THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All undergraduate programmes
Programme QF Level	: 5
Course Title	: Communication Studies in the Public and Education Sectors
Course Code	: SSC2184
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course is designed to help students acquire basic background knowledge of communication studies by focusing specifically on aspects of integrated approach of public and education sectors. With respect to the public sector, the course introduces marketing communication, public relations, as well as intercultural communication. Considering the education sector, the course addresses the communicating messages to schools and communities. Through lecture, illustration, case study, discussion, and news analysis, students are expected to learn how to distinguish communication in different sectors and issues in our daily life.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO1   define communication and identify different components in communication process.
CILO2   specify how messages are conveyed.
CILO3   analyze communication in public sector.
CILO4   critically reflect on communication in education sector.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. An introduction to Communication Studies: purposes and concepts	*CILO1*	• Lectures and seminars that discuss various concepts of communication
b. The Theory of the Communication Process • How messages are understood • Communication theory and models	*CILO1,2*	
c. Communication in the Public Sector • Mass communication • Marketing Communication • Publicity and public relations • Intercultural communication • Communication strategy: Negotiation	*CILO3*	• Tutorials and student presentations so as to familiarize students with all the essential topic pertinent to communication • Group discussion and case discussions with the guidance from the instructor
d. Communication in the Education Sector • Communication in the formal education sector • Importance of communications in education • Tools for formulating ICTs (information and communication technologies) components in the education sector • Communicating messages to schools and communities • Communicating with parents	*CILO4*	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Class discussion and participation • Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion.	20%	*CILO₁₋₄*

(b) Tutorial presentation and report
  • Students are required to work as a team and make a presentation; prepare questions and ideas for discussion; and encourage active participation among other members of the class.
  • Each student is required to prepare his/her group essay based on the chosen group presentation topic (1,500 – 2,000 words).
	40%	

(c) Examination • The examination will consist of a mix of multiple choice, short answer, and essay questions.	40%	

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

Not Permitted: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Aamidor, A. (1999). *Real feature writing*. Mahwah, N.J.: Lawrence Erlbaum Associates.

Charlesworth, A. (2014). *Digital marketing a practical approach*. London: Routledge.

Frandsen, F., & Johansen, W. (2017). *Organizational crisis communication*. Los Angeles, CA: Sage.

Fiske, J. (2011). *Introduction to communication studies*. London; New York: Routledge.

Hargie, O. (2006). *The handbook of communication skills* (3rd ed.). London: Routledge.

Heath, R., & O'Hair, D. (2009). *Handbook of risk and crisis communication*. New York, NY: Routledge.

Howard, C., & Mathews, W. (2006). *On deadline : Managing media relations*. Long Grove, IL: Waveland Press.

Johnston, J. (2007). *Media relations: Issues and strategies*. Crow's Nest: Allen & Unwin.

Laermer, R., & Prichinello, M. (2003). *Full frontal PR: Getting people talking about you, your business, or your product*. Princeton, NJ: Bloomberg Press.

Lederman, L. C. (1992). *Communication pedagogy: Approaches to teaching undergraduate courses in communication*. Norwood, N. J.: Ablex Pub.

Monye, S. O. (2000). *The handbook of international marketing communications*. Oxford, England; Malden, Mass.: Blackwell.

Mumby, D. K. (2011). *Reframing difference in organizational communication studies: Research, pedagogy, practice*. Los Angeles: SAGE.

Plomp, T., Anderson, R. E., Law, N., & Quale, A. (2009). *Cross-national information and communication technology policies and practices in education*. Greenwich, Conn.: Information Age Pub.

Shinde, P. S. (1997). *Comminication patterns in extension education: A study of t & v system in karnataka*. Jaipur: Rawat Publi.

Smith, P., Berry, C., & Pulford, A. (1999). *Strategic marketing communications: New ways to build and integrate communication*. London: Kogan Page.

Smith, P. R., & Taylor, J. (2004). *Marketing communications: An integrated approach* (4th ed.). London: Kogan Page.

Varey, R. J. (2002). *Marketing and communication: Principles and practice*. London: Routledge.

8. Related Web Resources
Nil

9. Related Journals

Asian Journal of Communication. Routledge / Taylor & Francis.

Communication, Culture & Critique. International Communication Association.

Communication Education. Routledge / Taylor & Francis.

Communication: Journalism Education Today. Journalism Education Association.

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

11. Others

Newspaper articles and on-line videos on relevant topics and issues will be used wherever and whenever necessary and feasible.

Last updated:11 July 2025