Welcome. You have chosen for the Master of Science programme Communication Studies (M-COM) at the University of Twente (UT). In the Netherlands, there are many communication-related study programmes on offer, both at university level and higher professional education (HBO) level. What differentiates the University of Twente’s programme in Communication Studies, compared to all other communications-related programmes? The programme is characterized by the following features: its focus on practical communication challenges, its focus on organizational contexts, its high degree of academic freedom and its open and informal atmosphere between lecturers and students.

- **Practical communication challenges**
  At the University of Twente you are not simply provided with theories, but you also learn how to apply them to problems in real-life practice. Many of the courses involve working with genuine communication issues from the real world.

- **Focus on organizational contexts of communication**
  At the University of Twente, communication problems are studied within their complex organizational context. Professional communication within, by and between organizations is at the heart of our curriculum.

- **High degree of academic freedom**
  The Master’s programme has been designed so that you are personally responsible for your own course of study and academic progress. Within the programme you are given the freedom to make intrinsic choices.

- **An open and informal atmosphere between teaching staff and students**
  The atmosphere within the programme is pleasant and informal between teaching staff and students. We want our thresholds to be low, and our doors are (almost) always open.

In this study guide you will read about the profile of the study programme, the design of the curriculum and the content of the courses. I hope that you will enjoy your time studying Communication Studies with us. But, more importantly still, I hope that you will be able to realize your full potential and perform to the best of your ability. I hope that the programme brings out the very best in you.

Prof.dr. Menno de Jong
Programme director Communication Science
MASTER COMMUNICATION STUDIES

STUDY PROGRAMME
COMMUNICATION STUDIES
The one-year Master’s programme in Communication Studies starts in September and February. This internationally oriented programme is taught entirely in English and leads to the title of Master of Science (MSc). This programme is only available on a full-time basis. Before starting with the master’s programme you have to choose between one out of three specializations. The three specializations are:

• CORPORATE COMMUNICATION
• MARKETING COMMUNICATION
• TECHNICAL COMMUNICATION

The academic year is divided into two semesters, each of which is divided into two blocks. Each block consists of seven lecture weeks and subsequently a week in which as less as possible lectures are planned, after that two weeks in which the examinations are planned. The full master’s programme consists of 60 EC (European Credits, 1 EC corresponds with 28 hours of study load). A nominal study load is 15 EC (three courses) in a block, but it is possible to take more or less courses in a block. The range of specialization courses and the block in which the courses are offered can change every academic year.
Corporate Communication focuses on how organizations handle their internal and external communications amid the complexities of the modern world. The mission of the specialization in Corporate Communication is inspired by the belief that sustainable communication is essential for healthy organizations. This sustainability needs to be established within a context that is characterized by two fields of tension. Firstly, there is the tension between the organization and its environment (e.g. issues of positioning, reputation and strategy). Secondly, there is the tension of keeping things running smoothly within an organization where a broad range of interests are at stake (e.g. those of employees, different departments and locations).

IDENTITY, TRUST, IMAGE AND REPUTATION
Concepts such as identity, trust, image and reputation play a central role in corporate communication. Organizations want to establish a positive image in the eyes of key stakeholders, and to be seen as a trusted and informed partner in public affairs. While measures such as public image campaigns, a clear and appropriate visual identity, and a code of conduct for personnel can help achieve this, these various aspects of image have to constantly be brought in line with an organization’s overall identity. Working on identity is therefore a complicated and energy-intensive process. Within organizations, it is important to consider how employees work together, whether or not they exchange information, their perceptions and attitudes, their satisfaction with relationships in the organization and the meaning they attach to the work they do. This means considering aspects such as identification, compliance and well-being. In this light, internal communication is so much more than simply providing information. It also involves encouraging optimum cooperation and collectively creating settings in which employees can flourish.

STRATEGIC COMMUNICATION IN ORGANIZATIONS
As a communication professional, you will not only be responsible for communication channels within organizations, but you will also be expected to address communication issues at a strategic level. Given the wide range of factors affecting organizations, this specialization includes theories from corporate and organizational communication, as well as management and organization science. It also explores a range of research traditions: from large-scale quantitative research to detailed qualitative studies. The theories, tools and perspectives of corporate and organizational communication are all present in this specialization to facilitate your development as a communication professional with the practical insight to deal with complex communication issues in modern organizations.
STRUCTURE OF THE SPECIALIZATION CORPORATE COMMUNICATION

The study programme looks as below:
1. The core courses (10 EC) Essentials in Corporate and Organizational Communication (201400183) and Research Topics in Corporate and Organizational Communication (201000111). These core courses are offered twice per year (i.e. each semester). You are not allowed to take more than one core courses “Essentials in …” or “Research Topics …”, because of the overlap in learning objectives.
2. At least two specialization courses of the specialization (10 EC). These specialization courses are offered once per year.
3. Specialization or elective courses from another specialization in the master programme Communication Studies or another master programme from the University of Twente (10 EC). If you choose elective courses from another master programme this has to be approved beforehand by the programme’s Board of Examiners. If you choose elective courses from our own master programme this does not have to be approved beforehand by the programme’s Board of Examiners. The tied choice space of 10 EC offers much flexibility.
4. It is possible to choose more elective courses than the necessary 20 EC.
5. You are obliged to start the programme with the core courses “Essentials in …” followed by the “Research Topics in …” course.
6. Master thesis project (30 EC). In general, you may start the master thesis project when you have completed successfully the core course “Essentials in …” (5 EC) and at least two specialization/elective courses (10 EC).

