【COURSE TITLE】

Integrated Corporate Communication

【INSTRUCTOR】

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【授课对象 STUDENTS】

Open to all grades. Undergraduate students with an interest in

Business English, professional communication, marketing,

commerce, human resources, or similar.

【授课语言 TEACHING LANGUAGE】

English

【先修课程 PREREQUISITES】

None. This course is introductory.

【授课方式 METHODS OF INSTRUCTION】

Beforeeach class: Students receive a Reading Guide, which provide a combination of activities and readings to prepare them, along with questions about the readings to help students see the link between the readings and the material of the course .

In-class: Students share responses to activities in the Reading Guides. These activities include responding to cases and scenarios, and checking out actual corporate communication efforts. In class, too, students discuss readings with the instructor, and present reports (separately assigned).

【课堂规模 CLASSROOM CAPACITY】

50

【课程考核 EVALUATION】

Assignment	Objective That The Assignment Evaluates	Description	Due	Percentage of grade
Profile of a Specialized Branch of Communication	Differentiate among marketing communications, public relations, employee communications, product and technical communication, and community relations	A group project that has both oral and written components. The two reports should • Identify the key constituencies reached by the branch of the communication • Describe the typical goals of communicating with these constituencies • Describe the primary types of messages brought to the constituency • Describe the genres of communication typically used to reach the constituency • (Written report only) Relationship to other branches of communication	Oral report: To be assigned (either July 18 or July 20) Written report: July 22 (No late assignments accepted)	Oral report: 12.5%* Written report: 22.5%*
Analysis of a campaign by an organization to see how an organization consistently communicates a message to several	Given a communications campaign that addresses at least 3 broad constituencies for different purposes, outline the	A group project that has oral and written components. Analyze the assigned communication campaign and how it addresses the three	July 27 (no late assign-ments accepted)	In-class presentation: 15% Written report: 25%

different audiences	specific strategies used to communicate with those constituencies, the messages aimed at those constituencies, efforts made to ensure consistency in the communication effort, and inconsistencies observed in the campaign. ***and*** Describe the purpose of ensuring consistency across general and specialized communications from an organization.	broad constituencies. Specifically: • Outline the specific used to communicate with those constituencies • Name the messages aimed at each constituencies • Based on what you observe, describe the efforts that were probably made to ensure consistency in the communication effort • Identify inconsistencies observed in the campaign • Indicate whether or not you feel the campaign was effective, and why. • Identify at least one other opportunity to strengthen the campaign.		
Reading Guides and Class Summaries	Assesses preparation for class and study skills	Submit ***at least*** 3 completed Reading Guides within 17 hours of being requested. Submit **at least** 2 class summaries within 2 hours of class (and before leaving class when required	Surprise collection. Lowest performance is dropped	15%
Reading reports		Preparation of group	As assigned. You	10%

		reading summary. Details provided in Reading Guides	will be required to submit at least 1 assignments.	

A   The assignment exceeds all requirements for content, and is produced without terminology, stylistic and grammatical issues that could affect readers' ability to understand the project.

B   The assignment meets and sometimes exceeds all requirements for content, and is produced with few terminology, stylistic and grammatical issues that could affect readers' ability to understand the project.

C   The assignment meets some or most requirements for content, and is produced a number of terminology, stylistic and grammatical issues that could affect readers' ability to understand the project.

D   The assignment only meets few requirements for content, and its terminology, stylistic and grammatical errors affect readers' ability to understand the project.   .

F   The assignment was not submitted or does not meet the requirements of the project.

