

Syllabus

for course at first level

Organizational and Market Communication
Organisations- och marknadskommunikation

7.5 Higher Education
Credits
7.5 ECTS credits

Course code:	PR1524
Valid from:	Summer 2015
Date of approval:	2015-02-26
Department	Stockholm Business School
Main field:	Advertising and Public Relations
Specialisation:	G1N - First cycle, has only upper-secondary level entry requirements

Decision

This syllabus has been adopted by the Head of Education at Stockholm Business School, Stockholm University, February 26, 2015.

Prerequisites and special admittance requirements

Swedish upper secondary school courses English B, Mathematics C and Social Sciences A or equivalent.

Course structure

Examination code	Name	Higher Education Credits
1524	Organizational and Market Communication	7.5

Course content

The overall aim is to integrate, develop and deepen knowledge in the field of communication on an organizational and societal level and how complex communication problems can be understood and evaluated in an organizational context.

Learning outcomes

Intended Learning Outcomes

The overall aim of the course is to introduce students to the theory of communication, especially in relation to an organization's relationship to inner circumstances and surrounding business environment, the course covers theoretical and practical topics in the field, such as relationships, culture, language and society.

Upon completion of the course, students should be able to:

Knowledge and understanding

1. Define, describe and critically evaluate theories concerning central phenomena in the field of communication with a focus on an organization's marketing communications; link and explain central themes, theories and research perspectives in the field.
2. Theoretically analyze communicative phenomena in society.

Skills and abilities

3. Implement theoretical concepts in order to examine problems related to communication in general, especially focusing on an organization's marketing communications by identifying relevant theories from the field; integrate theories to analyze and manage complex communication problems.

Judgement and approach

4. Evaluate and critically reflect on communication with a focus on an organization's marketing communication in a social and ethical contexts; further, articulate how theories, models and practices relating to central phenomena in the area may be applied.

Education

The course consists of a combination of lectures, seminars and group work and requires a significant portion of self-study on the part of students. Assessment for the course will be continuous and is carried throughout the different activities of the course.

The course workload is 200 hours equivalent to 7,5 ECTS (40 hours per week equivalent to 1,5 ECTS).

The language of instruction is Swedish and English.

Forms of examination

Assessment for the course will be continuous and is carried throughout the different course activities. Each assessment task is weighted in relation to its importance in the overall assessment of the course. The student's results from the different assessment tasks are added up to a total course score that will then translate into the final grade for the course.

Assessment tasks

The course contains the following weighted assessment tasks:

1. Individually written exam (Open Book Exam): assesses intended learning outcomes 1–4; constitutes 60% of total course points.
2. Individual analysis task: assesses intended learning outcome 2; constitutes 15% of total course points.
3. Group assignment: assesses intended learning outcomes 1, 3, 4; constitutes 15% of total course points.
4. Group-wise peer to peer opposition: assesses intended learning outcomes 1–4; constitutes 10% of total course points.

Grading

After completion of the course, students will receive grades on a scale related to the intended learning outcomes of the course. Passing grades are A, B, C, D and E. Failing grades are Fx and F. A grade Fx can be completed for a grade E.

A course comprises 0–100 course points. Receiving a final passing grade requires ≥ 50 course points. The scale for the final grade is tied to fixed score intervals: A: 90-100; B: 80-89; C: 70-79; D: 60-69; E: 50-59; Fx: 45-49; F: 45. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course.

Each assessment task is awarded 0–100 points. The score for a single assessment task is the number of points multiplied by its percentage weight, and the combined total of score points for all weighted assessment tasks for the course are added up to a final score between 0 and 100 which then translates into a corresponding final course grade between A and F.

Assessment tasks 1 and 3 are assessed on a 100-point scale.

Assessment task 2 is assessed on a 100-point scale in three intervals:

- Pass with distinction: 80% = 100 points.
- Pass: 50% = 50 points.
- Weak: 50% = 0 points.

Assessment task 4 is assessed on a 100-point scale in two intervals:

- Pass: 50% = 100 points.
- Weak: 50% = 0 points.

The student is responsible for completing the course's assessment tasks: that a sufficient amount of course points is earned and a passing course grade is obtained. The course's highest weighted assessment task can be taken twice: 1) during the course's first scheduled occasion; and, if a passing result (≥ 50 course points) was not achieved at the first occasion, 2) at the course's second, scheduled occasion. All other assessment tasks are offered once during the course.

A passing grade (A–E) in the course is obtained when a student has achieved ≥ 50 course points.

A failing grade (Fx or F) in the course is obtained when a student has not achieved ≥ 50 course points:

- If 45–49 course points are achieved, a grade Fx is obtained, which can be completed for a grade E within 3 semester weeks after receiving instructions from the course director. If a complementary task is not completed within this time limit the course grade Fx is confirmed, implying that the student must re-register for the course and that previously acquired course points are forfeited. Note that first-time registered students have priority access to the seminar groups.
- If 45 course points are achieved, a grade F is obtained, implying that the entire course must be retaken and that previously acquired course points are forfeited.

Re-registration implies that:

- first-time registered students have priority access to the course's group registration;
 - the highest weighted assessment task can be re-assessed without attendance at any of the course's other learning activities and without points from the course's other assessment tasks accredited.
- Students receiving a passing grade may not re-sit the examination or complete a previously not completed assessment task to attain a higher grade. A passing grade may not be turned into a failing grade upon the request of a student.

Assessment criteria

Assessment criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. The assessment criteria are based upon the general abilities as expressed in the degree objectives of the Higher Education Ordinance (appendix 2, System of Qualifications). The list of abilities below is a compilation of these degree objectives. To pass the course (grade E) students should demonstrate general ability to:

- recall, understand and explain course content, the course subject and its scientific basis and methodology;
- apply course content;
- critically analyse course content;
- problematise course content;
- orally and in writing, present and discuss course content;
- assess course content in terms of scientific, social, and ethical aspects;
- relate course content to current social issues;
- meet standards of written presentation and formal accuracy.

The following assessment criteria are used to decide to what extent students have demonstrated these abilities and hence fulfil the course's intended learning outcomes, whereby a grading decision can be made. A higher grade-level presupposes the abilities at lower levels.

A (Excellent) □

The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

B (Very Good)

The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

C (Good) ☐

The student demonstrates ability to discuss the content, tasks and complex issues dealt with in the course from several well-developed but mainly independent perspectives.

D (Satisfactory)

The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

E (Sufficient) ☐

The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

Fx (Fail) ☐

The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

F (Fail)

The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

Interim

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

Limitations

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

Required reading

Required Reading

Christensen, Lars Thøger; Morsing, Mette; Cheney, George (2008, or later edition when applicable) Corporate Communications, Convention, Complexity, and Critique. London: Sage

Danesi, Marcel (2008, or later edition when applicable) Why it sells? Decoding the meaning of Brand names, Logos, Ads and other marketing and advertising ploys. Lanham: Rowan & Littlefield Publishers INC

Fiske, John (1997, or later edition when applicable) Kommunikationsteorier, en introduktion. Stockholm: Wahlström och Widstrand

Kress, Gunter (2009, or later edition when applicable) Multimodality: A Social Semiotic Approach to Contemporary Communication. New York: Routledge.

A selection of academic articles (updated each semester, see the study guide).