



# **CURRICULUM FRAMEWORK**

## **BACHELOR OF ARTS IN MULTIMEDIA COMMUNICATION**

***PROGRAM CODE: 7320104***

**Applicable for cohort 2023 (Academic Year 23-24)**

*(Decision No.105a/2023/NQ-HĐT, Dated: 03/04/2023 by the Provost of VinUniversity)*



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## **I. BACKGROUND INFORMATION**

Program name: Bachelor of Arts in Multimedia Communication

Course Duration: Full-time: 4 years

## **II. PROGRAM OVERVIEW**

### **1. Program objectives**

#### **1.1. General objectives**

The overall objective of the program is to prepare high-quality graduates of Bachelor of Arts in Multimedia Communication, with intercultural communication skills and the ability to creatively translate relevant background knowledge and specialized knowledge of communication into work in a variety of creative industries or wherever expertise in the use of multimedia techniques is required. Graduates with high level of proficiency in English language and state-of-the-art communication skills will be able to work effectively in a multicultural communication profession and also academic environment.

Students will also foster their personal qualities according to VinUni's EXCEL framework, which are: **Empathy** (the ability to sense other people's emotions, understand others without judgement); **Exceptional Capability** (exceptional capabilities and competencies that are proven determinants of future success); **Creativity** (the ability to perceive the world in new ways, make connections, generate solutions); **Entrepreneurship Mindset** (the ability to overcome challenges, be decisive, accept responsibility, be impactful for the society); and **Leadership Spirit** (be able to motivate and influence people to act toward achieving a common goal). In addition, students are also trained to be able to cultivate their own good health, adhere to professional ethical principles, and have a good sense of social responsibility as well as a spirit of service and commitment to solving challenges and social issues.

#### **1.2. Specific objectives**

The Bachelor of Arts in Multimedia Communication program is expected to develop communications officers, communications specialists, and public relations specialists at businesses, state agencies, embassies of countries and international organizations; operational experts at television channels, event companies, advertising companies, corporate marketing departments, in film, art, or journalism; communication, content creation or any other jobs which require multimedia communication and/or public relations skills. Those can include but are not limited to multimedia products management, website management, brand management, organizing the implementation of communication programs, campaigns and development projects; teaching, and in-depth research on communication issues.

The program sets specific objectives for the knowledge, skills and abilities, including a sense of responsibility and ethical qualities for graduates as follows:

- **Knowledge:** Having fundamental knowledge and in-depth knowledge of the Communications industry (with two focuses: Digital Communication and Public

Relations); the ability to self-study, self-research, and continuously develop professionally; the ability to solve practical problems using interdisciplinary knowledge, specialized knowledge, information technology knowledge and skills, as well as English language proficiency developed in the program to work effectively in international settings; and the desire and skills for life-long learning.

- **Critical thinking:** Having the ability to identify, analyze, evaluate and process data and information from different sources; respect diverse opinions.
- **Research capacity:** Having the ability to do fundamental research on communication topics and make recommendations, applying skills in searching, synthesizing and analyzing information, critical thinking skills, writing skills and language skills.
- **Global awareness:** Having background knowledge of global socio-economic issues and solutions to address those problems through the media. Be responsible and closely connected to the community, country and the world.
- **Socio-political awareness:** Having knowledge of Vietnam's social, political and economic environment and the country's current position in the world; having the desire to help bring Vietnam to the next level.
- **Ethics:** Having an ethical foundation, committing to complying with professional ethics, committed to providing factually correct information. Having an ethical mindset and a nuanced understanding of ethical challenges in various aspects of the communications discipline is critical for a well-rounded communication graduate. In VinUniversity's program, in addition to the focus on ethics provided in the HASS1010 Marxism-Leninism Philosophy and CAS2010 Applied Ethics courses, every Communication major course embeds ethics as a core part of the course. This ensures that ethics are not taught in isolation but rather integrated into each course to provide nuance and specificity for Communication majors.
- **Leadership ability:** Having the ability to work effectively in groups, inspire others and be group leaders; having interpersonal communication skills to manage teams and resolve conflicts.
- **Entrepreneurial spirit:** Having passion and entrepreneurial mindset and the ability to identify startup opportunities; be sensitive to professional and social contexts; be able to become leaders in multidisciplinary teams, both within the profession and in the community.
- **Interprofessional Collaboration:** Having the ability to work with individuals from different backgrounds and with different skills/competencies to solve a common problem.

## **2. Program learning outcomes**

### **2.1. Knowledge**

#### ***2.1.1. General knowledge***

- Knowledge of political theory, history and culture of Vietnam.
- Awareness and basic understanding of the political, economic and social systems of Vietnam and also other countries around the world.
- Basic understanding of the legal policy system of the State of Vietnam and international law;
- Knowledge of the role of intercultural sensitivity in constructing personal identities, values, perceptions and biases and the ability to navigate in local and global contexts;
- Thorough understanding and the ability to apply fundamental knowledge in scientific research methods, arts, ethics, humanities, global perspectives and sustainable development in product creation activities and communication management;
- Knowledge of physical education and national defense and security.

### ***2.1.2. Major knowledge***

According to the National Communication Association (2015), “A central assumption of these Learning Outcomes in Communication is that Communication constructs the social world and is relational, collaborative, strategic, symbolic, and adaptive.” As such, students will be able to:

#### *a. Describe the Communication discipline and its central questions:*

- Identify intellectual specialization(s) in the Communication discipline.
- Categorize the various career pathways for students of Communication;
- Articulate the importance of communication expertise in career development and civic engagement;
- Examine contemporary debates within the field;

#### *b. Employ Communication theories, perspectives, principles, and concepts:*

- Explain and critique Communication theories, perspectives, principles, and concepts;
- Apply Communication theories, perspectives, principles, and concepts to real-world problems.

#### *c. Engage in Communication inquiry Interpret Communication scholarship:*

- Evaluate existing Communication scholarship;
- Formulate questions appropriate for Communication scholarship and contribute to scholarly conversations appropriate to an undergraduate level of scholarship;

#### *d. Create messages appropriate to the audience, purpose, and context:*

- Select creative and appropriate modalities and technologies to accomplish communicative goals;

- Adapt messages to the diverse needs of individuals, groups and contexts;
- Create messages in multiple communication modalities and contexts;
- Adjust messages while in the process of communicating;
- Critically reflect on one's own messages after the communication event.

*e. Critically analyze messages:*

- Identify meanings embedded in messages;
- Recognize the influence of messages;
- Engage in active listening;
- Respond to messages clearly and appropriately.

*f. Demonstrate the ability to accomplish communicative goals (self-efficacy):*

- Identify contexts, situations and barriers that impede communication self-efficacy;
- Perform verbal and nonverbal communication behaviors that illustrate self-efficacy;
- Articulate personal beliefs about abilities to accomplish communication goals;
- Evaluate personal communication strengths and weaknesses.