【课程学分 CREDITS】

2 学分   2 credits

【教师简介 ABOUT THE INSTRUCTOR】

Saul Carliner is aProfessor at Concordia University in Montreal, Canada. His research focuses on the design of communication and learning materials for the workplace, the management of groups that produce these materials, and the transfer of research to practice. Among his 200-plus publications are over 50 articles published in peer-reviewed journals and 9 books, including the award winning *Informal Learning Basics* (ASTD Press, 2012); best-selling *Training Design Basics* (ASTD Press, 2015, 2003),and *Information and Document Design: Variety on the Research* (co-edited with Cathy de Waele and J. Piet Verckens) (John Benjamins, 2006). Also an industry consultant, he serves as Research Director for Lakewood Media, publisher of *Training* magazine and has provided strategic guidance and workshops to organizations like Boston Scientific, Bronx Zoo, IBM, Microsoft, Montreal Holocaust Memorial Centre, PwC, ST Microelectronics, and the Turkish Management Centre. Before joining academia, he worked as a corporate communicator and trainer, holding positions as a technical writer, instructional designer, marketing communication strategist, and having employee communication responsibilities in several positions. He is a past Editor-in-Chief of the *IEEE Transactions on Professional Communication,*Fellow and past international president of the Society for Technical Communication, a Fellow and chair of the Certification Advisory Committee for the Institute for Performance and Learning (formerly the Canadian Society for Training and Development), and a past Research Fellow of the Association for Talent Development (formerly the American Society for Training and Development). In the community, he serves as President of Agence Ometz, a   social   services and employability agency. He holds degrees from Carnegie Mellon University, the University of Minnesota, and Georgia State University.

【课程简介 COURSE DESCRIPTION】

Integrated Corporate Communication explores the role of communications in successful business practices. Focusing on the "campaign" or integrated approach to communication, this course first surveys the different forms of external and internal communications including marketing communications, public relations, managerial communications, investor relations,employee communications, product and technical communication, and community relations. Then, this course explores the role of campaigns in reaching different constituencies and the use of organizational style, reviews, and technology to ensure a consistent brand identity and messaging across all communication efforts. Student projects include a profile of a particular branch of corporate communication and an analysis of a different types of communication from the same organization that are intended to reach several constituencies.

【课程内容及教学进度 SYLLABUS】

Notes:

Readings will be distributed as PDF files.

Each session is 3 hours and 20 minutes.

Session	Topic	Readings
1	What is corporate communications?	**Complete:** Activities and questions in Reading Guide. **To read:** *Required*: - Cornelissen, J (2014.) Chapter 1: Defining corporate communication. In Cornelissen, J. *Corporate Communication: A Guide to Theory and Practice* (4th ed.). Thousand Oaks, CA: Sage Publications. - Cornelissen, J (2014.) Chapter 2: Corporate communication in contemporary organizations. In Cornelissen, J. *Corporate Communication: A Guide to Theory and Practice* (4th ed.). Thousand Oaks, CA: Sage Publications. **Optional—just 2 pages)**Frederick, A. (n.d.) What are the functions of a corporate communication department? *Houston Chronicle* Online.
2	What processes guide corporate communications?	**Complete:** Activities and questions in Reading Guide. **To read:** Balmer, J.M.T. & Gray, E. R. (2000),Corporate identity and corporate communications: creating a competitive advantage, *Industrial and Commercial Training, 32* (7), 256 - 262.

		• Redish, J. (1992.) Understanding readers. In Barnum, C. & Carliner, S. (eds.) *Techniques for Technical Communicators*, New York, NY: Macmillan.
		
		Review assigned samples
		○ *Groups 1 and 2:*
		   ▪ Eaton Communication. (n.d.) Process for Internal and External Media Relations.
		   ▪ Arizona State University. (n.d.) Communications Approval Form.
		
		○ *Groups 3 and 4:*
		   ▪ University of California—Davis. (n.d.) Suggested Departmental Mass Communication Process.
		   ▪ Duke University (2009.) Crisis Communication Plan.
		
		○ *Groups 5 and 6:*
		   ▪ University of California—Santa Barbara. (n.d.) Summary of the Review Process for Policies and Procedures.
		   ▪ University of California—Santa Barbara. (2014.) Flowchart of Review Process.
		   ▪ University of California—Santa Barbara. (2003.) Policy Review for Minor Changes.
		○ *Groups7 and 8:*
		   ▪ AstraZenica. (n.d.) Global Policy Communications.
		   ▪ Legal Aid New South Wales. (2010.) Content Management Policy: Legal Aid NSW Website and Intranet.