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Obligatory (core) courses (offered twice a year) | Specialization courses (offered once a year)
understand the nature of flourishing people, sustainable something different than ‘good’. So how can one
The opposite of ‘bad’ is ‘not bad’, which is really
war, just as health is more than the absence of illness.

POSITIVE ORGANIZING (201400185)
The traditional problem-orientation of science runs the risk of missing the unique characteristics of goodness, health and beauty. Peace is more than the absence of war, just as health is more than the absence of illness. The opposite of ‘bad’ is ‘not bad’, which is really something different than ‘good’. So how can one understand the nature of flourishing people, sustainable communication and healthy organizations? This is the research area of positive organizing. The awareness that in order to study meaningfulness, flourishing and strengths in organizations is nothing less than a paradigm shift, in a world where the focus primarily lies on problems, pathologies and limitations.

In this master course, we will explore this approach, looking at ways in which a positive take on organizational communication benefits the understanding of organizing (without becoming happy-clappy romantics) and is inspiring for research (without slackening on the disciplined rigor of social science). In line with the research tradition within Positive Organizational Scholarship we will address themes related the generative dynamics in and of organizations that enable individuals, groups, and organizations as a whole to flourish. It deals with how organizations are macro contexts that shape positive states and positive outcomes for individuals, groups, and whole organizations (e.g., Cameron, Dutton, & Quinn, 2003), and the development of positive psychological states that enhance human performance.

PUBLIC AFFAIRS (200900001)
Organizations invest in public affairs to promote relationships with key stakeholders and to shape short and long-term strategies that respond to developments in today’s ever-changing sphere of operations. Issue-management, stakeholder management and lobbying are among the activities that are being applied by organizations to influence these relationships. Students will get acquainted with the theoretical foundations of public affairs in the course lectures, and subsequently apply them to contemporary cases.

INNOVATIVE DIGITAL PUBLIC SERVICES (201400188)
After a slow start in the mid-nineties, digital public services are finally taking up speed and are gaining substantial societal importance. The same goes with social and economic dependencies and the impact of incidents related to digital public services. Take for example the new National Healthcare (“Obama Care”) digital service system in the US. Because of miscalculations in the design process that system had to cope with many delays in the beginning, causing a lot of distress. Or take the extensive fraud committed in the Netherlands with healthcare allowance, mostly because of overoptimistic design principles.

In this course students will learn the most important (international) developments on the terrain of innovations and communication of digital public services, how to design ICT applications, how to market them and how users cope with digital government. All these aspects are studied within the specific context of governmental agencies, such as municipalities, provinces, national governments and international agencies such as the EU. Combined with the latest developments on this terrain, this course will provide a framework for anyone who will work or do research in
the public sector in the future. A domain that will gain more and more importance in the forthcoming years.

**TRUST, RISK AND ORGANIZATIONS (201400187)**

There is something elusive about trust as a concept, considering the disparities in the various definitions attached to it. For instance, personality theorists view trust as an individual difference, while social psychologists consider it as an expectation regarding the behaviour of others. Nonetheless, despite differences in conceptualizing trust, researchers are undoubtedly unanimous in advancing the notion of trust as an essential element for the commencement of human interactions and exchanges.

The survival of organizations also depends on trust. Trust, within an organizational context, is regarded vital in influencing cooperation, commitment, and performance. Organizations, in the course of their operations, should also secure the trust of their stakeholders. Organizations that are not trusted are bound to fail in the long run. When people do not trust an organization, the former’s willingness to enter into a business relationship with the latter would expectedly be low or, even, non-existent.

In this course, the different disciplinary perspectives on trust will be explored and the roles of trust in and within organizations will be discussed. Specifically, the course will look into the dynamics behind the creation of trust in and within organizations, the effects of trust on organizational phenomena (e.g. productivity, identification), and the strategies employed to repair trust violations. Seminal published theoretical papers and empirical studies on trust will be used for the duration of this course.

**REPUTATION MANAGEMENT (192403650)**

People do not necessarily base their decisions on reality, but rather on their perception of reality. This implies that organizations have the opportunity to (up to some extent) influence the image people form about the organization: the corporate reputation. Organizations with an attractive reputation prove effective in attracting customers, investors and good staff. They can survive corporate crises that are fatal for other - less reputable - organizations. Therefore it’s important for both organizations and scholars to pay systematic attention to issues concerning the process of image formation. In this course every week another organization is put central that serves as a case to discuss relevant reputational topics.

**VISION, STRATEGY AND LEADERSHIP (201500386)**

Societies and markets are in the middle of major transitions. Technological, cultural, economic, ecological and in terms of human behaviour. These will fundamentally affect organizations and will change the demands on communication professionals in a dramatic way. This course focuses on these transitions and will give students an actual oversight in theoretical insights and practical implications. The course also helps students think about and create their own portfolio of competences and vision needed for 21st century professional life.