*g. Apply ethical communication principles and practices:*

- Identify ethical perspectives and their relevance to communication practice;
- Explain the relevance of various ethical perspectives to communication practice;
- Evaluate and articulate the ethical elements of a communication situation;
- Choose to communicate with ethical intention;

*h. Utilize communication to embrace difference:*

- Articulate the connection between communication and culture;
- Recognize individual and cultural similarities and differences and the ways they influence communication;
- Adapt one's communication in diverse cultural contexts.

*i. Influence public discourse*

- Explain the importance of communication in civic life;
- Identify the challenges facing communities and the role of communication in resolving those challenges;
- Frame and evaluate local, national and/or global issues from a Communication perspective;
- Utilize communication to respond to issues at the local, national, and/or global level;

- Advocate a course of action to address local, national and/or global issues from a Communication perspective;

## **2.2. Skills**

### **2.2.1. Hard skills**

#### *a. Professional skills*

- The ability to synthesize, analyze, evaluate, and comment on communication issues at different levels of complexity and apply communication principles and other related principles to provide solutions to those problems;
- Strategy development, plan implementation, risks and crisis management in the field of communication;
- Intercultural communication;
- Article writing, news reporting, message creation, event organization, promotional activities and public relations management.

#### *b. Ability to reason and solve problems*

- Skills in reasoning, discovering and solving problems in the field of communication and other subjects of study;
- Critical thinking skills in the process of forming ideas, making decisions, and working collaboratively to solve problems.

#### *c. Ability to research and discover knowledge*

- Ability to solve problems, discover and conduct research in the field of communication.

#### *d. Creative thinking ability for entrepreneurship*

- Having an entrepreneurial mindset with a desire to explore issues, ask the "right questions", and identify emerging problems at different local, region and global scales;

#### *e. Ability to translate knowledge into practice*

- Ability to translate knowledge and skills into practice;
- Ability to analyze requirements, propose solutions and implement solutions.

### **2.2.2. Soft skills**

#### *a. Personal skills*

- Ability to work independently; self-study and explore, perform well-planned work and set one's own development goals;
- Time management skills and appropriate allocation of personal work.
- Having professional responsibilities and making sound judgments based on ethical principles and legal guidelines.

#### *b. Teamwork skills*

- Ability to perform teamwork and cooperate well with other members in a variety of groups including curricular projects and extracurricular activities;
- Knowledge sharing and group relationship regulation.

*c. Management and leadership skills*

- Persuasion, negotiation, active listening and empowerment skills;
- Verbal and non-verbal communication skills;
- Reasoning skills and ideas organization.

*d. General and specialized language skills*

- Proficient English communication skills in a multicultural and academic environment;
- Ability to utilize specialized English which is appropriate for the communication major the workplace.

*e. Other complementary skills*

- Proficient in using and exploiting advanced features of information technology;
- Proficient in using basic hardware, including but not limited to cameras, smartphones, microphones, mixers, et cetera and digital content editing applications such as Adobe Photoshop, Illustrator, Premiere Pro, Digital Audio Workstations, analytics tools, social media platforms, and other tools.

### **2.2.3 Abilities**

- Confidence, flexibility, risk-taking, enthusiasm, passion for creativity, self-respect, and cultural understanding;
- Willingness to commit to community service as well as country development;
- Ability to work under high pressure and in changing environments;
- Adherence to the law and work with a high spirit of discipline;
- Responsibility and willingness to contribute to the community and professional field;
- Having a healthy and active lifestyle.

### **3. Basic structure of the program**

A total number of credits to be accumulated to complete the program is **120 credits** (excluding physical education, national defense and additional skills). Details of the program's structure are as follow:



No.	Curriculum Components	Number of Credits	Credit Distribution (%/ Total Credits)
<b>I</b>	<b>GENERAL EDUCATION</b>	<b>27</b>	<b>22.5%</b>
I.1	<i>University Core Requirement</i>	12	10.0%
I.2	<i>Distributional Requirement</i>	12	10.0%
I.3	<i>Co-curricular Learning</i>	3	2.5%
<b>II.</b>	<b>PROFESSIONAL EDUCATION</b>	<b>93</b>	<b>77.5%</b>
II.1	<i>College Core Requirement</i>	14	11.7%
II.2	<i>Major Core Requirement</i>	25	20.8%
II.3	<i>Area of Focus (elective)</i>	21	17.5%
II.4	<i>Free Electives</i>	21	17.5%
II.5	<i>Internship/ Capstone project</i>	12	10.0%
	<b>TOTAL</b>	<b>120</b>	<b>100%</b>

#### 4. Entry requirements

Any individual (Vietnamese or international) who graduates from high school before September each year or has already graduated from high school is eligible to apply for the Bachelor of Arts in Multimedia Communication.

#### 5. Training procedures and graduation eligibility

##### Training procedures:

According to the Academic Regulations for Full-Time Undergraduate Programs of VinUniversity.

##### Graduation eligibility:

According to the Academic Regulations for Full-Time Undergraduate Programs of VinUniversity.

#### 6. Assessment

According to the current Academic Regulations for Full-Time Undergraduate Programs of VinUniversity, the assessment criteria for the Bachelor of Arts in Multimedia Communication program are proposed to include, but is not limited to tests, individual projects and case studies, presentations, essays, group projects and group work, class participation and discussion, professional skills assessments, practical assessments and comprehensive examinations.

#### 7. Program content

##### 7.1. Curriculum Framework

No.	Course Code	Course Name	Number of Credits
<b>I</b>	<b>GENERAL EDUCATION</b>		<b>27</b>
<b>I.1</b>	<b>VinUni Core Requirement</b>		12
I.1.1	ENGL1011	Fundamental of Academic Writing	3
I.1.2	ENTR1020	Agile Innovation and Entrepreneurship	3
I.1.3	LEAD1031	Leadership and Teambuilding Bootcamp	2
I.1.4	THINK1010	Critical and Creative Thinking	2
I.1.5	HASS1070	Cross Cultural Navigation	2
I.1.6	VCOR1021 / 22	Healthy Lifestyle 1, 2 (Physical Education)	45 hours
<b>I.2</b>	<b>Distributional Requirement</b>		12
I.2.1	HASS1010	Marxism-Leninism Philosophy (Philosophy Science and Society)	3
I.2.2	HASS1020	Marxism-Leninism Political Economy (Global Political Economy)	2
I.2.3	HASS1030	Scientific Socialism (Politics and Social Change)	2
I.2.4	HASS1041 / 42	Ho Chi Minh Ideology (Vietnam: History and Cultures II)	2
I.2.5	HASS1050	History of the Communist Party (Vietnam: History and Cultures I)	2
I.2.6	ARTS1010 / MUSI1010	Art Courses (Students to choose one from the Arts Courses Pool: Arts Appreciation, Music Appreciation, etc.)	1
<b>I.3</b>	<b>Co-Curricular Learning</b>		3
I.3.1.	VCOR1012A/B	OASIS (Orientation, Advising, Skills, Identity and Diversity, and Spirit of Pay-it-Forward)	Non-credit
I.3.2.	COSL1010	Community Service Learning	3
<b>II.</b>	<b>National Defense Education</b>		165 hours
<b>III</b>	<b>PROFESSIONAL EDUCATION</b>		<b>93</b>
<b>III.1.</b>	<b>College Core</b>		14
III.1.1.	LAW1010	Introduction to Law	2
III.1.2.	CAS1010	Big Ideas	2