3	With whom do organizations communicate externally (part 1)?	**Complete:** Activities and questions in Reading Guide. **To read:** **Communicating with customers** • *Before the sale:* Campbell, K.S. & Davis, L. (2006.) The sociolinguistic basis of managing rapport when overcoming buying objections *Journal of Business Communication, 43*(1), 43-66. • *After the sale*Carliner, S. (2014.) Technical communication. In Bhatia, V. & Bremner, S. (eds.) *Handbook of Professional Communication.* London, UK: Routledge. • **Communicating with the press:** Bremner, S. (2014.) Genres and processes in the PR industry: Behind the scenes with an intern writer, *International Journal of Business Communication, 51*(3),*: 259-278* **Reading reports** • *Group 1:* Vernuccio, M. (2014.) Communicating corporate brands

		through social media: An exploratory study, *International Journal of Business Communication 51*(3), 211-233. • *Group 2:* Keri K. Stephens, K.K., Malone, P. C., and Bailey, C. M. (2005.) Communicating with stakeholders during a crisis: Evaluating message strategies, *Journal of Business Communication 2005, 42*(4),390-419.
4	With whom do organizations communicate externally (part 2)?	**Due:** Oral profiles on Marketing Communications—Brand and Identity Management, Marketing Communications—Direct Marketing, Public Relations, Technical Communication. **Complete:** Activities and questions in Reading Guide. **To read:** • **Communicating with share holders and the financial community:** Bruce, I. (2014.) Enacting criticality in corporate disclosure communication: The genre of the fund manager commentary, *International Journal of Business Communication, 51*(4), 315-336. • **Communicating with the general community:** Gallagher, C. C., Tang, L., Bie, B. (2015.) Corporate social responsibility communication through corporate websites: A comparison of leading corporations in the United States and China, *International Journal of Business Communication* 52(2),205-227. **Reading Reports** • *Group 3:* Sandell, N. & Svensson, P. (2016.) The language of failure: The use of accounts in financial reports, *International Journal of Business Communication, 53* (1), 5-26. • *Group 4:* Bhatia, A. (2012). The corporate social responsibility report: The hybridization of a "Confused" Genre (2007–2011). *IEEE transactions on professional communication*, 55(3), 221-238.
5	With whom do organizations communicate internally?	**Due:** Oral profiles on Community Relations, Employee Communications, Managerial Communication, and Investor Relations. **Complete:** Activities and questions in Reading Guide. **To read:** • Rogers, P. (n.d.) Working paper: Management communication: History, distinctiveness, and core content. Viewed at https://deepblue.lib.umich.edu/bitstream/handle/2027.42/97419/1186_Rogers.pdf?sequence=1. Visited July 3, 2016. • Mishra, K., Boynton, L., & Mishra, A. (2014.) Driving employee engagement: The expanded role of internal communications, *International Journal of Business Communication 51*(2),183-202.

		• Norquest College. (2014.) Internal Communications Procedure. Viewed at https://www.norquest.ca/about-us/policies-procedures/operations/college-communications-policy/internal-communications-procedure.aspx. Visited July 2, 2016. • Beck S. (2014.) Improving existing internal procedures, *Intercom, June 2014,* 22-23.
6	How do corporate communicators coordinate their efforts (part 1)?	**Due:** Profile of a branch of communication. **Complete:** Activities and questions in Reading Guide. **To read:** • Steyn, B. (2004). From strategy to corporate communication strategy: a conceptualisation. *Journal of Communication Management*, *8*(2), 168-183. • Carliner, S. (2002). Choices and challenges: Considerations for designing electronic performance support systems. *Technical Communication*, *49*(4), 411-419.

7	How do corporate communicators coordinate their efforts (part 2)?	**Complete:** Activities and questions in Reading Guide.
		