**CORPORATE VISUAL IDENTITY MANAGEMENT (192403750)**

Organizations are increasingly concerned with the management of their corporate identity. More and more, corporate identity is being deployed as a strategic instrument to set organizations apart from their competitors and to boost organizational performance. As the communication professionals of the future, students enrolled in this programme can expect to be responsible for managing corporate identity in their work. The course addresses a variety of topics relevant to this area, including: elements of corporate identity (logo, colours, typography), brand architecture, changes in corporate identity, communication about corporate identity, the history of corporate identity and the management of corporate identity. Course lectures provide insight into the multifaceted nature of this subject area, as informed by a combination of scientific studies and case examples (e.g. from real organizations).
Marketing Communication is all about explaining, predicting and influencing consumer behaviour. Understanding the effects of advertising and marketing stimuli is central to this specialization. In this specialization, you will examine the following issues and questions:

1. How do consumers acquire information from the market, and which psychological processes play a role in processing this information?
2. What kind of information is most effective in helping consumers with their decisions about products or services that will have a significant impact on their lives (e.g. a new car, major surgery, a new mortgage, planning a holiday)? What information is best suited to promoting products that are purchased on a daily basis (fast-moving consumer goods) or to influencing routine buying behaviour?
3. What role can the internet play in consumer loyalty and communicating with the consumer?

A great deal of advertising and marketing communication aims to create positive ideas about a certain brand among consumers. Customers are more likely to buy a brand that makes a favourable impression on them. Marketing communication avails itself of a range of channels, such as printed advertising, television commercials, personal sales, shop design and ICT.

Marketing communication is all around us, a domain that we, as consumers, are part of. This represents the biggest challenge: understanding the often unconscious psychological processes that affect every consumer and play such an important role in marketing communication.
STRUCTURE OF THE SPECIALIZATION MARKETING COMMUNICATION

The study programme looks as below:

1. The core courses (10 EC) Essentials in Marketing Communication and Consumer Behaviour (201400184) and and Research Topics in Marketing Communication and Consumer Behaviour (201100174). These core courses are offered twice per year (i.e. each semester). You are not allowed to take more than one core courses “Essentials in …” or “Research Topics …”, because of the overlap in learning objectives.

2. At least two specialization courses of the specialization (10 EC). These specialization courses are offered once per year.

3. Specialization or elective courses from another specialization in the master programme Communication Studies or another master programme from the University of Twente (10 EC). If you choose elective courses from another master programme this has to be approved beforehand by the programme’s Board of Examiners. If you choose elective courses from our own master programme this does not have to be approved beforehand by the programme’s Board of Examiners. The tied choice space of 10 EC offers much flexibility.

4. It is possible to choose more elective courses than the necessary 20 EC.

5. You are obliged to start the programme with the core courses “Essentials in …” followed by the “Research Topics in …” course.

6. Master thesis project (30 EC). In general, you may start the master thesis project when you have completed successfully the core course “Essentials in …” (5 EC) and at least two specialization/elective courses (10 EC).

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Obligatory (core) courses (offered twice a year) Specialization courses (offered once a year)
specifically, we will discuss social psychological theories and frameworks dealing with communication and attitude change, resistance to influence, individual differences in susceptibility to persuasive communication, theories on automatic and controlled information processing, the role of affect in persuasion and the attitude - behaviour link. Part two will translate these principles to various application domains, such as advertising, public health campaigns and bargaining and negotiation contexts. The insights gathered from this course will aid in understanding and designing various types of persuasive communication, and as such extend courses on the psychology of advertising, marketing and consumer behaviour and other courses offered in the master specialization programme Marketing Communication.

MULTISENSORY MARKETING AND PRODUCT EXPERIENCE
(201200066)
People perceive the world around them with their five senses: vision, audition, touch, smell, and taste. Information from different modalities is integrated in the brain to create a stable and meaningful experience of objects and events. Various sensory properties of products (i.e. colour, shape, texture, smell, taste, and sound) evoke certain product experiences (such as luxury, novelty, grace, and so on). In marketing, it is important to know how sensory aspects of products affect our emotions, memories, preferences, choices, and consumption of these products. In this course, we will discuss the roles of the various senses and their interplay when consumers interact with different products. The senses do not work in isolation, but usually operate as an integrated whole. We will discuss the links between different sensory modalities and the ways in which sensory information from the different modalities is integrated into a holistic product experience. Sensory experience can affect the marketing of products in many ways. Consumers react immediately and unconsciously to certain sensory inputs (such as smell, music or colour). Sensory stimuli can be used to create more pleasurable product experience, to enhance consumer’s memory, to direct their imagery, and to evoke positive emotions and attitudes toward a product or service. This course will help students to understand how senses work together to deliver rich and varied multisensory experiences. The insights obtained in this course can be applied to create sensory brand signature, to develop efficient marketing communication strategy, and to design innovative products that will lead to more pleasurable and memorable multisensory product interactions.

CONSUMER EXPERIENCE OF THE SERVICE ENVIRONMENT
(201400186)
Managing consumer experiences is very important for service organizations. Many aspects of the service environment are known for the effects they can sort on human cognition, emotional experience and behaviour. The servicescape consists of a complex interaction of social and environmental elements which are
experienced holistically. Within the service environment, customer motivations vary. Dependent on the activity at hand (i.e., are consumers performing a complex or simple task), situational context (i.e., peak or off peak hours), and the consumer’s emotional and motivational state (i.e., are consumers looking for a specific goal, or just enjoying the environment), environmental design of the servicescape impacts consumer experience and behaviour. For example, while shopping in a retail environment, ambient and design elements such as colour, scent, temperature and lighting impact the way we think, feel and behave. In a hospitality environment, a warm and inviting atmosphere makes us feel welcome and excited at the same time.