No.	Course Code	Course Name	Number of Credits
III.1.3.	CAS1020	Global Perspectives	2
III.1.4.	CAS2010	Applied Ethics	2
III.1.5.	CAS2020	Logic and Scientific Method	2
III.1.6.	CAS3010	Global Development and Sustainability	2
III.1.7.	CAS3020	Digital Arts and Sciences	2
<b>III.2.</b>	<b>Major Core</b>		<b>25</b>
III.2.1.	COMM1010	Introduction to Communication	3
III.2.2.	STAT1011	Statistics for Social Sciences	3
III.2.3.	COMM2010	Introduction to Data Visualization with Tableau	2
III.2.4.	COMM2020	Visual Communication	3
III.2.5.	COMM2030	Oral Communication	2
III.2.6.	COMM2040	Introduction to Digital Communication	3
III.2.7.	COMM2050	Introduction to Public Relations	3
III.2.8.	COMM3010	Media Production	3
III.2.9.	COMM3020	Social Media Management	3
<b>III.3</b>	<b>Area of Focus</b> <b>- Students to choose 1 of the 2 focuses as below</b>		<b>21</b>
	<b>A. Digital Communication Focus</b>		<b>21</b>
1	COMM3030	Writing for Digital Media	3
2	COMM3050	Media and Society	3
3	COMM3070	Web design and Development	3
4	MARK3020	Digital Marketing	3
5	COMM4010	User Experience Design	3
6	COMM4030	Advanced Media Production	3
7	COMM4050	Digital Media Metrics	3
	<b>B. Public Relations Focus</b>		<b>21</b>
1	COMM3040	Writing for Public Relations	3
2	COMM3060	Strategic Communication	3
3	COMM3080	Public Relations Campaigns	3

No.	Course Code	Course Name	Number of Credits
4	COMM3100	Media Relations	3
5	COMM4020	Corporate Communication	3
6	COMM4040	Crisis Communication	3
7	COMM4060	Reputation Management	3
<b>III.4.</b>	<b>University Electives</b>		21
<b>III.5.</b>	<b>Internship / Capstone Project</b>		12
1	COMM1871 / COMM1872 / COMM1873 / COMM2871 / COMM2872 / COMM2873 / COMM3872	Internship (Students to choose from the Internship Pool to accumulate 6 credits in total)	6
2	COMM4890	Capstone Project	6
<b>Total</b>			<b>120</b>

## 7.2. Provisional study plan

No.	Course Code	Course Name	Number of Credits	Semester												Pre-requisites		
				Year 1				Year 2			Year 3			Year 4				
				Orientation Week	1	2	Summer	1	2	Summer	1	2	Summer	1	2		Summer	
<b>I</b>	<b>General Education</b>		<b>27</b>															
<b>I.1</b>	<b>VinUni Core Requirement</b>		<b>12</b>															
1	ENGL1011	Fundamental of Academic Writing	3		3													
2	ENTR1020	Agile Innovation and Entrepreneurship	3		3													
3	LEAD1031	Leadership and Team-Building Boot Camp	2			2												
4	THINK1010	Critical and Creative Thinking	2				2											
5	HASS1070	Cross Cultural Navigation	2			2												
6	VCOR1021/22	Healthy Lifestyle (Physical Education)	0		x	x												
<b>I.2</b>	<b>Distributional Requirement</b>		<b>12</b>															
1	HASS1010	Marxism-Leninism Philosophy	3		3													

No.	Course Code	Course Name	Number of Credits	Semester												Pre-requisites	
				Year 1				Year 2			Year 3			Year 4			
				Orientation Week	1	2	Summer	1	2	Summer	1	2	Summer	1	2		Summer
2	HASS1020	Marxism-Leninism Political Economy	2		2												
3	HASS1030	Scientific Socialism	2			2											
4	HASS1041 /42	Ho Chi Minh Ideology	2			2											
5	HASS1050	History of the Communist Party	2					2									
6	ARTS1010 / MUSI1010	Arts Appreciation/ Music Appreciation	1					1									
<b>I.3</b>	<b>Co-curricular Learning</b>		<b>3</b>														
1	VCOR1012A/B	(Orientation, Advising, Skills, Identity and Diversity, and Spirit of Pay-it-Forward)	0		x	x											
2	COSL1010	Community Service Learning	3		1			2									
<b>II</b>	<b>National Defense Education</b>			x													
<b>III</b>	<b>Professional Education</b>		<b>93</b>														
<b>III.1</b>	<b>College Core</b>		<b>14</b>														
1	LAW1010	Introduction to Law	2					2									
2	CAS1010	Big Ideas	2		2												
3	CAS1020	Global Perspectives	2			2											
4	CAS2010	Applied Ethics	2					2									
5	CAS2020	Logic and Scientific Method	2					2									
6	CAS3010	Global Development and Sustainability	2							2							
7	CAS3020	Digital Arts and Sciences	2								2						
<b>III.2</b>	<b>Major Core</b>		<b>25</b>														
1	COMM1010	Introduction to Communication	3			3											
2	STAT1011	Statistics for Social Sciences	3			3											
3	COMM2010	Introduction to Data Visualization with Tableau	2					2									TBD
4	COMM2020	Visual Communication	3					3									TBD
5	COMM2030	Oral Communication	2					2									TBD
6	COMM2040	Introduction to Digital Communication	3					3									TBD
7	COMM2050	Introduction to Public Relations	3					3									TBD
8	COMM3010	Media Production	3							3							TBD
9	COMM3020	Social Media Management	3							3							TBD

No.	Course Code	Course Name	Number of Credits	Semester												Pre-requisites	
				Year 1				Year 2			Year 3			Year 4			
				Orientation Week	1	2	Summer	1	2	Summer	1	2	Summer	1	2		Summer
<b>III.3</b>	<b>Area of Focus</b> <i>- Students to choose 1 of the 2 focuses as below</i>		<b>21</b>														
	<b>A. Digital Communication Focus</b>		<b>21</b>														
1	COMM3030	Writing for Digital Media	3								3						TBD
2	COMM3050	Media and Society	3									3					TBD
3	COMM3070	Web design and Development	3									3					TBD
4	MARK3020	Digital Marketing	3									3					TBD
5	COMM4010	User Experience Design	3											3			TBD
6	COMM4030	Advanced Media Production	3											3			TBD
7	COMM4050	Digital Media Metrics	3											3			TBD
	<b>B. Public Relations Focus</b>		<b>21</b>														
1	COMM3040	Writing for Public Relations	3								3						TBD
2	COMM3060	Strategic Communication	3									3					TBD
3	COMM3080	Public Relations Campaigns	3									3					TBD
4	COMM3100	Media Relations	3									3					TBD
5	COMM4020	Corporate Communication	3											3			TBD
6	COMM4040	Crisis Communication	3											3			TBD
7	COMM4060	Reputation Management	3											3			TBD
<b>III.4</b>	<b>University Electives</b>		<b>21</b>														
<b>III.5</b>	<b>Internship / Capstone Project</b>		<b>12</b>														
1	COMM1871 / COMM1872 / COMM1873 / COMM2871 / COMM2872 / COMM2873 / COMM3872	Internship	6														
2	COMM4890	Capstone Project	6												6		
<b>Total</b>			<b>120</b>														

