

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Strategic Communication
Course Code	: PPG6003
Department/Unit	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

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"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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

The course introduces the concepts and principles that underpin strategic communication in organisations by focusing in three main areas – understanding human communication, understanding contemporary communication environments and new media, and critical analysis of the applicability and concept of strategic communication.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁* : Demonstrate critical understanding of communication theory and its relevance to an appreciation of the complexity of human communication.
- CILO₂* : Critically analyse the role and the use of strategic communication in the contemporary communication environment.
- CILO₃* : Evaluate prospects for successful strategic communication in a variety of situations, in both Asian and Western contexts.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Propose appropriate communication management strategies to ensure a positive organisational reputation.	<i>CILO₁₋₂</i>	➤ Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references. ➤ Seminars: Students present case relevant to current communication management issues, topics and scenarios. ➤ Written assignment: Evaluate communication strategy in crisis/reputation management. ➤ Web and library search. ➤ Reading lecture notes and key references.
Develop an internal communication process aimed at keeping stakeholders informed of organisation change, programmes, and plans.	<i>CILO₁₋₂</i>	
Develop appropriate plans for managing organisation tools in support of the communication process.	<i>CILO₁₋₂</i>	
Explain the strategic role of the communication function in an organisational context.	<i>CILO₁₋₃</i>	
Provide advice and counsel on ethical issues in relation to organisation reputation management and information dissemination.	<i>CILO₁₋₃</i>	
Develop issues management and crisis management plans.	<i>CILO₁₋₃</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group Project Students are required to work as a team in search of a real case study to be analysed. Each group is required to deliver a 40-min oral presentation (20%) and encourage active participation among other members of the class. Each group is also expected to submit a 3,000-word academic paper (30%) that is properly cited and eloquently argued.	50%	CILO ₁₋₃
(b) Seminar Discussion and Individual Participation Students are expected to read relevant readings before the seminars. Individual participation includes raising original comments and making a short presentation.	20%	CILO ₁₋₃
(c) Examination Students are required to attempt a written test at the end of the semester.	30%	CILO _{1,2}

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

Al-Deen, H. S. N., & Hendricks, J. A. (Eds.). (2012). *Social media: Usage and impact*. Lanham, Md.: Lexington Books.

Ausat, A. M. A. (2023). The role of social media in shaping public opinion and its influence on economic decisions. *Technology and Society Perspectives (TACIT)*, 1(1), 35-44.

Cabañero-Verzosa, C., & Garcia, H. R. (2009). *Building commitment to reform through strategic communication: The five key decisions*. Washington, DC: World Bank.

Conrad, C. R., & Pool, M. S. (2012). *Strategic organizational communication: In a*

global economy. Chichester, UK: Wiley-Blackwell.

Eder, M. K. (2011). *Leading the narrative: The case for strategic communication*. Annapolis, Md.: Naval Institute Press.

Holtzhausen, D., Fullerton, J., Lewis, B. K., & Shipka, D. (2021). *Principles of strategic communication*. Routledge.

Lewis, L. K. (2011). *Organizational change: Creating change through strategic communication*. Chichester, UK: Wiley-Blackwell.

Pöyry, E., Reinikainen, H., & Luoma-Aho, V. (2025). The role of social media influencers in public health communication: Case COVID-19 pandemic. In *Strategic communication and the global pandemic* (pp. 118-134). Routledge.

Schultz, F., & Raupp, J. (2010). The social construction of crises in governmental and corporate communications: An inter-organizational and inter-systemic analysis. *Public Relations Review*, 36(2), 112-119.

Sundar, S. S., & Lee, E.-J. (2022). Rethinking communication in the era of artificial intelligence. *Human Communication Research*, 48(3), 379-385.

Taylor, M. (2011). Building social capital through rhetoric and public relations. *Management Communication Quarterly*, 25(3) 436-454.

Wiggill, M. N. (2011). Strategic communication management in the non-profit sector: A simplified model. *Journal of Public Affairs*, 11(4) 226-235.

Wilcox, D. L., Cameron, G. T., & Reber, B. H. (2015). *Public relations: Strategies and tactics*. Pearson: Upper Saddle River, NJ.

8. Related Web Resources

- Asian Median Information and Communication Centre (<https://amic.asia/>)
- Chartered Institute of Public Relations (<http://www.cipr.co.uk>)
- The PR Council (<https://prcouncil.net/>)
- The Edelman (<https://www.edelman.com/>)

9. Related Journals

Journal of Communication Management

Journal of Public Affairs

Management Communication Quarterly

Public Relations Review

Strategic Communication Management

International Journal of Strategic Communication

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

Nil

Updated as of 22 March 2026