

Bijlage 4: Track Communicatiekunde (+ traject Gezondheidscommunicatie)

(Overzichten toetsing per vak en leerdoelen per vak)

Communicatiekunde

Semester 1		Block 1			Block 2		
Module	Code	Classes	Examination	Resit	Classes	Examination	Resit
Diagnose en advisering in organis. comm.	LCX005M10		Deelopdrachten (40%) Participatie Presentatie			Adviesrapport (60%)	Adviesrapport
Ontwerp van Communicatietraining en	LCX010M10	opdrachten	Tentamen (50%)	Tentamen	opdrachten	mondelinge en schriftelijke opdrachten. Adviesrapport (50%)	Opdrachten Adviesrapport
Argumentation and Resistance	LCX011M10	assignments				Presentation 1 Presentation 2 (20%) Research Paper (80%)	Written report on presentation Research paper
Multimodal Instructions: Desk	LCX060M10		Oral presentation, research report			Oral presentation,	

Analysis and Evaluation Study						research report	
Stories and Clips: Analysis of Dyn. Multimod. Com.	LCX013M10		Oral presentation Research report 1	Research report		Research Report 2	Research Report
Experimenteel persuasieonderzoek	LCX038M10		Exam (20%)	Exam		Research Article (80%)	Research Article
Taal en teksto optimalisatie	LCX062M10	Weekopdracht en	(weekopdrachten moeten voldoende zijn Onderzoeksvoorstel (30%)	Weekopdrachten Onderzoeksvoorstel		Onderzoeksverslag	Onderzoeksverslag
Communicatievaardigheden van artsen	LCX064M10		Weekopdrachten (20%)	Weekopdrachten		Onderzoeksverslag (80%)	Onderzoeksverslag
Writing: Context, Process and Text	LLS025M10		Oral presentation Research plan	Research plan		Peer review Research paper	Research Paper
The Use of Humor and Satire in Communication and Persuasion	not yet available	Meaningful class participation (5%) Analytic presentation of	Term paper (30%)	Term paper	Meaningful class participation (5%) Analytic presentation of	Term paper (30%)	Term paper

		a paper or a book (chapter) (5%) Collaborative intercultural assignment (20%)			n of a paper or a book (chapter) (5%)		
Multichannel Management	LIX023M05	- Useful, active contribution to discussions in lectures and labs; - Presentation	- Individual essay; - Written report;				- Individual essay; - Written report
Vragenlijstontwerp	LCX035M10		Research proposal	Research proposal		Research report	Research report
Computer-Mediated Communication	LIX022M05		Written Exam and Research Report	Research Report			Written Exam
Communication Technology	LIX020M05		Three written courseworks				Three written courseworks
Semester 2		Block 3			Block 4		

Module	Code	Classes	Examination	Resit	Classes	Examination	Resit
User Interface Evaluation	LIX024M05	Assignments	Final Report	Final Report			
Corporate Communication in the Digital Age	LCX072M10		Research proposal (formative no grade)	Research Proposal		Oral Presentation Research report	Research report
Discourses of Health and Illness	LCX012M10		Research Proposal (no grade, but obligatory)			Research Paper Oral presentation	Research paper
Living Lab: Communication for Change	LCX014M10	assignments				50% Advisory report + 50% Individual discussion; both Report and Discussion must be 5,5 or more.	Advisory report Individual discussion

Ma-scriptie CIW	LCX999M20		(The student works the whole semester on his/her thesis)			Master Thesis	Master Thesis (If thesis grade is not sufficient)
Ma-stage CIW	LCX000M10		(The student does an internship during the whole semester)			Internship report	Internship report

Gezondheidscommunicatie:

Semester 1		Block 1			Block 2		
Module	Code	Classes	Examination	Resit	Classes	Examination	Resit
Diagnose en advisering in organis. comm.	LCX005M10		Deelopdrachten (40%) Participatie Presentatie			Adviesrapport (60%)	Adviesrapport
Vragenlijstontwerp	LCX035M10		Research proposal	Research proposal		Research report	Research report
Ontwerp van Communicatietrainingen	LCX010M10	opdrachten	Tentamen (50%)	Tentamen	opdrachten	mondelinge en schriftelijke opdrachten. Adviesrapport	Opdrachten Adviesrapport

						(50%)	
Experimenteel persuasieonderzoek	LCX038M10		Exam (20%)	Exam		Research Article (80%)	Research Article
Communicatievaar digheden van artsen	LCX064M10		Weekopdrachten (20%)	Weekopdra chten		Onderzoeksver slag (80%)	Onderzoeksver slag
Semester 2		Block 3			Block 4		
Module	Code	Classes	Examination	Resit	Classes	Examination	Resit
Discourses of Health and Illness	LCX012M10		Research Proposal (no grade, but obligatory)			Research Paper Oral presentation	Research paper
Living Lab: Communication for Change	LCX014M10	assignments				50% Advisory report + 50% Individual discussion; both Report and Discussion must be 5,5 or more.	Advisory report Individual discussion