### 7.3. Short Description of Courses

#### 7.3.1. General Education Courses

*In General Education courses students work alongside other students from different programs in the university on individual and group assignments.*

#### **ENGL1011 – Fundamentals of Academic Writing**

3 Credits

Pre-requisite: None

The course aims at refining students' language, communication, academic- literacies, and critical thinking skills. Although this course covers arrange of communication genres, there is a particular focus on formal academic writing to equip students with- strategies for long-term success in university-level course- work. The course will give students an abundance of guided practice and independent production in following a process writing approach, which includes investigating, shaping, drafting, peer and teacher feedback, reflection, revision, and final product. This foundational framework will be adapted to the various types of academic writing functions. In addition to this, students will work in interdisciplinary groups on an extended group project throughout the course to discover more about authentic communication types which students will encounter at university. This project will focus on analyzing their purpose, audience, tone, and linguistic features and presenting their findings to peers.

### **ENTR1020 – Agile Innovation and Entrepreneurship**

3 Credits

Pre-requisite: None

The purpose of this course is to provide students with a basic understanding of the entrepreneurial and innovation mindset and provide students the opportunity to learn about and develop skills and behaviors correlated with impactful- entrepreneurs and innovators. Skills to be developed–through lecturing and in-class discussions, plus coaching on assignments and in-class exercises–include observation of real-world facts, identifying status-quos or problems, identifying core causes leading to status-quos, and to discover original way store move causes or to solve problems; networking with people to identify technological contributions, optimizing creativity, seeking feedback, and pro to typing or mock up design. The pedagogical outcomes of this course include (i) development of creativity & out-of-the-box thinking, (ii) critical thinking through observation and abstractions, (iii) entrepreneurial mindset and (iv) teamwork on a social or environmental issue. As part of the course all students will engage in a 2-day hackathon to present and discuss optimization of team's solution to a real-world social or environmental problem. The course is intended for a mix of students from various academic disciplines, such as medicine, nursing, engineering, business, real estate, and hospitality.

### **LEAD1031 – Leadership and Teambuilding Bootcamp**

2 Credits

Pre-requisites: None

This course is designed as a required course for freshmen to help the students' leadership development by introducing the basic concepts of leadership and organizational behavior. This course has one big goal for you: to practice and apply concepts and techniques learned in the class and your life to various scenarios. This course is also intended to provide an overview of leadership trends rather than to emphasize every detail and in-depth review of academic studies. Understanding a landscape of leadership will be possible under the structure of four modules: (1) Leader as a decision-maker, (2) Leader as a problem solver, (3) Leader as a designer, and (4) Leader as a game-changer. A leader in this turbulent world is expected to be a final

decision-maker to find a creative solution for difficult challenges and will need to organize a group of people with a form a land informal system. Leadership Development offers a safe place for your learning of leadership. Practice, try, fail, and try again! This is the philosophy of this course. The Boot Camp instills foundational leadership values and skills into students, while bringing the class together, building lasting cohesion, and creating esprit de corps. Students will earn and apply basic leadership concepts and skills through hands-on and experiential learning. Organized into individual and team-based events, the students will have to work individually and together to solve complex and dynamic problems taken from- the military, government, and business sectors. This includes but is not limited to: conducting long distance land navigation, negotiating- physical obstacle courses, analyzing leadership case studies, and much more. From developing self-awareness and thinking critically to innovating ideas and displaying resilience, students will earn critical elements of Self, Interpersonal, and Team Leadership. Following this course, students will gain a foundational understanding of key elements of leadership and better understand their strengths and how to effectively work in- teams and organizations.

### **THINK1010 – Critical and Creative Thinking**

2 Credits

Pre-requisites: None

Developing your own ideas in a logical and critical manner is an essential part of being a student in higher education. In this course you will learn about the nature of argumentation, how to evaluate arguments, uncover hidden premises, and sharpen your own thinking skills. We will start by looking at the difference between arguments and non-arguments and why being able to present an argument is such an important skill. Then we will look at different kinds of arguments, such as deduction, induction, and arguments from inference to the best explanation. Not all arguments are made equal. Some arguments are irrefutable – others barely convincing - and others still completely misleading. We will look at how you can assess the quality of an argument and avoid common logical pitfalls. Finally, we will finish by looking at some philosophical puzzles and paradoxes involving logic and reasoning including Hume's notorious problem of induction and the Sorites paradox.

### **HASS1070 – Cross Cultural Navigation**

2 Credits

Pre-requisite: None

This course aims to equip students an understanding of one aspect of the so-called “global experience” and/or inter-cultural sensitivity, so that students can become knowledgeable 10 about the ways in which individual identities, values, and perceptions and biases are shaped by cultures across the continentals through acquiring knowledge of theories practice related to the impact of culture in our daily ecologies in local and global contexts. In the end, students can identify and understand the inter-sectional of one’s own and others’ cultural identities in order to reflect on how various cultural concepts apply to your own life, communication and various areas of study.

### **VCOR1021/22 – Healthy Lifestyle 1,2**



Non-credit, required min 45 hours across Year 1

Pre-requisite: None

“Healthy Lifestyle” is a mandatory and non-credit bearing course of the General Education Program. Undergraduate students are required to enroll in this course to fulfill part of the graduation requirements and are expected to complete it by the end of their first-year study. This course provides the essential knowledge, skills, and practicum lessons (exercise/sport classes), whereby students are able to develop a suitable approach in attaining a physically, mentally, socially and spiritually healthy lifestyle.

Specifically, this course provides students with the knowledge to make better choices during their daily routines to build a healthy lifestyle. A healthy lifestyle includes physical wellbeing, psychosocial, and spiritual health. Students receive mentorship that guides and shapes their perspective, showcasing the importance of having a well-balanced life. Components of a healthy lifestyle will be discussed as a process and science that allows students to have a greater understanding of what it takes to achieve their goals for overall wellbeing. Nutrition and diet will be taught to dispel the myths about how and what you should eat to achieve desired health results. Having a healthy mind, healthy body, clarity of thought and the ability to effectively process information are key trademarks of a healthy lifestyle.

This course emphasizes practical application of the learned concepts in order to integrate subject matter into students’ current daily routines and throughout life. The majority of coursework will be held in different environments and venues in order to expose students to the many varieties of fitness tools and resources to maintain a healthy foundation.

