 Exams

### 6.1 The Six Steps Plan to: How to deal with exams

Each student has TWO CHANCES each year to take a written exam. The Seven Steps plan below is based upon experience, and applies to **written** exams.

*Rights and obligations*

#### Step 1

- Know your rights and obligations!
- Read the following texts carefully: the HG-exam rules and regulations, the exam protocol, and the School's regulations. They can be found in this prospectus.

*Sample exam, what to bring to the exam*

#### Step 2

Before the last class:

- Ask the teacher for a sample exam so that you have an idea what type of questions will be asked.
- Ask the teacher what you may take to the exams (e.g. calculator, dictionary, etc.)

*Student card*

#### Step 3

One week before the exam:

- Check that you still have your student card! Without a student card, you may not take the exam.
- If you have lost your student card, go to STAD in T008 immediately.

*Don't be late*

#### Step 4

On the day of the exam:

- Make sure that you are at least fifteen minutes early for the exams.
- If you travel with public transport, make sure you take any delays into account!
- If you are more than fifteen minutes late, you will not be admitted to the exam-room. No excuses!
- Bring something to drink during the exam.
- Bring your student card; you will need to place this on your desk as proof of your identity.

*Mobile phone*

#### Step 5

During the examination:

- Turn your mobile phone off, or – even better – leave it at home!
- If your mobile rings during the exam, you will be removed from the room and your exam will be considered void, but you are still said to have taken it for the purposes of the resits. More information in article 5.4.3 of the Student Charter (BB>HG-Gids>Rechten en plichten> Studentenstatuut/Student Charter)

*Exam review*

#### Step 6

After the exam:

- Go to the exam review morning (see planner)
- Did you pass? Celebrate!
- If you keep failing an exam, make an appointment with the relevant teacher to discuss your problem.

## 6.2 The School's exam regulations (OER)

The below regulations are valid for all of the ICM's majors, in addition to the HG-exam regulations (see appendix).

These regulations apply to newly registered students in the year 2009-2010.

### *Exam Format*

In the HG exam regulations, the term "examination" is defined as:  
"A test of the student's knowledge, insight and/or proficiencies. An exam can take the form of a written exam, an oral exam, a computer exam, a practical exam, an assessment, an assignment/project, a group assignment or any other form approved by the Examination Committee." (article 5.1.4)

### *Exam Grading*

Each educational unit (module) has some form of examination attached to it which will result in a registered grade on Progress.

If an exam grade needs to be rounded off, the following applies:

- the grade will be rounded up if the decimal is higher than, or equal to 5
- the grade will be rounded down if the decimal is lower than, or equal to 4
- the lowest possible passing grade is a 5.5 (rounded up to 6)

### *No compensation*

It is not possible to compensate for a failing grade. Some classes may be graded with a Pass or Fail; in that case, a Pass will be necessary to be awarded the ec.

### *English Proficiency*

The additional demands of exams include that written exams must be in grammatically-correct English, with a clear and readable lay-out. Work that is clearly lacking in this demand will not be graded.

Modules may also have additional demands that need to be met in order to pass them – these may include compulsory attendance, giving a presentation, etc. Any additional demands will be mentioned in the module guide or prospectus.

### *Group work*

Group work cannot be substituted by individual assignments nor can be taken as individual resits.

### *Assignment bonuses*

Any bonuses received for the completion of assignments is only valid for the remainder of the academic year.

### *Cheating/ Plagiarism*

The HG-exam protocol for students states in article 5.5 that cheating is defined as any and all behaviour on the student's part which makes it impossible to form a correct judgement of their knowledge, insight and proficiencies. This applies to all forms of exams: written, oral, assignments/projects, assessments, etc. Plagiarism is considered fraud. Plagiarism is copying someone else's work. As a general rule, a text should consist of no more than 5% quotes, excluding the appendix, unless otherwise specified in the assignment. If you quote or paraphrase, you must do it properly, by naming the source. Cheating and plagiarism are always reported to the Examination Board, which will then decide upon punishment. The case is then noted in the archives, because any further cheating may result in suspension and/or expulsion from the major.