Ma-scriptie CIW: Gezondheidscomm unicatie	LCX996M20		(The student works the whole semester on his/her thesis)			Master Thesis	Master Thesis (If thesis grade is not sufficient)
Ma-stage CIW: Health Communication	LCX902M10		(The student does an internship during the whole semester)			Internship report	Internship report

Communicatiekunde

semester I

Vakcode	Vaknaam	Beoogde leeruitkomsten	Wijze van toetsen
LCX005M10	Diagnose en advisering in organis. comm.	<p>Theoretische kennis op te doen m.b.t de kwaliteit van de communicatie van organisaties en de modellen op het gebied van communicatiediagnostiek (1.1 – kennis en inzicht) alsmede communicatieadvies om een communicatieprobleem van een organisatie te duiden en te verklaren. Het gaat er hierbij om communicatieproblemen (geformuleerd in termen van het disfunctioneren van teksten, middelen ed.) te relateren aan communicatiedoelen en organisatiedoelen of –strategie. Hiermee wordt ook de samenhang tussen deelgebieden (1.2), in casu communicatiekunde en organisatiekunde, marketing aan de orde gesteld.</p> <p>De bij 1 genoemde kennis over communicatiediagnostiek en communicatieadvies en de behorende methoden en technieken toe te passen (2.1 –toepassen kennis en inzicht) om communicatieproblemen van organisaties (tijdens het college: 2 organisaties, 1 om te oefenen, 1 inclusief opdrachtgever) te kunnen beschrijven, onderbouwen, een bijpassend diagnose-instrument te ontwikkelen en een passend advies te ontwikkelen. In concreto gaat het om het ontwikkelen van meetinstrumenten om de kwaliteit van de communicatie vast te stellen en te verklaren, het vaststellen van correcte steekproeven, het ontwikkelen van normen (wanneer is iets een probleem, wanneer stel je vast dat een probleem is opgelost en dergelijke) en het (mede) op basis hiervan ontwikkelen van een advies (2.2).</p>	<p>Bij dit vak worden de opgedane kennis en vaardigheden getoetst door middel van 5 deelopdrachten, participatie aan de werkbijeenkomsten, mondelinge presentaties (blok 1) en de opdracht van een opdrachtgever (blok 2). Zowel de deelopdrachten als het eindopdracht dienen met een voldoende afgesloten te worden. Behalve het eindadviesrapport dat met een cijfer wordt beoordeeld worden de andere onderdelen met een voldoende/onvoldoende beoordeeld.</p>

De resultaten van de analyse en de metingen moeten toegepast kunnen worden in de praktijk (i.c. van de opdrachtgevers; zie 2.3). De oplossingen of adviezen zijn min of meer creatieve en passende oplossingen (dit ook ter beoordeling van de opdrachtgever; 2.4).

Op systematische en creatieve wijze met complexe communicatieproblemen om te gaan en zich gefundeerde oordelen te vormen (3.2 -oordeelsvorming):vooral het verklaren van de problemen en het ontwikkelen van een passend advies vraagt om systematisch werken en om creativiteit (3.2). Een praktijkprobleem kent immers veel mogelijke verklaringen en mogelijke oplossingen, de door de student voorgestelde onderbouwing en oplossing kunnen min of meer gebaseerd zijn op een systematische onderbouwde analyse, ze vragen daarbinnen een duidelijke, persoonlijke kijk op de mogelijkheden van de opdrachtgever (3.3).

Op heldere wijze te communiceren tegenover een publiek van specialisten en niet-specialisten (4.1 - communicatie), waaronder ook begrepen is ‘opdrachtgever’ (de organisaties die bij het college betrokken zijn). De opdrachtgever geeft ook een oordeel over analyse en advies, dit oordeel is te relateren aan ‘contextgevoeligheid’ en ‘afstemming op de beoogde doelgroep’ (4.2).

Zowel zelfstandig als in teamverband producten en diensten af te stemmen op de beoogde doelgroep (4.2 – communicatie). Om het communicatieprobleem van de opdrachtgevers te doorgronden moet de student zelf op zoek naar informatie van