### **HASS1010 – Marxism-Leninism Philosophy (Philosophy Science and Society)**

3 Credits

Pre-requisite: None

Philosophy Science and Society is one of four courses in the General Education Program forming the ideology/national education component required for higher education curriculum as directed by the Ministry of Education & Training, Socialist Republic of Vietnam. These four courses are written to achieve the primary objective of helping students understand core values of both country and university through objective and critical academic lenses in a global context. As these courses will be taught in English to students for whom English is mainly a second language at VinUniversity, each course is designed to be delivered in the spirit of content-based language learning approach to help students both develop English language competency (focusing on speaking, listening and reading) and basic understanding of the content. Philosophy, Science & Society (PSS) provides students with a broad survey of key ideas in Philosophy, its relevance to society and the way we think we understand the world, or to put it broadly, “science.” We begin the course with an overview of the role of Philosophy and Metaphysics as we embark on this journey of critically re-examining the way we look at our world. In the second part of the course, we take a deep dive into questions of Epistemology, based on which students can orient and develop their

creative thinking, philosophy of humanity and action. We follow up with an exploration of trends that came into being with the “social turn” of epistemology found in the critical works of Thomas Kuhn and later in the burgeoning body of works clustered as Sociology of Science. Following this radical re-thinking, we return to the fundamental questions about humanity posed in Social Philosophy and Ethics, to round up our critical inquiry of the complex relationship among philosophy, science and society.

### **HASS1020 – Marxism-Leninism Political Economy (Global Political Economy)**

2 Credits

Pre-requisite: None

Global Political Economy: Vietnam-Region-The World is one of four courses in the General Education Program forming the ideology/national education component required for higher education curriculum as directed by the Ministry of Education & Training, Socialist Republic of Vietnam. These four courses are written to achieve the primary objective of helping students understand core values of both country and university through objective and critical academic lenses in a global context. This course is designed to help students develop a critical lens to understand social reality and social issues, including pressing questions, such as: What is Vietnam’s place in the world? What are the opportunities and challenges for Vietnam in the current configuration of the global political economy? To do so, we begin with a brief introduction to the study of political economy, informed by different persuasions in Marx-Leninism, political science, economics, sociology, anthropology and history. Students will gain a nuanced understanding of this interdisciplinary field through hands-on workshops and exercises on the principles of scientific and logical arguments. The second part of this course will focus on specific issues related to globalization and international integration. In particular, we focus on the role of development, modernization, and regional development in Vietnam’s prospects in the world. Our case studies pay special attention to the immediate regions surrounding Vietnam, namely ASEAN, East Asia (in particular, China) and South Asia. In the third and final part of this course, we examine the expressions of global inequality and consider how individuals and communities within Vietnam can move forward in an ever-globalizing world.

### **HASS1030 – Scientific Socialism (Politics and Social Change)**

2 Credits

Pre-requisite: None

Assuming a basic, strong, and even pivotal relationship between society and politics, the course Politics and Social Change will guide participants to a deep understanding of that relationship in Vietnam and the wider Asian region in the 20th and 21st centuries. The course explores key concepts of politics and social change, and in explication of those concepts, examine the dynamics of politics and social change in concrete terms.

What can be learned?

Students at the end of course will become familiar with the concepts of politics and social change of Vietnam. Students will also understand and compare Vietnam with

national development efforts elsewhere in Asia. Finally, they will become familiar with major political and international relations developments from the 20th century.

The medium of instruction helps students to both develop English language competency (focusing on speaking, and articulation, reading) and discourse skills through continuous practice with classmates and instructor.

#### Broad outlines

The course begins with a basic appreciation of the concepts of politics and social change, moving into Marxism-Leninism and its application to understanding politics & social change, and extending into how Ho Chi Minh Thought applies Marxism-Leninism and also stands apart as a set of national and contextual ideas and practices. The processes of politics and social change of other countries in the Asia-Pacific are then explored for comparison and contrast.

#### Medium of learning

The guiding principle for learning at the Vin Uni is active learning. This approach engages students to be active in the learning process with methods that are more than, not without, the traditional base of lectures and tutorials. The instructor or teacher plays the role of facilitator and provides an environment where students responsibly and actively acquire as much as possible, rather than passively given, the learning points that the course desires.

Participants in this course will learn and share through a mix of lectures, tutorials, nonjudgmental journal writing, presentations, and learning to collaborate with others through group projects. The learning environment should be safe, frank, friendly, collaborative, and enlightening.

The weekly lists of readings are divided into two types. Basic readings are recommended, and students should at least complete one for each week. Students who wish to do more can pick up the other basic and optional/additional readings.

### **HASS1041/1042 – Ho Chi Minh Ideology (Vietnam: History and Culture II)**

2 Credits

Pre-requisite: None

Vietnam History and Culture since 1858 is continuation of the first period (from ancient time to 1858) and covers the period from 1858 until today.

The main objective of the course is to analyze the development of Vietnam and its people from 1858 when France attacked and colonized VN through two Indochina wars (1946- 1965) and (1954-1975) until today as Vietnam reunified and reformed and integrated into international system.

Due to its strategic geopolitical position, Vietnam has long been a global crossroads. So, this course tries to show as much as possible the parallels, interactions between Vietnam history and events and that happened in the world's stage.

The course also aims to reflect Vietnam history and culture through the central figure of Ho Chi Minh (1890-1969), the most famous Vietnamese during this period. His life and career reflected the development of the very period of Vietnam history.

Students are encouraged to do research themselves to have a broader view, discover new historical details.

### **HASS1050 – History of the Communist Party (Vietnam: History and Culture I)**

2 Credits

Pre-requisite: None

The great American humorist and writer Mark Twain once said, “History doesn’t repeat itself, but it often rhymes.” This course takes as its point of departure the possibility of using those rhymes of the past to better help us navigate our present and future. What lessons can we draw? As future businesspeople, health care professionals, engineers, and computer scientists, these lessons have far more relevance than you may imagine.

Vietnam History and Culture (I) examines Vietnamese history and cultural production from its early origins to 1858 and the French Colonial project. The curriculum is divided into five units. We begin the curriculum by considering the study of both history and culture from theoretical perspectives and consider what these mean in the Vietnamese context. Just what are “History” and “culture”? What does it mean to be Vietnamese? In the second unit, we consider the ancient construction of Vietnamese history and cultural production. The third portion of the course examines the Lý and Trần dynasties as well as the Ming Occupation. Fourth, we explore the movement of Vietnamese people southward and the Tây Sơn Rebellion. And finally, fifth, we assess the unification of Vietnam under the Nguyễn and what is to come.

Too often Vietnamese are portrayed in history as vessels upon which events happen to them. This course treats the Vietnamese as agents of their history, grappling with big questions and great problems. We also explore the Vietnamese people’s historical willingness to learn from and integrate foreign ideas and instruments to further develop the Vietnamese culture. To this end, we will wrestle with questions such as: What are the forces that have shaped Vietnamese identity? What drives the worldview(s) of Vietnamese? How has it been transformed over time?