### Plagiarism rules

- Plagiarism is copying someone else's work without referring to the source. If you quote or paraphrase, you must do it properly, by naming the source.
- Paraphrasing is putting other people's texts into your own words without referring to the source, is also considered plagiarism.
- Copying someone else's ideas, without referring to the source, is also considered plagiarism with some exceptions: (1) Ideas that are considered "common knowledge" within the domain, do not need to be referenced, unless texts are quoted or paraphrased from a specific source and (2) the source cannot be traced within reason.
- Too much quoting is not allowed, even if you apply all of the rules: (1) in years 1 and 2 this means your text may not consist of more than 20% quotes and these quotes need to be functional within the text and (2) in year 3 and 4 your text may not consist of more than 5% quotes and (3) all quotes need to be functional within the text and (4) a teacher may decide to deviate from the above guidelines, in that case this needs to be specified in the assignment.
- Sources need to be included in the text itself to make perfectly clear which information is from which source.
- Plagiarism rules also apply to non-textual information, such as pictures, multimedia, scripts etc.
- In principle, all assignments in which plagiarism could be possible will be handed in as **Safe assignment**.

### *Source files*

The source files which are used during any assignments should be kept. You can be called upon to produce them at any time by your teachers or the Exam Board.

### *Complaints*

If you have a complaint about an exam, discuss it first with your teacher and your academic counsellor. If things cannot be resolved, you may contact the Examination Board.

The Examination Board is responsible for dealing with irregularities during, and complaints about, exams (in all their forms). Students wishing to lodge a complaint should send a letter to the Examination Board; however, you need to state your name – the commission will not investigate anonymous letters.

### *Number of Times Students May Take An Exam*

#### **Students may take a specific exam no more than twice per study year.**

- The first time should be at the end of the term wherein the student (as a member of a class) actively participates in the module
- The second time should be at the end of the next term

**IMPORTANT: Normally you need to sign up for exams through Progress. If you do not register, it will be impossible for you to take part in the exam. If you do not sign-in through Progress YOU MAY NOT TAKE THE EXAM!!!**

Exchange students will be registered by the school.

### *Identification during exams*

You will need to bring some form of identification with you to the exams. Documents include your student ID-card, your passport. Other possibilities are described in the Student Charter (BB>HG-Gids>Rechten en plichten>Studentenstatuut/student charter)

If you do not have any of the documents mentioned because they have been stolen, the student needs to report this before the exam period to the student administration office (STAD – T008). You will need to provide proof that your documents were stolen by showing the police report. The student administration office will check everything and – if everything is in order – provide you with a substitute document that you will need to bring to the exam. You will need to show it to the invigilator. Without this document, it will not be possible for you to take the exam.

*Deadlines and Grading period*

Assignments need to be handed in no later than the deadline. It is not possible to hand in assignments after the deadline. You will need to wait until the next deadline comes around. Any problems that may arise from not handing in an assignment on time are the students.

The grading of any form of exam, assignment and the publication of its results must be completed by the teacher within a period of no more than 15 business days after the exam has been completed or the assignment handed in. The results of an oral exam will be published at the end of the same day as the actual exam.

*Publication of results*

The provisional results of the exams are made public through **WEBMAIL**. These results are NOT technically valid. The actual results of an exam can be viewed on ProgressWWW 17 business days after the completion of an exam.

*Time limit for objection to a grade notification*

If students notice an error in the overview of their grades, or that a grade has not yet been registered on ProgressWWW, they need to contact the relevant teacher or the staff member of planning and grade registration (Andrea Bavinck) within the period of three months after the inspection date. The teacher/staff member should pass on any changes in the grade/registration to the Student Progress Service within two weeks.

**After this three month period following the inspection date, students may not appeal, object, or point anything out; the period for doing so has expired and the work has been thrown away.**

*Inspection/ review*

After an examination period, students always have the opportunity to inspect their graded exams and assignments. This takes place during the third period of the third or fourth Monday of the following term. See the year planner for more information. (BB>Organizations>Instituut voor Comm&Media>Planning system)

### 6.3 Objections, Appeals and Requests

Some students may run into a problem with (the grading of) an exam which they have not been able to solve with the assistance of their teacher or Academic Counsellor.

*Examination board*

These types of problems can be brought to the attention of the ICM-Examination Board. The committee works along the lines of “listening, but also being listened to”.

*Procedure*

Students wishing to ask the Examination Board a question should follow these steps:  
- Write an email to the Examination Board; this letter must clearly state

- the question you wish to have answered
- a description of the problem
- how you have attempted to solve the problem

Send the email to the Chair of the Examination Board (j.de.bos@pl.hanze.nl) and the Chair's secretary (s.e.veltens@pl.hanze.nl). A written reply will be sent to you within two weeks.

#### *Student Charter*

The Student Charter (a copy is on Blackboard> HG Gids> Rechten en plichten>studentenstatuut/student charter) includes a detailed description of the other methods of appeal or objection.