		<p>en over de opdrachtgever, hem of haar vragen stellen om grip te krijgen op het probleem en mogelijke oplossingsrichtingen. Deze werkwijze is typerend voor het werk van een (communicatie-)adviseur, studenten moeten om die reden ook in contact treden met adviseurs, met de opdrachtgever en zelfs aanvullende informatie (ook theorie) zoeken (zie 5.1).</p>	
LCX010M10	Ontwerp van Communicatietrainingen	<p>a) ben je bekend met en heb je inzicht in de belangrijkste leer- en instructietheorieën die aan de basis liggen van verschillende vormen van training, coaching en actueel onderzoek op dit gebied;</p> <p>b) kun je een gegeven interventie(traject) analyseren en de gekozen trainings- of coachingsbenadering relateren aan leer- en instructietheorieën, en ben je in staat om –mede gevoed door die theorieën – daar kritisch op te reflecteren.</p> <p>c) ben je in staat om kritisch te reflecteren op adviesliteratuur over (het leren van) 2 communicatieve vaardigheden;</p> <p>d) kun je voordrachten en/of schrijftaken in hun gebruikscontext analyseren, en zowel interne als externe eigenschappen, kwaliteiten en verbeterpunten van de schrijf- of spreektaak en de voorbereiding en uitvoering ervan herkennen en benoemen;</p> <p>e) beschik je over een basisapparaat aan advies- en instructietechnieken om taalgebruikers te stimuleren tot reflectie op/verbetering van hun teksten of presentaties;</p> <p>f) kun je een interventie(traject) ontwerpen (en op deelcomponenten ook uitvoeren), gericht op optimalisering van professionele communicatieve vaardigheden;</p>	<p>- Blok 1: openboektoets met essay- en meerkeuzevragen. (50%)</p> <p>- Blok 2: mondelinge en schriftelijke opdrachten. (50%)</p> <p>Bij de beoordeling gelden de volgende voorwaarden:</p> <p>- In te leveren werk wordt tijdig en volgens instructies ingeleverd, en is voorzien van een kop of voorblad met je naam, studentnummer en cursusnaam 2021-2022 toetsaanduiding, toetsgelegenheid (1e of 2e), naam/namen van beoordelende docent(en) en inleverdatum.</p> <p>- Uitwerkingen zijn toegespitst op de in de opdracht omschreven vraag of casus.</p> <p>- Uitwerkingen zijn helder en logisch opgebouwd; formuleringen zijn correct, zorgvuldig, precies en</p>

g) heb je zicht op het beroepenveld van de trainer/coach in communicatieve vaardigheden. De leeruitkomsten zijn gerelateerd aan de eindkwalificaties voor de masteropleiding CIW en meer in het bijzonder voor het programma Communicatie en Educatie, zoals die zijn opgenomen in het opleidingsprofiel. Het gaat dan om eindkwalificaties op het terrein van kennis en inzicht, toepassing, oordeelsvorming, communicatie en leervaardigheden (kwalificaties: 1.1 C&E: 2.3; 2.4; 2.5; 3,2; 3.3; 3.4; 4.2; 5.1 en 5.2).

bondig geformuleerd (uitwerkingen die tik-, spel- of taalfouten bevatten of onsamenhangende redeneringen bevatten komen niet in aanmerking voor beoordeling).

- Indien van toepassing worden geraadpleegde bronnen (boeken, artikelen, 3 websites) correct en volgens de gangbare conventies opgenomen in referenties en een bibliografie. Er wordt beoordeeld op:
- Adequate inzet van kennis van en inzicht in de leerstof.
- Denk- en redeneerkracht; analytisch en synthetiserend vermogen; diepgang en kritische distantie.
- Inventiviteit en originaliteit.
- Helderheid, logica en diepgang van redeneringen; kwaliteit van woordkeus, zinsbouw, redeneringen, stijl en totaalcompositie.
- Documentatiewijze (de mate waarin slim is gezocht naar / gebruik gemaakt van inspiratie en (wetenschappelijke of praktische) informatie uit externe bronnen.

LCX011M10	Argumentation and Resistance	<p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. describe and identify key concepts in modern argumentation theory (1.1) 2. explain in their own words how argumentation theory relates to communication and information studies and persuasion research (1.2) 3. set up and carry out a qualitative or theoretical research project (1.3, 2.2) 4. apply argumentation-theoretical terms and methods on a public debate (2.2) 5. critically review literature and research in argumentation studies (3.1) 6. identify, analyse and evaluate argumentative strategies in discussions (3.2) 7. report on acquired insights both orally and in writing for both specialists and nonspecialists (4.1) 8. organize a mini-symposium. 	<p>The assessment is based on two presentations and a paper. In the first presentation, students present a research plan for a theoretical or qualitative empirical research (e.g., on a particular argumentative strategy in vaccination campaigns). Groups of students may focus on the same topic (e.g., the use of experts, types of arguments). The preliminary results of the research are presented at a symposium in week 13 to facilitate feedback. The final results are presented in a written paper.</p> <p>Presentation 1 takes place during the seminar in week 9 or 10. The presentation is graded with pass or fail. If a student has a fail or is absent with notification, the student gets a second chance to give the presentation during a later seminar (possibly in another format).</p> <p>Presentation 2 (20%) Presentation 2 is to be held at the symposium in week 13. The presentation is graded. In case of absence, the presentation is graded with 0. If a student receives a grade <5.5, the student may opt</p>
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for a resit. The resit consists of a written report on the presentation (including slides/poster and onsite feedback/questions) and a critical reflection on the possible improvements on the presentation.