### **ARTS1010 – Arts Appreciation**

1 Credit

Pre-requisite: None

Art Appreciation is a one-credit elective course that provides a general introduction to the visual arts, media, techniques, and history. This course takes on interdisciplinary approaches to equip students with a broad knowledge of the historical, practical, philosophical, cultural, and social contexts of the arts in order to help students gain the ability to articulate their understanding and interpretation of the arts. This course introduces students to aspects of arts research and curation, as well as elements, media, and methods used in creative processes. The application of the arts, especially visual arts in daily life and in the field of business, technology, and medicine is explored in this course. This course also aims to develop students’ appreciation for Vietnam arts and visual art forms by providing them with opportunities to explore the diversity and richness of what Vietnam has to offer in terms of the arts.

This course offers students opportunities to learn about how art is created and how it evolves over time; it would cultivate and enrich students' artistic senses, experience, and enjoyment of different forms of arts even if the student is not an artist or does not have an ability to draw/paint. In addition, this course fosters and supports students' development of oral and written presentation and communication, critical and analytical thinking, and multicultural perspectives.

This course does not require students to have any prerequisite experience in art theory or practice. Rather, it is a beginning-level course to help students familiarize themselves with the different types of arts, as well as learn how to observe, appreciate, speak, and write intellectually about art. Furthermore, the course helps students to think about how art can be integrated and applied in their daily lives and their own fields of interest.

### **MUSI1010 - Music Appreciation**

1 Credit

Pre-requisite: None

This course offers students opportunities to learn about how music is created and how it evolves over time; it would enrich students' musical sense, experience, and enjoyment of all types of music even if the student is not a musician. In addition, this course fosters and supports students' development of oral and written presentation and communication, critical and analytical thinking, and multicultural perspectives.

Specifically, students taking this course will have the opportunity to explore the history of music, from the primitive musical forms through contemporary pieces around the world. Forms and genres of music include classical, jazz, theatrical music, gospel, folk, soul, blues, Latin rhythms, country, rock & roll, and hip hop. Various arrays of Vietnamese music (traditional, contemporary, theatrical, V-pop) are also discussed in this course. The course explores the relationship between music and people's everyday life and social movements, and its cultural significance. Digital music and the evolution of the Internet and AI impacting the music industry, music distribution, and global music access are also an important part of this course.

This course does not require students to have any prerequisite experience in musical theory or performance, i.e., students are not required to be able to sight-read sheet music or play any musical instrument. Rather, it helps students become active and intellectual music listeners, as well as it helps students to think further on how music can be integrated and applied in their daily lives and their own fields of interest. This course is delivered in class and outside class environment if appropriate.

### **VCOR1012A/B – OASIS (Orientation, Advising, Skills, Identity and Diversity, and Spirit of Pay-it-Forward)**

Non-credit

Pre-requisite: None

OASIS, which stands for Orientation, Advising, Skills, Identity & Diversity, and Spirit of Pay it Forward, is an integral, non-credit-bearing mandatory component of the Co-curriculum Program and plays an important role as one of the graduation criteria. OASIS is a distinctive signature program of VinUni that holds a registered trademark.

Its primary objective is to cultivate a self-leadership mindset and equips students with essential skills, facilitating their transformation from high school students into effective university scholars, responsible global citizens, and be ready for future career. OASIS is implemented in the first 4 years of bachelor's degree to ensure there is enough time for students to reflect and practice their own self-leadership development, especially in developing essential qualities for work and life, including self-confidence, self-esteem, self-determination, and self-control.

### **COSL1010 – Community Service Learning**

Credits: 3

Pre-requisite: None

VinUniversity aims to nurture students to become both competent professionals and responsible citizens making contributions to their professions and the community. Community Service Learning (CSL) provides students with the opportunities to serve the community and to learn how to apply their professional knowledge in bettering the lives of the public. As part of CSL, students must take the 1 credit Introduction to Service-Learning course (equivalent to 15 hours) and fulfill the remaining 30 hours of CSL doing independent volunteer work. CSL is increasingly recognized as a method for educating students to become socially responsible citizens. Many universities over the world have incorporated CSL in their academic undergraduate programs to varying degrees and in a variety of forms. CSL can be a differentiating factor for VinUni students as they become global citizens. “Service-learning is a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired academic learning outcomes” (Service-Learning Essentials, Jacoby 2014; pg.2). Note: Activities must primarily take place off VinUni campus and within the community. All undergraduate students are required to first take the 1-credit bearing course entitled: Introduction to Service Learning and then do volunteer work or continuing education/independent study to complete 30+ hours of an independent CSL activity (i.e., volunteer with a local NGO).

#### **7.3.2. College Core Courses**

### **LAW1010 – Introduction to Law**

2 Credits

Pre-requisites: None

This course is an introduction to the concept and role of law which considers the nature of the rule of law and its relationship with morality, ethics, politics, and human rights. It provides students with general knowledge of the law that will serve as a helpful foundation for understanding how the law interacts with other disciplines that they study and pursue in the future. The course covers various aspects from legal theory including the notions of law, rules, and legal systems to comparative legal analysis between different bodies of law, branches of international law as well as different means of settling disputes, either at municipal courts or other international forums worldwide. All the topics combine legal understanding and practical issues in both the Vietnamese context and a wide diversity of international legal backgrounds to help students gain

familiarity with basic concepts of national law and be aware of international fundamental legal standards. Throughout the course, students develop critical analysis and problem solving, work-in-group and presentation skills, research literacy in law through theoretical lectures, case law analysis, individual and team assignments.

### **CAS1010 – Big Ideas**

2 Credits

Pre-requisites: None

Course Description:

This is a course on the greats: the great philosophical issues and the great thinkers who have addressed them. We will discuss perennial themes including the meaning of life, death and immortality, freedom and necessity, and the nature of a just society. By engaging with these gripping and fundamental issues, students will both broaden and deepen their thinking. They will also sharpen their critical thinking skills through in-class discussions and assignments.

### **CAS1020 – Global Perspectives**

2 Credits

Pre-requisites: None

Course Description:

This course exposes and engages students with a variety of different global perspectives on important issues of the day. Each week the seminar will be led by a different faculty member or guest speaker who will choose a topic, assign pre-class reading, and organize the class activities. Potential contemporary issues include Chat GPT and AI, the aging crisis, immigration, globalization, the new space race, Industry 4.0, etc.

### **CAS2010 – Applied Ethics**

2 Credits

Pre-requisites: None

Course Description:

We face moral decisions all the time and these decisions can be complex and difficult. This course is designed to give students the tools they need to think through moral issues in a wise, clear, and reasoned manner. We will do this by exploring some of the most pressing moral issues. By investigating these issues, students will become better at thinking morally: they will have a clear and critical understanding of different frameworks for ethical thinking and how these frameworks apply to real-world situations; they will be better able to provide reasons for their ethical beliefs; and they will acquire the necessary tools to think through moral issues by themselves.

### **CAS2020 – Logic and Scientific Method**

2 Credits

Pre-requisites: None

Course Description:

This course introduces students to more advanced topics in reasoning, logic, and the topics of evidence and testing in science. In deductive reasoning students advance in topics in critical thinking to include first-order predicate calculus and modal logic. In statistical reasoning students learn the axioms of probability theory, Bayesian confirmation theory and issues in the confirmation of scientific theories including advanced topics from the Hypothetical-Deductive Method and Falsificationism.