This course will help students to understand and discuss how environmental design decisions affect attributions, emotions and service evaluations, and how these processes shape consumer experience of the servicescape. During lectures the key concepts and theories of consumer experience and the service environment will be discussed and students will translate theory into practice. In the assignment, groups of students will develop and present a conceptual design plan for a specific service environment.

ADVANCED TOPICS IN DIGITAL MARKETING (201500080)
Students are getting in touch with the theoretical, practical and commercial aspects of Information and Communication Technologies (ICT), and get familiar with latest techniques of digital marketing, digital marketing research and Big Data analytics. The course underlines the strategic and managerial approach in dealing with Digital Marketing issues, offering to participants knowledge and competencies on digital marketing topics, technologies and tactics. The course reviews the basic knowledge areas related to more “traditional” digital marketing topics like e-commerce, online customer behaviour, creating of successful online presence and social media marketing. However, the main focus of the course is to provide advanced knowledge, insights and skills needed to manage the fast changing online and mobile commercial environments by shifting from one-way communication to customer engagement, dealing with reputation management, harnessing customer intelligence using techniques for capturing / analysing customer data and develop innovative products on the basis of customer data and co-creation. The course allows students to get in touch and critically review emerging technologies (Internet of Things, Neuromarketing, Big Data, Cloud Computing etc.) that are becoming part of the future digital marketing landscape. Identifying data sources, tapping customer data and applying Web Analytics techniques for analyzing customer information and as main source of innovation are focus areas of the course. Special emphasis is paid in the new area of Cognitive Computing and on improved decision making using tools based on IBM WATSON® technology (Group Assignment).

DESIGN AND EMOTION (201500440)
In recent years, interest for design (ranging from product design to environmental and service design) has steadily increased. Whereas design research was previously considered a topic of interest mainly in the context of art, aesthetics and decoration, nowadays research continues to show that design influences extend way beyond ‘making things pretty’. For instance, objects and design aspects thereof may provide a sense of identity, facilitate social interactions, and contribute not just to a sense of wellbeing but also contribute to, amongst others, learning, creativity and health.

Regardless of this far-reaching potential, however, design’s multidisciplinary character and overall complexity make it far from an easy topic to address in both research and practice. After all, perhaps nowhere else success in this field requires participation and communication between designers and technology-minded engineers on the one hand and social scientists (psychologists and communication experts) on the other. In this course, you will do just that: work in a multi-disciplinary team in order to come up with a design intervention addressing a specific challenge in a specific context.

ADVERTISING AND MARKETING PSYCHOLOGY (201200049)
Having a great product with a well-balanced price, effective distribution and a company with vision and passion behind it to satisfy the desires of consumers are some of the fundamental prerequisites for business success. Effective advertising and marketing communications in a digital world is another critical element. In this course we will discuss relevant psychological theories behind a.o., branding, design, media, in-store promotions, word-of-mouth, virality, influencer marketing, native advertising, content marketing and social media. During the lectures students will be stimulated to discuss various marketing communication cases. The focus will be on the effective use of psychological theories towards the application of on and offline advertising and other marketing communications activities to achieve business success.
Technical Communication prepares students for a range of professions which involve the relationships between people and technical systems, such as technical communication and information design.

It is almost impossible to imagine our society without technology. Every household is full of technical products designed to make our lives easier or more pleasant. In most jobs, computers or other electronic devices are central to the daily routine, while in the healthcare system, patients often find themselves confronted with the latest medical technology, some of which is intimidating to say the least. The creative industry is continuously working to develop new technical products, with new or improved functionality. In such a highly technologized society, communicating effectively about technology is more important than ever. For instance, the underuse of the functionality offered by technical products is a recognized problem. People are willing to pay (or have no choice but to pay) for the newest functionalities, yet often hardly use it and may not want or even need it.

**A COMMUNICATOR AS INTERMEDIARY**

A technical communicator acts as an intermediary between the developers of technological products and their (potential) users. Technical communicators act as the user’s advocates in technological development processes and are responsible for user support in the shape of interface design, online help, user alerts, instruction videos, promotion strategies and help desks. They are specialized in anticipating the user’s perceptions of technology, the adoption and appropriation of new products, and the strategies users employ in learning how products work. Usability and user experience are keywords in the daily practice of technical communicators.

Technical communicators also need to demonstrate a mastery of written and visual communication strategies, and an ability to function in a highly technologized work environment, where document-management strategies such as single-sourcing and online collaboration have a prominent place. Given the global market for technical products, they are sensitive to the intercultural aspects of communication, as well as to localization and translation issues.

Technical communicators combine a thorough understanding of technology with knowledge of the user, and affinity with documents and other types of communication. They are experts in making complex matters simple, and as such also function in professional contexts such as medical and legal communication.
STRUCTURE OF THE SPECIALIZATION TECHNICAL COMMUNICATION

The study programme looks as below:

1. The core courses (10 EC) Essentials in Technical Communication (201300226) and Research Topics in Technical Communication (201300227). These core courses are offered twice per year (i.e. each semester). You are not allowed to take more than one core courses “Essentials in …” or “Research Topics …”, because of the overlap in learning objectives.

2. The core courses Philosophy of Technology (201200063), User Support (201400190) and Authoring and Collaboration Tools (201300228) (15 EC). These core courses are offered once per year.