## 7 Planning

*Break down of  
academic year*

Each year is divided into four periods. Each period consists of 10 weeks. There are 7 or 8 weeks of classes and 2 weeks of exams in every period. You can find a detailed overview on [www.helo.hanze.nl](http://www.helo.hanze.nl) > blackboard > organizations > Instituut voor Communicatie en Media > ICM planningsysteem

### 7.1 Class hours

	Class	Time
	1	08.30 – 09.30
	2	09.30 – 10.30
	3	10.30 – 11.30
	4	11.30 – 12.30
	5	12.30 – 13.30
	6	13.30 – 14.30
	7	14.30 – 15.30
	8	15.30 – 16.30
	9	16.30 – 17.30
	10	17.30 – 18.30

### 7.2 Breaks and holidays 2011-2012

Christmas break	20 December – 31 December 2010
May break	2 May – 6 May 2011
Summer break	18 July – 2 September 2011
National holidays: <i>Christmas</i> <i>New Year</i> <i>Good Friday/Easter</i> <i>Queen's Day</i> <i>Ascension Day</i> <i>Pentecost</i>	25-26 December 2011 1 January 2012 6-9 April 2012 30 April 2012 17 May 2012 27-28 May 2012

### 7.3 Transcript day 2011-2012

	Period 2	26 Jan	Room Ryan F205 13-16.00
	Period 4	28 June	Room Ryan F205 13-16.00

For a detailed overview of the academic calendar please visit:

<http://www.hanzeuniversity.eu/home/International/Information+For/Prospective+Students/Academic+Calendar/>

**IMPORTANT FOR THE TRANSCRIPT DAY: BRING YOUR PROGRESS LIST WITH YOUR MARKS!**

## Appendix 1 Dutch Grading system

The International Communication programme comprises four academic years, each divided into two semesters. Each academic year is composed of four blocks (I to IV). Two blocks (I, II and III, IV) form a semester. Nearly all blocks are lectured twice a year, once in the first semester, once in the second.

The study load is expressed in credits: one Dutch credit represents 28 hours of work, including contact hours in classes and tutorials, hours spent preparing assignments, independent study and study related activities. Full time study requires 40 hours of work per week which amounts to about 1,5 ec, 30 credits per semester and 60 credits per year. A full four year course consists of 240 credits.

Summary:

- CO programme = 4 academic years = 240 credits
- 1 acad. year = 2 semesters = 4 blocks = 60 credits
- 1 semester = 2 blocks = 30 credits
- International Semester = 30 credits

Students will receive grades for their work. Sometimes no grades are given, only a P (Pass) or F (Fail). Dutch examination grades range from 1 (very poor) to 10 (outstanding). A 6 (or 5.5) is needed to pass; it should be noted that grades above 8 are rarely given. Dutch assessment scales are generally absolute, as opposed to systems where students are graded relative to each other.

10	Pass: outstanding performance (very seldom given)
9	Pass: excellent, above the average standard
8	Pass: good, sound work
7	Pass: satisfactory
6	Pass: sufficient
1-5	Fail: performance does not meet the minimum criteria

### Examination regulations set by the School (ICM)

Credits will be given to students if they receive 5.5 or more on their exam.

If the **exchange** student does not receive a passing grade for a module, transfer credits may be obtained for individual courses, if the assessment of that course is 5.5 or higher. If only individual courses are graded, no credits will be transferred if the grade for that individual course is below 5.5.

Each exchange student is allowed only one resit during his exchange period.

## Dutch grading system and the European Credit Transfer System (ECTS)

10-9	A
8,5	B
7,5-8	C
7	D
6	E
1-5	F

## APPENDIX 2 BOOKLIST

\*Booklist to be updated in August 2011

### BOOKLIST 2010-2011\*

	Title	Isbn	Author	Publisher	Edition
	<b>CREATING AN INTERNATIONAL EVENT</b>				
c	Project management: a practical approach	9789001802622	Grit, M.	Noordhoff Uitgevers	2008, 5e
c	Events Design and Experience	9780750664530	Berridge, G.	Butterworth-Heinemann	2006
c	Management of Event Operations	9780750663625	Tum, J., Norton, P. ea,	Butterworth-Heinemann	2009
c	Bridging the Culture Gap	9780749441708	Carte, P., Fox, C.	Kogan Page, London	2004
c	International communication in the global workplace	9780071123709	Varner, I., Beamer, L.	McGraw-Hall/Irwin	2004, 2e
c	Successful Event Management: a Practical Handbook	9781844800766	Shone A., Parry B.	Thomson Learning	2004, 2010
c	Study Guide Reader				
	<b>GAME ON</b>				
	online course material				
	<b>INTERNATIONAL AID AND DEVELOPMENT</b>				
c	Project management: a practical approach	9789001802622	Grit, M.	Noordhoff Uitgevers	2008, 5e
r	Managing Successful Projects with PRINCE 2 versie 2009	9780113310593	Office of Government Commerce	Stationary Office	2009
c	The Dynamics of Socio-Economic Development	9780521520843	Szirmai, Adam	Cambridge University Press	2005
c	Intercultural Sensivity, From Denial to Intercultural Competence	9789023243700	Nunez, C. Nunez Mahdi, R., Popma, L.	Van Gorcum	2007

