

Danish School of Media and Journalism
Corporate Communication
Course Description
Fall semester 2021
Cross Media
5th Semester

Number of ECTS Credits: 5

Cross Media Communication – CMC – is founded on the theoretical and practical aspects of past courses that involve branding and strategic communication. CMC zooms in on transmedia storytelling, particularly, as it deals with companies' strategic communication within different industries.

Aims:

The students are trained in understanding how organizations and corporations can communicate strategically and consistently across various media. The students are trained in how media convergence and audience analyses are utilized in creating a Cross Media strategy that takes different media and media platforms into account.

By applying audiovisual and rhetorical tools, the students are trained in analyzing various pieces of communication that are part of companies' transmedia campaigns. On this basis, the students are taught how to design Cross Media strategies – strategies that take the current media landscape and the strengths and weaknesses of different media platforms into account.

Through practice-based methods, workflows, and relevant cases, the students will learn to develop and qualify messages and narratives across multiple media platforms.

Pedagogical and didactic approaches:

The teaching is based on lectures plus group work and group presentations that are followed up with feedback. Overall, the students are trained in applying theoretical concepts in practice. The students translate abstract principals, models, methods, and theories into concrete solutions in specific contexts. The course trains the students to think critically and consistently when making a CMC plan.

Learning Outcomes

The student will obtain the following during the course:

Knowledge and understanding of:

- Knowledge of what CMC is, how it is used and what it is used for
- Knowledge of the strengths and weaknesses of different media and media platforms in designing and planning a CMC project
- Knowledge of defining and targeting relevant audiences when planning a CMC project

Skills:

Students completing the course are expected to:

- Skills in analyzing CMC on websites, social media, and in commercial films
- Skills in identifying, selecting, and utilizing relevant media platforms
- Skills in creating specific content for different media platforms

Competencies

Students are expected to be able to:

- Ensuring communicative coherence when more media and platforms are in play
- Utilizing theoretical concepts in the practical planning of a CMC plan

Literature (hand out on ItsLearning)

Bordwell, David; Thompson, Kristin; Smith, Jeff (2017): *Film Art – An Introduction*. 11th ed. McGraw-Hill, p. 112-131.

Davidson, Drew *et al.* (2010): *Cross-Media Communications: An Introduction to the Art of Creating Integrated Media Experiences*, p. 4-11.

Fog, Klaus; Budtz, Christian; Munch, Philip; Blanchette, Stephen (2010): *Storytelling – Branding in Practice*. 2nd ed. Frederiksberg: Samfundslitteratur, p. 184-203.

Gray, Jonathan (2010): *Show Sold Separately: Promos, Spoilers, and Other Media Paratexts*, NY University Press, p. 23-46.

Green, J.; Jenkins, H. (2011): "Chapter 5: Spreadable Media: How Audiences Create Value and Meaning in a Networked Economy." IN: *The Handbook of Media Audiences*. N. Virginia, p. 109-127.

Jenkins, Henry (2006): *Convergence culture*, NY: New York Press, p. 95-111.

Jerslev, Anne (2016): 'In the Time of the Microcelebrity: Celebrification and the YouTuber Zoella'. *International Journal of Communication* 10, p. 5233–5251.

Machin, David; Mayr, Andrea (2012): *How to do critical discourse analysis: A multimodal introduction*. Los Angeles, London, New Delhi, Singapore, Washington DC: Sage, p. 4-10 + 30-47 + 49-56 + 70-76.

McCracken, Grant (1989): 'Who is the Celebrity Endorser? Cultural Foundations of the Endorsement Process'. *Journal of Consumer Research* 16, p. 310-321.

Pratten, Robert (2015): *Getting Started in Transmedia Storytelling: A Practical Guide for Beginners*. CreateSpace, p. 1-11 + 13-36 + 75-95 + 98-128.

Richardson, John E. (2007): *Analysing newspapers: An approach from critical discourse analysis*. Palgrave Macmillan, p. 62-67.

Rowland, Robert (2009). "The narrative perspective" i Kuypers, J.A. (ed.): *Rhetorical criticism – perspectives in action*. Plymouth, MA. Lexington Books, p. 117-141.

Scolari, Albert (2009): "Transmedia Storytelling: Implicit Consumers, Narrative Worlds, and Branding in Contemporary Media Production". *International Journal of Communication* 3, p. 586-606.

Attendance:

In order to pass the course, the students are expected to be active and fulfil DMJX's requirements of attendance and participation both in class, at group work, and at completion of projects and assignments

Exam/Grading:.

- The performance of the students will be graded individually by the Danish grading system (7-point Scale), which is transferred to the national grading system of the individual student – A-F
- The final assignment is an individual written assignment, 6-8 pages
- Internal censorship

Study Activity Model:

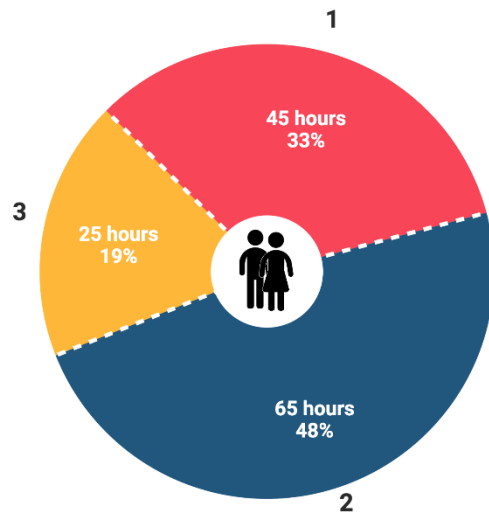
The Study Activity Model

Cross Media

135 hours in total

5 ECTS points

3 weeks



Category 1

The lecturer has primary responsibility for the study activities, and the students have co-responsibility through their preparation and participation. Participation by students and one or more lecturers.

- Lectures
- Exercises
- Dialogue and reflection
- Feedback on assignments
- Exam

Category 2

The lecturer has primary responsibility for defining the learning activities, and the students have primary responsibility for taking an active part in the planned study activities. Participation by students only.

- Preparing for class
- Reading literature
- Work questions
- Weekly assignments
- Student presentations

Category 3

Students have primary responsibility for the study activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students only.

- Research
- Read optional literature
- Preparing for exam

Category 4

Students have primary responsibility for the learning activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students and one or more lecturers.