### **CAS3010 – Global Development and Sustainability**

2 Credits

Pre-requisites: None

Course Description:

This course introduces and elaborates on the concept of development and the role of sustainability. The course would engage the ideas of development from an interdisciplinary and multi-dimensional perspective. The course content aims to answer questions such as: what is development? How does development happen? What contributes to development? Why do the development stories differ at the country, regional, and global levels? Besides the theoretical explanation of development, practical insights would be provided via real-world exposure, case studies, contemporary reading material, and capstone projects. The course would focus on the interaction and interrelationship between environment and development by exploring the role of sustainability.

### **CAS3020 – Digital Arts and Sciences**

2 Credits

Pre-requisites: None

Course Description:

As more information becomes digitized, researchers can use powerful AI tools to better analyze that data and visualize it for communication. This course introduces students to the main advances in digital humanities, how to code for basic research and scholarship with an eye to potential application in the areas: communications, psychology and economics.

### **7.3.3. Major Core Courses**

#### **COMM1010 – Introduction to Communication**

3 Credits

Pre-requisites: None

Course Description:

This foundational course introduces students to the fundamental concepts and theories of communication. Through discussions, case studies, and practical exercises, students will gain an understanding of the key components of effective communication, including interpersonal, intercultural, and organizational communication.

#### **STAT1011 – Statistics for Social Sciences**



3 Credits

Pre-requisites: None

Course Description:

This course introduces the fundamental concepts and techniques of statistical analysis. The focus is on developing skills in descriptive and inferential statistics, including data collection and analysis, probability theory, hypothesis testing, and regression analysis. Students will also learn how to use statistical software to perform data analysis.

### **COMM2010 – Introduction to Data Visualization with Tableau**

2 Credits

Pre-requisites: To Be Decided (TBD)

Course Description:

This course introduces the fundamentals of data visualization principles to design clear and engaging visualizations using Tableau Desktop, one of the most used data visualization tools in the world. Although this course focuses on Tableau specifically, this course will help students develop transferrable skills that can apply to many of the most popular software tools used today. The course will cover two important skills in parallel: data visualization principles and the application of them in Tableau. This will help students make informed decisions about the types of visualizations you create and how to communicate them most effectively to an audience.

Students will gain a fundamental understanding of data visualization principles including choosing the best chart type; pre-attentive attributes such as color, shapes, sizes, and typography; decluttering and emphasizing; data wrangling and cleansing; designing in an iterative process; and advanced visualization techniques; and data privacy and ethical considerations.

### **COMM2020 – Visual Communication**

3 Credits

Pre-requisites: TBD

Course Description:

This course examines the role of visuals in effective communication across various media platforms. Students will learn about graphic design principles, typography, layout, and visual storytelling techniques. Through hands-on projects, students will develop skills in creating visually appealing and impactful communication materials, such as infographics, presentations, and digital graphics.

### **COMM2030 – Oral Communication**

2 Credits

Pre-requisites: TBD

Course Description:

This course focuses on developing students' oral communication skills with a focus on public speaking skills, preparing them to confidently deliver speeches and presentations

in various professional settings. Students will learn techniques to engage and captivate audiences, craft persuasive arguments, and master non-verbal communication.

### **COMM2040 – Introduction to Digital Communication**

3 Credits

Pre-requisites: TBD

Course Description:

The media landscape today is fast changing, characterized by unprecedented transformation in all parts of the world. Traditional media forms are becoming deeply challenged by new digital platforms. Media industries and public sector communications in the digital age are operating in an increasingly complex globalized context. Professionals equipped with new skill sets are needed to lead and manage these crucial transformations.

This course provides you with key insights into the changing transnational contexts of media structures and multiple digital communication practices including the latest developments in internet and media platforms, social media, digital audiences, mobile media, online governance. It also trains you in critical analysis, strategic thinking and audience research skills, as well as media writing skills and audio-visual production.

### **COMM2050 – Introduction to Public Relations**

3 Credits

Pre-requisites: TBD

Course Description:

Public relations (PR) is a myth to everyone, but it is important in our daily life and for all professions, whether it is sports, education, finance and entertainment, and for both the public and private sector. Is PR merely publicity, speeches, special events, community gathering and fundraising? These aspects are part of but not the totality of PR.

PR is a broad concept and an interdisciplinary profession. It is associated with language, culture and philosophy. It can also related to arts like design and visual communication. And, it also formulates models driven by research and data that set a framework for problem-solving.

All of these contents will be addressed in this course.

### **COMM3010 – Media Production**

3 Credits

Pre-requisites: TBD

Course Description:

This course introduces students to the multifaceted media production world, encompassing theoretical foundations and practical skills. Covering a spectrum from TV to digital, students will gain hands-on experience with tools and techniques essential

for producing quality content. Topics include storytelling principles, audio-visual techniques, media editing, production ethics, and the ever-evolving digital landscape.

### **COMM3020 – Social Media Management**

3 Credits

Pre-requisites: TBD

Course Description:

This course introduces students to the dynamic world of social media management, equipping them with the strategies and tools needed to effectively curate, publish, and monitor content across various platforms. Dive into branding, audience engagement, and analytics principles to build a robust online presence. Through hands-on projects and case studies, students will learn best practices for content creation, scheduling, crisis management, and performance evaluation, preparing them for careers in the fast-paced realm of social media marketing.

#### ***7.3.4. Area of Focus***

##### **A. Digital Communication Focus**

### **COMM3030 – Writing for Digital Media**

3 Credits

Pre-requisites: TBD

Course Description:

Digital media combine and converge skill sets, tools and technologies. They also blur the traditional roles of producer and consumer, publisher and reader, message sender and message receiver.

These transformations and the demands that they place on writers are the focus of this course. Understanding our increasingly fragmented audiences and exploring how communicators operate will help you develop content for digital formats. You will analyze the possibilities of digital environments. You will also acquire skills to help you succeed in writing for digital media.

### **COMM3050 – Media and Society**

3 Credits

Pre-requisites: TBD

Course Description:

This course explores the complex relationship between media and society, examining the social, cultural, and political impact of mass media. Students will analyze media representations, media effects theories, media ownership, and media literacy. Through critical analysis and discussions, students will gain insights into the role of media in shaping public opinion, influencing social change, and reflecting cultural values.

### **COMM3070 – Web Design and Development**

3 Credits

Pre-requisites: TBD

Course Description:

This course provides a comprehensive introduction to web design and development. Students will learn the principles of user experience design, information architecture, and front-end web development. Through hands-on projects, students will gain skills in creating functional and visually appealing websites, understanding the importance of responsive design and usability.

### **MARK3020 – Digital Marketing**

3 Credits

Pre-requisites: TBD

Course Description:

This course helps students understand how the digital economy works and develop the critical insights needed to succeed in e-commerce and digital marketing. This course provides the foundational knowledge and marketing perspective needed to successfully execute digital marketing activities in businesses of various types and sizes. The course provides participants with the theoretical understanding they need to adapt to the many changes while equipping them with the skills they need to perform their daily tasks.