Academic paper (80%)

Students write a paper in which they report on their research. In case of a grade <5.5, the student has the opportunity to rewrite the paper. The deadline for the resit is set in consultation with the student.

c. Assessment criteria

Presentation 1 (pass/fail)

In the first presentation in week 9 or 10, students present their research plan. The presentation is assessed on the presence (and justification) of all necessary elements (an introduction of the topic, an adequate research question, clear description of the primary data and the method), adequate use of at least four relevant literature sources, and presentation skills (students should present between 10-15 minutes and use adequate audiovisual aids). (Learning outcomes 1, 3 and 7)

Presentation 2 (20%)

The second presentation is held at the symposium in week 14. Students present the preliminary results of their research project. Duration: 10-15 minutes.

The presentation is assessed on structure and clarity of the argument (consistency of introduction, argument and conclusion), analytical and synthesizing skills with regard to the material consulted, suitability of the sources used, correct and careful processing of literature. (Learning outcomes 1, 3, 4, 6, 7 and 8)

Paper (80%)

The paper of 5000-8000 words must be based on an adequate selection of at least 6 literature sources.

The paper will be assessed on the basis of the following criteria:

Quality of the research (60%)

- Clear, relevant and well-justified research question
- Correct and sufficient use of relevant literature
- Use of relevant data
- Adequate use and description of method

			<ul style="list-style-type: none"> - Adequate data analysis - Clear conclusions and critical reflection and discussion - Originality <p>Quality of the report (20%)</p> <ul style="list-style-type: none"> - Clear structure and setup of the paper - Clarity and consistency of the argument - Adequate language use (clear, correct, to-the-point) - Design of the paper, tables and schemes - Correct and careful use of references and bibliography <p>Process (20%)</p> <ul style="list-style-type: none"> - Working independently - Commitment - Work management - Handling of feedback
LCX013M10	<p>Stories and Clips: Analysis of Dyn Multimod. Com</p>	<ol style="list-style-type: none"> 1. characterise and employ the state of the art of multimodal analysis (1.1; 1.2) 2. describe and analyse corpus data of audiovisual quality based on current communication models (2.1; 2.2) 3. implement empirical methods for the valuation of multimodal artefacts involving annotation and analytical frameworks and coding systems (2.3; 2.4) 	<p>The final assessment is based on a first oral presentation of an analysis in class as well as on two individual research reports (50% of final grade each):</p>

		<p>4. evaluate and improve analytical frameworks, coding systems and evaluation methods for multimodal communication (3.1; 3.2)</p> <p>5. present their own research via oral and written reports (4.1; 5.1).</p>	<p>The oral presentation in part I of the seminar should provide an example analysis of one of the frameworks/tools discussed.</p> <p>Report 1 includes (1) a written research report that presents a written summary of the application of one framework/tool to an analytical example as well as a critical discussion of this application, and (2) a 1-page research proposal for an analysis project to be carried out in the second part of the course.</p> <p>Report 2 includes a written research report that presents the analysis project with both a theoretical introduction, a methodological overview, a data description as well as a detailed discussion and evaluation of the results.</p>
LCX038M10	Experimenteel persuasieonderzoek	<p>Upon successful completion of the course unit, students are able to describe and reproduce the most important theories and models of persuasion and persuasive communication in detail (1.1, 1.2)</p> <p>describe and reproduce the most important theories and models of human-computer interaction globally (1.1, 1.1, 1.2)</p> <p>describe and reproduce a number of pertinent findings and concepts from recent empirical persuasion research (1.1)</p>	<p>Learning outcomes 1-4 are assessed in two ways: 1) an exam (20%) after seven weeks; 2) presentation on the basis of one of the papers. Learning outcomes 5-8 plus 10 will be assessed through evaluation of the paper produced at the end of the second series of seven weeks (80%); learning outcome 9 will be assessed by evaluating the oral presentation at the end of the course.</p>