SEPTEMBER ENROLMENT

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3. One specialization course out of four courses offered in this specialization (5 EC). These specialization courses are offered once per year.

4. Master thesis project (30 EC). In general, you may start the master thesis project when you have completed successfully the core course “Essentials in …” (5 EC) and two specialization courses (10 EC).

Keep in mind that within this specialization you have 25 EC’s for obligatory courses and you only can choose one out of four elective course.
COURSE DESCRIPTIONS

TECHNICAL COMMUNICATION

If you would like to know more about the current forms in which a course is taught and which literature is used, please check OSIRIS course catalogue. Osiris is the University of Twente’s electronic course information system for all bachelor and master programmes.

ESSENTIALS IN TECHNICAL COMMUNICATION (201300226)

This course provides a research-oriented introduction in the field of technical communication. In a series of seven lectures, the most important theories, concepts and methods in the domain are discussed. The course starts with an introductory lecture on the position of technical communication within scientific and professional fields. Then, we reflect on the central concepts of usability and user experience. The focus of the third lecture is on design processes and the role of empathy within these processes. After that, the following topics are discussed: adoption and appropriation of technology, document design and written instructions, intercultural communication, and tools for collaboration. The course lays the foundation for the selection of further master’s subjects in this specialization and for a final thesis project corresponding with students’ individual interests.

RESEARCH TOPICS IN TECHNICAL COMMUNICATION (201300227)

This course provides students with the opportunity to take a deeper look into a particular research problem or issue within a specific topic or theme in technical communication. They do this by developing and writing an academic research proposal, which is well-embedded in the current literature. The course aims at developing specialized knowledge about technical communication, insight into the development of academic insights in the field, and the practical skills of grant-writing. In the course, students will identify a gap in the existing body of knowledge, and formulate a research proposal that optimally fills that gap in the literature. In small groups of 5 to 6 students, facilitated by a lecturer who specializes in the specific topic, they will write, read and comment on draft versions of the research proposals. The final product is a proposal for a four-year research project using the format prescribed by NWO (Netherlands Organisation for Scientific Research). The resulting proposal may (but does not have to) serve as a start for the master thesis research.

PHILOSOPHY OF TECHNOLOGY (201200063)

In this course, students get an introduction into the philosophy of technology, both historically and thematically. Attention will be paid to the emergence of the philosophy of technology as an independent field of philosophical inquiry and the (social) problems that are central in this field. The main philosophers, developments and currents in the philosophy of
technology will be dealt with. Apart from such a historical introduction, important themes in the philosophy of technology, like technological determinism, the nature of technological knowledge, the normative dimensions of technology, internalism versus externalism will be discussed. A number of these themes will be further elaborated in courses in the second semester of the first year, like social and political philosophy, epistemology, ethics and technology and philosophical anthropology. The core theories are phenomenology and postphenomenology, mediation theory and analytic philosophy.

**AUTHORING AND COLLABORATION TOOLS (201300228)**

The working context of technical communication professionals is increasingly technologized. Various (software) tools are used to optimize the development process of documents. In this course, special attention will be paid to knowledge and document management and single-sourcing, text formatting, and online collaboration platforms. Students practice with the use of available tools, reflect on their possibilities and drawbacks, and analyse their effects on technical communication design processes.

**USER SUPPORT (201400190)**

Within the field of technical communication, user support has a prominent position. Many technical communicators’ tasks are related to providing users of all kinds of devices and software with suitable support to help them using these devices and programs effectively, efficiently and - very important – without getting frustrated.

This course provides a research oriented introduction into the field of user support. In a series of seven lectures, several topics in the domain are discussed. After an introductory lecture, the next three lectures are focused on the design of written instructions. Students will learn to design written instructions that are based on theoretical insights and research results. The last three lectures are focused on other types of user support: video instructions, helpdesk support and user generated support.

**DESIGNING LEARNING & PERFORMANCE SUPPORT (191970340)**

In this course students engage in a challenging design task, namely to create effective instructions that enable people to do things quickly. Examples of suitable design topics are instructions on: using a cash register, web searching and on designing online help. Students can select their own topic and context for this task.

Just as creating job-aids, students will develop instructions that afford people to self-regulate their actions. Students will be asked to adopt a systematic approach and report about the progress. A vital part of the systematicity comes from theories. The leading design theory will be: minimalism. Special attention will also be given to designing instructions that motivate people. Other models that will be discussed are: the 4C model and CRAP.

During seminars students will be introduced to the three main components of the course, namely: (a) theories & design guidelines, (b) exercises, and (c) student progress reports. Also, regular individual meetings with the instructor are expected.

During the final session the students’ products are displayed and the student’s design trajectories are presented and discussed. Students work in pairs on the design task. There should be a clear division of roles in producing the products as well as in completing the design report.

**HUMAN COMPUTER INTERACTION (201100126)**

The course introduces classic and recent topics in Human-Computer Interaction (HCI). HCI is a member of the Human factors family and is about designing interactive products to best suit the human user’s mind. The course is primarily on research in HCI. Together we will read and discuss a number of seminal and recent research papers. At the same time the course always tries a transfer to real design problems, such as:

1. How do people find information on web? And how can this best be supported by appropriate design of search engines, web browsers and navigation structures?
2. What are the advantages of a beautiful design?
3. How to make fair e-government services? How to design such that people with impairments can use these services without barriers?
4. Technology is changing at a rapid pace. How do users learn to use new products? How to keep them up with the change?