### **COMM4010 – User Experience Design**

3 Credits

Pre-requisites: TBD

Course Description:

This course examines the principles and techniques of user-centered design to create meaningful and engaging user experiences. Students will learn about user research, information architecture, interaction design, and usability testing. Through hands-on projects, students will develop skills in designing intuitive and user-friendly digital products and interfaces that meet user needs and expectations.

### **COMM4030 – Advanced Media Production**

3 Credits

Pre-requisites: TBD

Course Description:

This course builds on the foundational media production skills from COMM3010 and explores advanced techniques in creating multimedia content. Students will learn about advanced video editing, motion graphics, sound design, visual effects, and livestreaming. Through hands-on projects, students will further develop their creative and technical skills in producing high-quality multimedia content for various platforms and audiences.

### **COMM4050 – Digital Media Metrics**

3 Credits

Pre-requisites: TBD

Course Description:

The extent to which a digital media campaign succeeds is to be measured objectively by concrete outcome in terms of what returns exist after a campaign. Digital Media Metrics is a course aiming at teaching students the various types of Metrics available for such campaigns, ways to access, construct, and measure them, and the opportunities and pitfalls that befall the use of such metrics.

### **B. Public Relations Focus**

#### **COMM3040 – Writing for Public Relations**

3 Credits

Pre-requisites: TBD

Course Description:

Critical to any successful communications professional is a solid understanding of what is newsworthy, coupled with strong writing skills. This course is designed to help you develop professional writing skills expected of PR practitioners. It covers the style and strategy of various forms of public relations writing including press releases, media correspondence, media advisories, and talking points.

#### **COMM3060 – Strategic Communication**

3 Credits

Pre-requisites: TBD

Course Description:

This course focuses on the strategic planning and execution of communication campaigns. Students will learn how to analyze organizational objectives, identify target audiences, develop key messages, and select appropriate communication channels. Through case studies and practical exercises, students will gain skills in developing integrated communication plans that align with organizational goals and effectively engage stakeholders.

#### **COMM3080 – Public Relations Campaigns**

3 Credits

Pre-requisites: TBD

Course Description:

This hands-on course teaches specific considerations, pre-requisites, and skills with regards to putting together public relations campaigns. It teaches the conceptualization of campaigns and the choice of strategies that take into consideration place, time, and cultures. Students will learn to distinguish between strategic and tactical, and the alignment of campaigns to purposes. Students will also learn about the different forms of campaigns and the effective deployment of differentiation and choice for effective communication and public relations.

#### **COMM3100 – Media Relations**

3 Credits

Pre-requisites: TBD

Course Description:

This course focuses on the strategic management of relationships between organizations and the media. Students will learn how to effectively communicate with journalists, craft press releases, organize press conferences, and manage media inquiries. Through practical exercises and case studies, students will develop skills in building positive relationships with the media, handling media crises, and leveraging media opportunities for organizational goals.

### **COMM4020 – Corporate Communication**

3 Credits

Pre-requisites: TBD

Course Description:

The course Corporation Communication will introduce students to theories and practices of how corporate entities communicate with their audiences. The course content would examine various corporate communication processes, audiences, platforms, and models – with an emphasis on publications relations.

### **COMM4040 – Crisis Communication**

3 Credits

Pre-requisites: TBD

Course Description:

This course examines the strategies and practices of effective communication during crisis situations. Students will learn about crisis communication planning, risk assessment, crisis messaging, and stakeholder management. Through case studies and simulations, students will develop skills in managing crisis communication effectively, maintaining organizational reputation, and minimizing the impact of crises on stakeholders.

### **COMM4060 – Reputation Management**

3 Credits

Pre-requisites: TBD

Course Description:

This course examines how reputations are built, and sometimes threatened or destroyed. It analyses the use of communications across a range of contemporary channels which influence perceptions of organizations. Furthermore, students will learn about the role public relations plays in protecting, maintaining and restoring reputation for brands and organizations. Students will learn about the role of managing reputation and gain a strong understanding of brand management and stakeholder relationship building. Students will gain hands on knowledge in managing an issue and experience a crisis simulation.

## **COMM1871 / 1872 / 1873 / 2871 / 2872 / 2873 / 3872 – Internship**

6 credits

Description:

The Internship component is designed to be flexible for students to complete, which comprises of short internships of 1, 2, and 3 credits. Students are allowed to make a selection of internships of their choice to accumulate a minimum of 6 credits in total. There are:

- Two 1-credit internships coded COMM1871 and COMM2871;
- Three 2-credit internships coded COMM1872, COMM2872, and COMM3872;
- Two 3-credit internships coded COMM1873 and COMM2873.

Students are encouraged to start doing internships as early as in summer of Year 1 or in Year 2.

The Internship is designed to provide students with practical experience in various settings related to the field of multimedia communication. The course aims to help students apply their theoretical knowledge to real-world situations and gain practical skills in communication, problem-solving, and critical thinking.

The internship is a six-credit course that requires a minimum of 180 hours of supervised work at an approved internship site. Students will work closely with a site supervisor and a faculty member to create learning objectives, complete tasks, and reflect on their experiences.

During the internship, students will have the opportunity to explore different areas of communication with focuses on digital communication or public relations, such as visual communication, corporate communication, crisis communication, reputation management and so on. They will also have the opportunity to interact with clients, colleagues, and other professionals in the field.

By the end of the course, students will have gained valuable experience and skills that will prepare them for future careers in communication. They will also have developed a better understanding of the role of communication in various settings and the ethical considerations involved in working with clients.

## **COMM4890 – Capstone project**

6 credits

Description:

Working on a capstone project in Multimedia Communication is expected to provide students with an opportunity to demonstrate their ability through either conducting research appropriate to an undergraduate level, or work on a real-world project with an industry partner. The aim is to help students develop critical thinking, research skills, project management skills and the ability to communicate their findings and/ or results effectively.

The capstone is a six-credit course that requires students to choose one of two options:

### **Research Project**

Students will work closely with a faculty advisor to develop a research question, review relevant literature, develop conceptual framework, design a study, collect, and analyze data, and draw conclusions from their findings/ observations/ lessons learnt.

The project must meet the standards of undergraduate academic research and demonstrate the student's ability to apply established research methods. The research paper (thesis) should be well-organized, clearly written, and demonstrate a thorough understanding of the topic chosen and relevant literature.

### **Capstone Project**

Students in the Digital Communication pathway will work with a real client in the community (social enterprise, non-governmental organization (NGO), or other organization) to design and implement a small-scale communication campaign for social impact. Students will engage with the client to identify a communicative need, such as a digital media production, social media campaign, or other mutually agreed-upon product. Students will propose and manage the project from start to finish, including managing stakeholder expectations, following a project schedule, and ensuring final sign off from the client. This capstone project will combine the spirit of community service learning, the practicality of authentic real-world project work, and the ethical imperative of promoting change through effective communication.

Students in the Public Relations pathway will work with the academic advisor to propose and develop a project which could be a corporate client rather than a community organization like the Digital Communication capstone project.