		To read:
		• View these samples:
		  o University of California - Santa Barbara.(n.d.) Policy stylebook.
		  o University of California - Santa Barbara.(n.d.) Template for a pollicy.
		  o University of California. (n.d.) Determining Whether a Statement Is a Policy or a Procedure
		  o Edith Cowan University Web Business Team. (n.d.) Website quality assurance checklist.
		  o Stewart, C. (2016.) 13 magically meticulous style guides, *Creative Bloq, April 25, 2016.* Viewed at http://www.creativebloq.com/branding/great-examples-design-style-guides-3132070. Visited July 3, 2016.
		
		  Note: Try to visit the link, and check at least the Skype style guide as well as any other style guide of your choice.
		• van den Bosch, A. L. M, de Jong, M.D.T., & Elving, W. J. L. (2006). Managing corporate visual identity: Exploring the differences between manufacturing and service, and profit-making and nonprofit organizations, *Journal of Business Communication, 43*(2), 138-157.
		• Carliner, S. (2012.) Project Management 6: Establishing Quality Guidelines for Instructional and Communication Products (When to Accept Drafts and Deliverables and When to Reject Them). Viewed

at
https://commerceofcontent.wordpress.com/2012/10/22/project-management-6-establishing-quality-guidelines-for-instructional-and-communication-products-when-to-accept-drafts-and-deliverables-and-when-to-reject-them/. Visited July 3, 2016.

- Read the assigned article and view the assigned samples:
  o Birthday between January 1 and March 15: Content strategy

    Clark, D. (2016.) Content strategy: An integrative literature review, *IEEE Transactions on Professional Communication, 59*(1),7-23.

  o Birthday between March 15 and May 31: Branding

    Knox, S., & Bickerton, D. (2003). The six conventions of corporate branding. *European Journal of Marketing*, *37*(7/8), 998-1016.

  o Birthday between June 1 and August 15: Technology in corporate communication

    Carliner, S. (2009.) Chapter 1: Computers and technical communication in the 21st century.   In Spilka, R. (ed.) *Digital literacy for technical communication: 21st century theory and practice*. Mahwah, NJ: Lawrence Erlbaum Associates, 21-50

  o Birthday between August 15 and October 31: Making materials reader friendly
    ▪ Fisk, J. (2014.) Putting language last: Using structure, visual cues, and marketing-style analysis as the primary tools of simplification, *Intercom, February 2014,* 26-30
    ▪ Kleimann, S., Kingsley, B., & Kleimann, K.(2014.) What's the deal? Designing mortgage disclosures that consumers can use and understand, *Intercom, February 2014,* 6-10.
    ▪ Bosley, D. S.(2014.) From chaos to clarity: Overcoming negative responses to financial information, *Intercom, February 2014,* 16-20.

  o Birthday between November 1 and December 31: Translation and localization:
    ▪ Houser, A. (2015.) Are you ready for machine translation, *Intercom, March 2015,* 14-15.
    ▪ Kelly, N. (2015.) Leverage transparency to achieve three goals for translation: Speed, quality, and price, *Intercom, February 2015,* 21-23.

| 8 | How do corporate communicators coordinate their efforts (part 3) and Corporate communications and your careeer | **Due:** Analysis of a Campaign

 Readings:
 • *Birthdays between January 1 and June 30:*
    o Giammona, B. (2015.) Seven soft skills for super success, *Intercom, June 2015,* 17-19.
    o Yu, H. & Flanders, M. (2016.) Technical communication opportunities in China, *Intercom, May 2016,* 26-29.
    o Coffee, P. (2015.) Six big changes in the corporate communication model, *Adweek, March 10, 2015.*
 • *Birthdays between July 1 and December 31:*
    o Giventer, K. (2012.) Building a great relationship with your client, Intercom, June 2012, 10-12.
    o Brown-Hoekstra, K. (2012.) Building a great relationship with your client, *Intercom, June 2012,* 13-15. |

Complete: Activities and questions in Reading Guide.

【课程教材 Textbooks】

【参考读物 Reference Readings】