**USER CENTERED DESIGN OF NEW MEDIA (20100013)**

This course focuses on human-centered design (UCD) processes and methods, focusing on the design of information, communication and services access for people with special needs, like people with visual or cognitive disabilities. Nowadays, most information, services and transactions are available through the internet or networked devices, such as smart glasses and watches, websites, apps or self-service terminals. This is potentially a big benefit for people with special needs, like people with visual, hearing, social or communication impairments. But the benefits can only be realized when the interaction and interfaces of the (new) media content and devices are accessible and usable for all.

In the course, students will apply a range of user-centered pre-design and post-design methods in a UCD process with and for users with special needs. They will learn about national and international laws and standards for accessible ICT design. Students will read and discuss the most recent research literature about user experience, usability and accessibility and apply it
in a user-centred design process for a concept/prototype of an app for users with special needs.

The course has a workshop character and requires intensive participation. The students will be working in interdisciplinary teams, doing user-centered research and designing the concept/prototype on the basis of literature and their own UCD research findings. Conducting user studies as a basis for (the evaluation of) your design ideas is an essential part of the coursework. Team members create an individual portfolio about the UCD activities and the concept/prototype, which is the basis for the course grade. Students do not need to be an ICT or new media expert to take the course, but they must be curious to find out how they can make the interaction and interfaces of new media systems work for all users, including those with visual or cognitive disabilities.

SOCIAL IMPLICATIONS OF THE INTERNET (201400191)
The Internet has been associated with changes in many areas of social life. Research on the social implications of the Internet has proposed several important insights. Debates about the social implications focus on important topics such as digital inequality, economic growth, participation in policy making, cultural consumption, e-government and social mobilization, health, community and family, and regulation. Discussions of the implications of the Internet in these areas often result in extreme positions: the Internet has revolutionizing effects, or has changed little if anything. Both utopian and dystopian effects are often supported by shallow one-sided arguments. In this course, we will identify the most promising results with the strongest evidence. Besides overviewing key insights to date, participating students will develop a thorough understanding of the main perspectives and key findings about the social implications of the Internet. Furthermore, students will be encouraged to relate social science research on the Internet to policy questions and to questions about the development of the Internet. The course will be taught in weekly classes, each consisting of a lecture followed by student presentations and discussion. The discussion will require familiarity with the provided readings. The goal is to expose students to several insights about which they have to write two short (1000-1500 word) essays (on any two of the topics covered).
MASTER THESIS
COMMUNICATION STUDIES

The master thesis is the final course of the master’s programme (192491009). You conduct an individual research project related to one, or a combination of, fields of study related to the master specializations: Corporate Communication, Marketing Communication or Technical Communication. You will carry out a piece of independent scientific research. While performing this research, you will be supervised by two teachers from the programme. Together, these teachers make up the Graduation Committee. It is possible to graduate both internally or externally in the master’s programme.

Internal graduation means that you conduct an individual research project that is related to one of the research programmes of the department of Communication Science from the University of Twente. You can also choose to submit a subject of your own and work on that.

External graduation means that you conduct an individual research project that has been commissioned by an organization outside the department of Communication Science. For example companies with an own communication department, consultancy firms, PR and marketing firms, government agencies or health care organizations. You will be responsible for finding an organization and agreeing the research topic yourself, but this will still be subject to approval from the university. It is also possible to combine your graduation project with an internship by the same organization where you are conducting your research.

The programme is well-known for its highly practical character and we also explicitly seek to ensure that there is a link between the research we carry out and real-life practice. For organizations the combination of a research context that is related to real-life practice with a research question that is thoroughly grounded in science makes our programme attractive. During the start of the graduation process, you can receive support and/or advice from our graduation coordinator. For more information please consult the graduation website: https://www.utwente.nl/en/com/graduation-web/master/.

THE EMPLOYMENT MARKET

Whether you want to work in business, consultancy – such as in an advertising or communication consultancy or research agency – or if you prefer a governmental or health institution, all of this is possible as a communication scientist. All organizations, in no matter which sector, need to communicate. As a communication scientist, you will often start out your career dealing with everyday practical issues relating to communication. Subsequently, you may find yourself in a management position in which you will be responsible for the development of communication policy and coordinating those working at the implementation level. Your academic background will play an important role in how fast you will progress to more senior positions.
ORGANIZATION AND STUDY GUIDANCE

During your master’s programme you can count on sufficient supervision, with several staff members playing a role. The University of Twente also offers additional student supervision and counselling, you can, if necessary, go to the Bureau of Student Psychologists and the student deans.

PROGRAMME DIRECTOR AND MANAGEMENT TEAM

The programme director is Menno de Jong. He is supported by a management team consisting of Joyce Karreman (organization & management), Thomas van Rompay (curriculum development), and Mark van Vuuren (external affairs). Programme director and management team are always open for feedback, suggestions or innovative ideas. Contact information:

- Prof.dr. Menno de Jong, Cubicus Building, Room C201, e-mail m.d.t.dejong@utwente.nl.
- Dr. Joyce Karreman, Cubicus Building, Room C210, e-mail j.karreman@utwente.nl.
- Dr. Thomas van Rompay, Cubicus Building, Room C208, e-mail t.j.l.vanrompay@utwente.nl.
- Dr. Mark van Vuuren, Cubicus Building, Room C205, e-mail h.a.vanvuuren@utwente.nl.