	<b>INFORMATION SERVICES</b>				
	online course material, to be announced				
	<b>CREATING COMMUNICATION CAMPAIGNS</b>				
c	Research Methods for Business Students	9780273716860	Saunders, M. ea	Pearson	2009, 5ht
r	Qualitative Interviewing - The Art of Hearing Data	9780761920755	Rubin, H.J., Rubin I.S.	Sage Publications	2005, 2nd
r	Case Study Research: Design and Methods	9781412960991	Yin, R.K.	Sage Publications	2008
c	Project management: a practical approach	9789001802622	Grit, M.	Noordhoff Uitgevers	2008, 5e
c	Setting up a strategie communication plan	9789059312333	Vos, M. Otto, Linders	Boom Uitgevers	2003
c	Reader	278		Hanzehogeschool	
c	Reader ECP5				
c	Syllabus, to be announced				
c	Reader ECP6				
c	Project management: a practical approach	9789001802622	Grit, M.	Noordhoff Uitgevers	2008, 5e
c	Setting up a strategie communication plan	9789059312333	Vos, M. Otto, Linders	Boom Uitgevers	2003
c	Reader	183		Hanzehogeschool	
c	Marketing communications: a European Perspective	9780273721383	Pelsmacker, P. ea	Prentice Hall	2006, 4th

	<b>INTERNATIONAL BUSINESS COMMUNICATION</b>				
c	Strategic marketing: a practical approach	9780071244176	Alsem, K.J., Witting, D.	McGraw Hill	2005, 1e
c	Essentials of Global Marketing	9781848782600	Hollensen, Svend	Pearson	2008
c	Academic writing for graduate students	9780472088560	Swales, J.M., Feak, C.B.	Univ. Of Michigan Press	2004, 2e
c	Research Methods for Business Students	9780273716860	Saunders, M. ea	Pearson	2009, 5e
c	The Global Public Relations Handbook, Theory, Research and Practice	9780805839234	Krishnamuyrthy, S. ea	Lawrence Erlbaum Ass	2004
r	Handbook of International and Intercultural Communication	9780761920908	Gudykunst, W.B., ea	Sage	2002, 2e
r	The 9 Disciplines of a Facilitator	9780787980689	Jenkins, J., Jenkins, M.	Jossey Bass	2006
r	International Business: Challenges in a Changing World	9781403945631	Morrison, Janet	Palgrave, MacMillan	2009
c	The International Business Environment	9781403936912	Morrison, Janet	Palgrave, MacMillan	2006, 2e
	<b>EUROPEAN PUBLIC AFFAIRS</b>				
c	International communication in the global workplace	9780071123709	Varner, I., Beamer, L.	McGraw-Hall/Irwin	2004, 2e
	This is PR: The Realities of Public Relations	9780495569053	Newsom, Turk, Kruckerberg	Wadsworth Cengage Learning	2010, 10e
r	Public Relations: Principles and Practice	9781861520913	Kitchen P.J.	South-Western Cengage Learning	2008
c	Public Relations: Concepts, Practice and Critique	9781412930482	L'Etang J.	Sage	2008, 2010
c	Policy-Making in the European Union	9780199544820	Wallace, Pollack, Young	Oxford University Press	2010
c	Evaluating Public Relations	9780749443061	Watson, P., Noble, P.	Kogan Page	2007, 2e
c	More Machiavelli in Brussels	9789053567661	Schendelen, R. van	Amsterdam University Press	2010, 3e
c	Corporate Communication	9781847872463	Cornelissen, J.	Sage	2009, 2e
r	Corporate Communications: Convention, Complexity, and Critique	9781412931038	Christensen, et al.	Sage	2008

c	Corporate Communication: A competing Values Perspective	9781412950350	Belasen, A.T.	Sage	2008
r	Public Relations Writing Worktext: A Practical Guide for the Profession	9780415997546	Zappala, J.M., Carden, A.R.	Rutledge	2009
	<b>MINOR JOURNALISM</b>				
	to be announced				