		<p>describe and reproduce the most important aspects of experimental design and quantitative measurement, including internal and external validity, construct and measurement validity, measurement reliability (2.1)</p> <p>formulate innovative research question // research hypotheses, and design an experiment to answer the question // test the hypotheses (1.3, 2.1, 2.2, 2.4)</p> <p>design and pretest the research materials (texts, documents), design quantitative measurements (2.1, 2.2)</p> <p>recruit participants, collect data (2.1, 2.2)</p> <p>conduct, interpret and report on statistical analysis, in casu 2 x 2 between subjects ANOVA and unpaired T-tests (2.1, 2.2)</p> <p>give an oral presentation of the outcomes (4.1)</p> <p>report on the research in the form of a scientific article, including introduction, method, results, discussion and conclusion (3.1, 4.1)</p>	
LCX060M10	Multimodal Instructions: Desk Analysis and Evaluation Study	<p>Upon successful completion of the course unit, students are able to (where the numbers in brackets refer to the Dublin descriptors cited in the Learning Outcomes of the Master Programme Communication and Information Studies):</p> <ol style="list-style-type: none"> 1. Characterise and employ the state of the art of document design that involves combinations of text and pictures (1.1; 1.2; 1.3); 2. Describe and analyse corpus data based on current communication models (2.1; 2.2); 3. Implement empirical methods for evaluation of multimodal documents involving task-based experiments and human subjects (2.3, 2.4); 4. Evaluate and improve coding systems and evaluation methods for multimodal communication (3.1; 3.2); 5. Present their own research via oral and written reports (4.1; 5.1). 	<p>The course consists of two parts. In Part 1 students will discuss literature, gather multimodal instructions and practice data annotation and analysis. Students will conclude Part 1 with an individual research report, Report 1, that addresses their expert analysis of multimodal instructions and also includes a 1-page research proposal to be carried out in the second part of the course. In Part 2 of the course teams of two or three students investigate particular text-picture relations in multimodal instructions. Student teams develop a task-based user study to investigate the effectiveness of multimodal instructions in a context of use and conclude with a research report, Report 2. In Part 1, students will present literature in teams of two or three; lead discussions on how existing research may guide their own research plans. Literature presentations should include:</p>

			<p>1. a (quick) summary of the content of the paper; 2. a critical but constructive analysis of the content of the paper; and 3. a discussion towards the use of the contribution of the paper in terms of the course assignments. Students will also present status reports on their data collection, analysis activities and experimental set up. The presentation schedule will be published on Nestor. Progress update presentations should include:</p> <ol style="list-style-type: none"> 1. a research question 2. a research method 3. examples based on data-collection 4. (expected) results 5. discussion questions to gather feedback (to solve any issues you encounter) on progress and development <p>In Part 2, students will conduct research in teams along the lines of diagnosis-implementation-evaluation. In this part of the course students work on a research project in which an experiment is set up to test particular text-pictures relations in multimodal instructions that follow from their own analyses in Part 1 of the course. In Part 2, three group meetings are scheduled in which students present status updates on their work and discuss questions and solutions that surface during their research project. Complementary supervision is scheduled per appointment.</p>
LCX062M10	Taal en tekstoimalisatie	<p>1. Belangrijke theoretische inzichten i.v.m. de relatie tussen taalconstructies en communicatieve effecten te beschrijven (eindterm 1.1)</p> <p>2. Praktijkvragen over de relatie tussen taalconstructies en communicatieve effecten te plaatsen in een relevant theoretisch kader (1.2, 2.2, 2.3, 3.1, 3.2, 4.2)</p>	<ul style="list-style-type: none"> - Weekopdrachten (moeten voldoende zijn) - Onderzoeksvorstel (30%) - Onderzoeksverslag (70%)

		<p>3. Praktijkvragen over de relatie tussen taalconstructies en communicatieve effecten te vertalen naar een adequate onderzoeksopzet (vraag, kader, methoden) (1.3, 2.5)</p> <p>4. Adequate methoden en technieken toe te passen bij het zelfstandig opzetten en uitvoeren van een onderzoek naar tekstopimalisatie (2.2, 2.5)</p> <p>5. Op adequate wijze mondeling en schriftelijk verslag te doen van eigen optimaliseringsonderzoek (4.1)</p>	
LCX064M10	Communicatievaardigheid en van artsen	<p>Belangrijke conversatie-analytische theoretische inzichten op het gebied van het uitvoeren van joint activities (intersubjectiviteit, samenwerken als embodied fenomeen) te verwoorden(CK en C&E 1.1)</p> <p>2. Deze theoretisch inzichten te vertalen naar onderzoeksvragen die voortkomen uit de praktijk (CK en C&E 1.2, 2.1, 2.2, 2.3, 3.1, 3.3)</p> <p>3. Onderzoek uit te voeren binnen het research kader van hybrid studies en daarbinnen in samenwerking met een medisch professional deze onderzoeksvragen om te zetten naar een adequate onderzoeksopzet (vraag, kader, methoden) (CK en C&E 1.3, 2.4, 2.5, 4.2)</p> <p>4. Adequate methoden en technieken toe te passen binnen dit kader van hybrid studies (CK en C&E 2.2, 2.5)</p> <p>5. Op adequate wijze mondeling en schriftelijk verslag te doen van het verloop en de resultaten van het onderzoek en daarbij gedurende het proces op zelfstandige wijze de regie over het onderzoek voeren. (CK en C&E 4.1)</p>	<ul style="list-style-type: none"> - Weekopdrachten (20%) - Onderzoeksverslag + rapportage google drive (80%)