STUDY ADVISERS

As study advisers, Gert Brinkman and Jeanet Luijerink offer advice on study-related issues and can discuss practical matters concerning the study with you. You can contact them with any individual problem relating to the programme, studying in general, or personal circumstances. You can also discuss your experiences with courses, complaints, study choice, planning, delay, graduation support, exemptions, and (course and examination) regulations. If necessary, they can refer you to other professionals within or outside the university for help. Jeanet Luijerink is the primary study adviser for the Master’s programme, but when she is absent you can also contact Gert Brinkman. Contact information:

- Bachelor: Drs. Gert Brinkman, Cubicus Building, Room C118, e-mail g.w.brinkman@utwente.nl.
- (Pre-)Master: Jeanet Luijerink, Cubicus Building, Room C106, e-mail j.w.m.luijerink@utwente.nl.

PROGRAMME OFFICER

Astrid Oppers-van den Berg is responsible for the programme administration. She supports the students and lecturers in an administrative way. She works in consultation with the programme director, programme coordinators, study counsellors and the internship- and graduation coordinator. She is among other things responsible for:

- assigning and adjusting of exam programs,
- organization of colloquia,
- applying and preparation for diplomas and certificates,
- placing education-related announcements on the student portal,
- supporting the examination boards and program committee.

If you have questions about one of the above mentioned topics, the programme officer is the first person to contact.

- Astrid Oppers-van den Berg, Ravelijn Building, Room 3262, email: BOZ-CW-CEB@utwente.nl.

PROGRAMME COORDINATOR

As programme coordinator, John Sevens provides policy support to the programme director and is responsible for the Organizational, procedural and intrinsic coordination and harmonization of the Bachelor’s and Master’s programmes. If you have a complaint or a practical question about the programme or a certain course, the programme coordinator is the first person to see. Contact information:

- Drs. John Sevens, Ravelijn Building, Room R3111, email: p.m.j.sevens@utwente.nl.

INTERNSHIP AND GRADUATION COORDINATOR

The internship and graduation coordinator is Mark Tempelman. He forms the link between the students and the working field when you are searching for an internship or a graduation project. You can also contact him with any questions you may have about internships and graduating. He receives requests from organizations that are looking for communication students for research or for an internship. Contact information:

- Drs. Mark Tempelman, Cubicus Building, Room C216, email: m.h.tempelman@utwente.nl.

STUDY ASSOCIATION COMMUNIQUÉ

Communiqué is the study association for students in the Bachelor’s and Master’s programmes of Communication Science at the University of Twente. Communiqué offers a friendly place where everyone is welcome to discuss their ideas over a cup of coffee of tea. In addition, the study association provides various services and organizes many activities for its members. Communiqué organizes field trips, lectures and colloquia, sells textbooks at a discount, and arranges social activities like drinks and parties. Communiqué also organizes an introduction day in August to welcome the new students. Contact info:

- Communiqué, Study Association for Communication Science, Cubicus Building, Room B105.
QUALITY ASSURANCE

Quality Assurance involves a continuous improvement of our programme. Many stakeholders are involved, each with a specific contribution in the Plan Do Check Act cycle. Below we clarify the involvement of various stakeholders with evaluation and improvement.

- **Students**
  Students share their experiences in panel meetings and periodic surveys, such as course evaluation surveys, programme evaluation surveys and the National Student Survey. Students participate in the Programme Committee where the student experiences are discussed and the Programme Director is advised about possible improvements.

- **Teaching Staff**
  Teachers evaluate their teaching experiences based on direct feedback in classes, information from student experience surveys, and panel meetings; they also critically evaluate the examination results. Teachers use the Quality Assurance pages to communicate which improvements they will make in the next edition of their courses. Teachers share their opinions and experiences in regular meetings with the Programme Director. Some teachers are involved in the Programme Committee.

- **Programme Committee**
  The Programme Committee (in Dutch: Opleidingscommissie) is a legal body supporting educational quality enhancement. The Programme Committee has 3-5 teaching staff members and an equal number of students. The Programme Committee discusses educational experiences and results and advises the Programme Director about improvements. The Programme Committee also monitors the realisation of improvements.

- **The Programme Director**
  The Programme Director is in charge of all aspects of a programme. The Programme Director agrees on improvement plans for courses as proposed by teaching staff, taking the recommendations by the Programme Committee into account. The Programme Director reports annually about programme improvements to the Dean. Typical aspects of concern are intake, drop-out rates, pass rates, final results, quality of teaching, profile of the programme, the connection with state of the art research, and employability.

- **Student Association Communiqué**
  The board of our study association Communiqué has an Educational Affairs officer, who is in direct contact with the programme’s Management Team. The Educational Affairs officer participates in quality discussions and proposes improvements in the programme. In addition, the study association organizes an Educational Feedback Committee (EFC, formerly known as SOCOM), which serves as a low-threshold way of collecting feedback on modules and programme during the year.

- **Examination Board**
  The Examination Board is the legal internal body assigned with safeguarding the quality of examination in the programme, thus safeguarding the quality of the diploma. The Examination Board consists of expert examiners who take an independent stand while assessing the quality of examinations and final theses in the programme. The assessment may result in directions for examiners and the Programme Director. The board reports annually to the Dean.