LCX035M10	Vragenlijstontwerp	<p>1. The student can mention the most important theoretical concepts in designing and evaluating questionnaires (1.1)</p> <p>2. The student can evaluate a questionnaire, and discuss and justify the choices in designing a questionnaire (3.1, 2.3)</p> <p>3. The student is able to conduct an experimental study, evaluating design choices in questionnaires and report on this study in a scientific report (2.1, 2.2, 2.3, 4.1)</p>	<p>The course will be assessed by means of two reports. The first is an individually written report that discusses a research proposal (mainly assessing learning outcomes 1 and 2). The second is a report that discusses the quantitative study (mainly assessing learning outcomes 1 and 3).</p>
LLS025M10	Writing: Context, Process and Text	<p>1. interpret, explain, compare and evaluate current theories and methods of writing research; (CK en C&E 1.1, 1.2, 1.3,</p> <p>2. apply basic tools and technologies for writing research; (CK en C&E 2.2, 2.3, 2.4)</p> <p>3. design, execute, and report an empirical study into writing and present this study for your fellow students and supervisors. (CK en C&E 3.1, 3.2, 4.1, 5.1)</p>	<ul style="list-style-type: none"> - Research plan - Oral presentation - Written peer review - Research paper
not yet available	The Use of Humor and Satire in Communication and Persuasion	<p>Knowledge and understanding</p> <p>In this course, students will develop knowledge and understanding of the types (i.e., styles), functions and effects of humor and satire across various media in communication (1.1);</p> <p>develop knowledge and understanding of the historical and more recent theories and research methodologies in critical humor studies (1.1);</p> <p>gain intercultural insights into a context-bound mode/genre (1.1);</p> <p>learn about the state of the art in humorous and satiric communication research (1.1);</p>	<p>Meaningful class participation (10%)</p> <p>Analytic presentation of a paper or a book (chapter) (10%)</p> <p>Collaborative intercultural assignment (20%)</p> <p>Term paper (60%).</p>

develop the ability to make an original contribution to one branch of the field of Communication and Information Studies (1.3).

Applying knowledge and understanding

Students will develop the ability to apply their newly-gained knowledge of conceptualizations and methodologies in new contexts by identifying the types of humor and analyzing intercultural humor and satire in their peer groups (2.1);

develop the ability to research complex academic or practice-related problems in interpersonal, organizational, and public communication based on their acquired knowledge and understanding and using quantitative methods (2.2);

develop the ability to apply methodologies and conceptualizations in independently designing and implementing a research project (2.2);

develop the ability to use the results of their research for further theorization or to develop practical uses of humor in personal, organizational, and public communication (2.3);

develop the ability to demonstrate originality and creativity in humorous and satiric communication (2.4);

develop the ability to independently tackle and solve problems and independently plan and execute tasks at a professional or similar level (2.5).

Making judgements

Students will develop the ability to grasp, interpret, and evaluate the theories and conceptualizations of humor and satire in scholarship and practice by analyzing a diversity of types of humor and satire across several cultures and media (3.1);

develop the ability to systematically, creatively, and critically deal with complex issues and to form informed judgements that incorporate different perspective and ethical considerations (3.2);

develop the ability to demonstrate initiative and personal and ethical responsibility in producing and responding to humor and satire (3.3).

Communication

Students will develop the ability to clearly communicate findings to specialist audiences by reporting their research findings in an academic paper (5.1);

develop the ability to clearly communicate findings to non-specialist audiences by engaging creative works and popular culture (5.1);

hone their communication competences by discovering how humor and satire can be effectively used in communication and persuasion within specific contexts and for addressing particular audiences (5.2).

Learning skills

Students will learn about different institutional aspects of humor scholarships including different associations, journals, book series, other references, conferences, and authorities in the field (5.2);

be able to study independently and follow developments within the discipline by learning about the credible resources, associations and learned society, and professional and academic venues dedicated to the use and study of humor and satire (5.1);

hone their research and writing skills, and explore outreach activities and science communication (5.1).

LIX023M05	Multichannel Management	<p>Learning outcomes (related to Dublin Descriptors 1.1 – 1.3, 2.1 – 2.5, 3.2, 4.1, 5.1):</p> <p>Upon successful completion of the course, students are able to:</p> <ol style="list-style-type: none"> 1. Explain in their own words to an interested audience what multichannel management is about and from which perspectives it is approached; 2. Describe different theories of channel choice, recognize their key concepts and statements, and identify their similarities and differences; 3. Participate actively in discussions in class about debatable issues involved in theories of channel choice; <p>Identify and categorize factors that affect channel choice;</p> <ol style="list-style-type: none"> 4. Sketch a concrete case of a mismatch of communication task and channel choice, examine it thoroughly in the light of theories of channel choice, and assess their applicability; 5. Write an essay (max. 6 pages) for knowledgeable colleagues about the value of at least two different theories of channel choice, based on a sound argument and according to the Pyramid Principle; 6. Recognize and appraise different views on crisis communication and multichanneling in crisis communication; 7. Identify, describe, analyze and evaluate crisis-related messages sent by governmental organizations to citizens via different channels; 8. Monitor and describe perceptions and experiences of citizens with respect to the communication of corona measures by the government, reflect critically on these results from a channel-theoretical perspective, and devise recommendations for governmental crisis communication; 9. Perform a small-scale research of the multichannel approach of governmental organizations in their communication about corona measures, and report about it in a vlog 	<ul style="list-style-type: none"> - Individual essay (based on channel choice theories and written according to Barbara Minto's Pyramid Principle); - Meaningful and useful contributions to discussions in class (individually and in a group); - Small-scale research of multi-channeled crisis communication, in groups of 2 students, with a clear distribution of research and report tasks; - Presentation of the research in a vlog/screencast and an oral presentation, in groups of 2 students
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		and an oral presentation, designed for an audience of colleagues and external experts in crisis communication.	
LIX020M05	Communication Technology	<p>1. Identify how communication technologies augment, amplify, attenuate, filter and rearrange human-human interaction [1.1, 2.1]</p> <p>2. Use concepts from ethnomethodology to describe Computer Supported Work (CSCW) [1.1, 1.2]</p> <p>2. Describe how mechanisms of miscommunication are affected by the use of communication technology, in particular instant messaging [1.1, 1.2]</p> <p>3. Describe how new communicative conventions emerge when using communication technologies in different modalities [1.1, 1.2, 1.3]</p> <p>4. Explain how blockchains work and evaluate claims about the coordination problem(s) they attempt to solve [1.1, 2.1, 2.3, 2.4, 2.5, 4.1]</p> <p>5. Use a select cryptocurrency to transfer value. [1.1]</p> <p>6. Explain how misinformation, gaslighting, amplification, and suppression contribute toward fake news and make recommendations about how to tackle these problems [1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 4.1]</p>	<p>There will be three written courseworks</p> <p>Coursework 1: Miscommunication in social media: 30%</p> <p>Coursework 2: Cryptocurrencies: 30% Final Coursework 3: Choice of topic. 40%</p>
LIX022M05	Computer-Mediated Communication	<p>Upon successful completion of the course unit, students are able to (related to the Dublin Descriptors 1.1 – 1.3, 2.1 – 2.5, 3.1, 4.1, 5.2):</p> <p>(i) Describe the main concepts introduced in the course:</p> <ul style="list-style-type: none"> • Knowledge sharing • Enterprise social media • Social network analysis • Social network visualization • Computer-mediated communication • Computer-mediated communication competence <p>(ii) Explain the relations between the main concepts introduced;</p>	<p>- Final research assignment (in groups of 2 students) (50%); grades are assigned to research content (60%), research report (20%), research oral presentation (20%)</p> <p>- Final individual written exam (50%)</p>

- (iii) Recognize and identify the affordances and barriers of computer-mediated communication systems in general for knowledge sharing, and in particular those of enterprise social media;
- (iv) Illustrate the process of online knowledge sharing by giving concrete examples;
- (vi) Analyze online knowledge sharing by using social network analysis and visualization;
- (vii) Evaluate the communicative effectiveness of online knowledge sharing;
- (viii) Propose strategies to optimize online knowledge sharing, from a computer-mediated communication view.

semester II

Vakcode	Vaknaam	Beoogde leeruitkomsten	Wijze van toetsen
LCX014M10	Living Lab: Communication for Change	<p>Upon completion of the course, students are able to:</p> <ol style="list-style-type: none"> 1. Describe relevant theories on persuasion, behavior change, and environmental communication. (1.1, 1.2, 3.1) 2. Design communication products (e.g., messages, videos, campaigns) to enable social change (i.e., sustainability transitions). (2.1, 2.3, 3.1, 3.2, 4.2) 3. Test the effectiveness of communication products (e.g., messages, videos, campaigns) to enable social change (i.e., sustainability transitions). (2.2, 2.4, 2.5, 4.1) 	<p>The final output for the assessment will be an advisory report (group) and an individual discussion (oral examination). The work for the advisory report (i.e., problem definition, aim, conceptual development, operationalization, assessment) will be done in small groups of students. The process and outputs will also be presented in class and receive immediate feedback from the lecturer and peers, but the presentations are not graded.</p> <p>Final grade = 50% Advisory report + 50% Individual discussion; both Report and Discussion must be 5,5 or more.</p>