- **NVAO**
  All programmes are subject to external Quality Assurance for maintaining national accreditation by the NVAO. The NVAO framework overlooks our internal Quality Assurance cycles every six years. The NVAO assesses in particular the profile of the programme, the final qualifications, graduation rates, quality of staff, and viability of the programme.
CONSULTATIVE COMMITTEES

EDUCATIONAL FEEDBACK COMMITTEE (EFC)
The EFC is a student committee that forms part of Communiqué. The EFC collects feedback of students on the programme and on specific modules, and ensures that the feedback is passed on to the relevant people within the programme (module coordinators, teaching staff, Programme Coordinator, or Programme Director). Students can provide their feedback online (http://www.communique.utwente.nl/feedback). The EFC meets once a month and considers complaints, suggestions and feedback submitted by students. When problems occur, a solution is sought in close collaboration with the teaching staff within the programme. The Programme Coordinator also attends the EFC meetings to facilitate direct and open communication between programme and students.

EXAMINATION BOARD BEHAVIOURAL SCIENCES (BS)
The examination board is responsible for all aspects of testing the instruction - e.g., the procedures during exams, the quality of the exams, and the regulations with which both students and lecturers must comply. The examination board also assesses requests for exemption from exam components during your studies (exams, practical’s etc.). There is one joint examination board for the Bachelor’s programmes of Communication Science and Psychology and the Master’s programmes of Communication Studies, Psychology, and Educational Science and Technology. The examination board consists of five faculty members and is supported by a registrar. The Study Counsellors and the Programme Coordinators are advisors. The Examination Committee meets once a month. For more information see: https://www.utwente.nl/en/bms/examboard/.

PROGRAMME COMMITTEE
Communication Science has its own Programme Committee, which focuses both on the Bachelor’s and on the Master’s programme. The Programme Committee occupies itself with all issues directly related to the set-up and quality of the instruction, such as advising where necessary to make alterations to the course. The Programme Director and the Programme Coordinator are involved as advisors. In accordance with the law, the Programme Committee consists of students and staff. On our Programme Committee there are five faculty members and five students. Members of the Programme Committee are appointed by the Dean. The Programme Committee advises the Programme Director and the Dean, the latter particularly with regard to educational affairs that are addressed in the Faculty Council, such as the course and examination regulations (in Dutch: the OER).

EDUCATIONAL APPLICATIONS

OSIRIS
OSIRIS is the electronic student information system in use at the University of Twente for all Bachelor’s and Master’s programmes. For more information see: http://www.osiris.utwente.nl/student.
• OSIRIS Courses Offering (no need to log in): Detailed information about modules (e.g., the teachers, the current form in which the modules and module components are taught, learning objectives of the modules, and literature used).
• OSIRIS Student (you need to log in): Meant for enrolment and unenrolment modules and courses, checking recent study results, an overview of study progress and study counselling.

BLACKBOARD
Blackboard is the digital learning environment at the University of Twente. All modules and courses at the UT are supported with Blackboard. It is used for announcements, looking up lecture sheets / interesting articles, looking up assignments and handing them in, checking (partial) grades, forming groups for assignments and the saving of shared documents. On this website https://blackboard.utwente.nl you will find diverse information and materials that could help you with your use of Blackboard. You have to log in with your student account.

SCHEDULE / TIMETABLE
MyTimetable is the application in use at the UT for the creation of personal timetables. You can enter MyTimetable via http://rooster.utwente.nl.
**ADMISSION REQUIREMENTS MSC COM**

**DUTCH HBO DEGREE**
Students with a bachelor’s degree from a university of applied sciences (HBO) do not directly fulfil all the admission requirements. In order to start a master’s programme you first need to do a pre-master programme to bring your knowledge up to the required level.

**DUTCH UNIVERSITY DEGREE**
As a student from another Dutch university, direct access to the Master’s degree programme in Communication Studies will depend on the subject you have taken during your Bachelor’s programme.

1. Students with a degree in the humanities or technical sciences typically have to take the full 30-credit version of the pre-Master’s programme first, as they do not possess enough background in communication and social-science research methods and techniques.
2. Students with a degree in the social or behavioural sciences do normally have the required knowledge and skills in research methods and techniques and are therefore exempted from the 15 credits of pre-Master’s courses on these topics. However, they may still be required to take 15 credits of courses specific to the field of communication science.
3. Students with a degree in Communication and Information Studies only have to take the 5-credits pre-Master’s course in Inferential Statistics before being admitted to the Master’s programme.
4. Students with a degree in communication science from the University of Amsterdam, VU University Amsterdam, Radboud University or Wageningen University have direct access to the Master’s in Communication Studies.

**INTERNATIONAL DEGREE**
- Bachelor degree in communication sciences or closely related.
- Research skills. Research techniques and methodology and experience with the use of SPSS or comparable computer-based statistical packages.
- Academic IELTS, 6.5 on the IELTS where all sub-scores are at least 6.0 or equivalent, or TOEFL, internet based (TOEFL-iBT) of at least 90, or Cambridge CAE-C (CPE).
- In addition, Chinese nationals need a Nuffic certificate.

I hope that you will enjoy your time studying Communication Studies with us. But, more importantly still, I hope that you will be able to realize your full potential and perform to the best of your ability. I hope that the programme brings out the very best in you.

Prof.dr. Menno de Jong
Programme director Communication Science