			<p>The report is graded as follows: each section of the report can get a maximum of 10 points; grade is a weighted sum of the elements Title page (1x), Executive Summary (2x), Introduction (3x), Product development (3x), Assessment (3x), Discussion and recommendations (2x), References (1x) divided by 15.</p> <p>The individual discussion can get a maximum of 10 points.</p> <p>Rubric available on BrightSpace</p>
LCX012M10	Discourses of Health and Illness	<p>Autonomously find, read and assess scientific literature relevant to the course topic (1.1, 1.2.)</p> <p>Understand, describe and reproduce the selected key notions of discourse analysis and social constructionism (1.1, 2.1)</p> <p>Develop a research question on a pertinent and feasible topic for research that relates to the course topic (1.3)</p> <p>Do analyses to answer this research question (2.2., 2.5)</p> <p>Interpret these findings in the light of the existing literature (2.3. 3.1)</p> <p>Report on the findings in written form (a paper) and orally (presentation) (4.1)</p>	<ul style="list-style-type: none"> - Research proposal (obligatory but no grade) - Oral presentation (20%) - Research Paper (80%)
LCX072M10	Corporate Com. In the Digital Age	<p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. Autonomously find, read and assess scientific literature relevant to the course topic (1.1, 1.2.) 2. Understand, describe and reproduce the selected key notions of discourse analysis and social constructionism (1.1, 2.1) 	<p>Research proposal (no mark, but submission is obligatory), research paper (80%) and oral presentation on the paper (20%)</p> <p>Deadline research proposal: exam weeks block 3.</p>

		<ol style="list-style-type: none"> 3. Develop a research question on a pertinent and feasible topic for research that relates to the course topic (1.3) 4. Do analyses to answer this research question (2.2., 2.5) 5. Interpret these findings in the light of the existing literature (2.3. 3.1) <p>Report on the findings in written form (a paper) and orally (presentation) (4.1, 4.2)</p>	<p>Deadline final paper: exam weeks block 4.</p> <p>Assessment criteria</p> <p>In general, the research project and paper will be assessed on the basis of the students' understanding of topical literature, theoretical and analytical concepts relevant to the project, the correct use of all of the above in a rigorously executed analysis, and the appropriate academic communication in both the paper and presentation. Documentation on the exact assessment criteria will be made available on Nestor.</p>
LIX024M05	User Interface Evaluation	<ol style="list-style-type: none"> 1. Explain what Usability Engineering is, understand and articulate which phases are involved in this kind of engineering process to ensure that usable software is produced that meet user requirements, identify different methods, techniques and strategies to use in this process, and understand the relationship between the different tasks that belong to the usability engineering lifecycle model (Knowledge and Insight) 2. Apply knowledge and insights to a Case Study, provided by someone from the ICT workfield. Each year the problem statement can be different. (Application of knowledge and Insight) 3. Reflect on design and design process by processing feedback from experts in the workfield, and substantiate choices and decisions made during the design process (Judgment) 4. Present their design and its substantiation orally, visually, and textually to experts in the workfield, and usability specialists (Communication) 5. Adequately use knowledge, insights, and skills obtained to similar design problems in various fields (Learning Skills) 	<p>The final course grade is predominantly based on the final report. [...] Knowledge and insight are assessed in the substantiations in assignments and in the final report.</p> <p>The designs proposed for the problem statement introduced in this course demonstrate how well students apply knowledge, insight, and process feedback. Overall critical thinking is assessed throughout the design process, in particular in the substantiations of choices to be made, and decisions to be taken. Various forms of communication (esp. poster and final report) are assessed with respect to coherence and consistency of content, clarity, comprehensibility, accuracy, adequacy, and completeness for academic and practical purposes.</p>

LCX999M20	Ma-scriptie Communicatiekunde	Afhankelijk van het onderwerp en gebruikte methode van de scriptie. Zie voor de beoordelingscriteria het beoordelingsformulier.	MA scriptie, zie bijlage
LCX000M10	Ma-stage Communicatiekunde	Afhankelijk van het onderwerp en gebruikte methode van de stage. Zie voor de beoordelingscriteria de formulieren die het stagebureau hanteert.	Een stageonderzoek bij een organisatie.

Gezondheidscommunicatie

semester I			
Vakcode	Vaknaam	Beoogde leeruitkomsten	Wijze van toetsen
LCX064M10	Communicatievaardigheden van artsen	Zie hierboven	Zie hierboven
LCX035M10	Vragenlijstontwerp	Zie hierboven	Zie hierboven
LCX005M10	Diagnose en advisering in organis. comm.	Zie hierboven	Zie hierboven
LCX014M10	Living lab: communication for change	Zie hierboven	Zie hierboven
LCX012M10	Discourses of health and illness	Zie hierboven	Zie hierboven
LCX010M10	Ontwerp van Communicatietrainingen	Zie hierboven	Zie hierboven
LCX038M10	Experimenteel persuasieonderzoek	Zie hierboven	Zie hierboven

semester II

Vakcode	Vaknaam	Beoogde leeruitkomsten	Wijze van toetsen
LCX996M20	Ma-scriptie Gezondheidscommunicatie	Afhankelijk gebruikte methode van de scriptie. Het onderwerp dient op het gebied van Gezondheidscommunicatie te zijn. Zie voor de beoordelingscriteria het beoordelingsformulier.	MA scriptie, zie bijlage
LCX902M10	Ma-stage Health Communication	Afhankelijk van gebruikte methode van de stage. Stage moet binnen het gezondheidsdomein zijn. Zie voor de beoordelingscriteria de formulieren die het stagebureau hanteert.	Een stageonderzoek bij een organisatie.