

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	ENGL1A15
Subject Title	The Secret Language of Success
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Nil.
Objectives	<ol style="list-style-type: none"> 1. To provide students with the opportunity to understand and utilize recent developments in cognitive linguistics to explore and better understand their personal strengths, their individual goals, and their own underlying perceptions of what it means to be successful. 2. To help students integrate theories and techniques of metaphor and narrative to examine past experiences and project possible future selves. 3. To help students develop a reflective, analytical mindset in order to face personal challenges.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> (a) Identify common conceptual metaphors used to discuss and interpret one's personal growth (b) Develop the capacity to express their life goals using personally relevant conceptual metaphors (c) Use common narrative conventions in story-telling (d) Apply acquired knowledge to narrate a vision of their past and future life goals
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<p><u>Subject Synopsis</u></p> <p>Did you know that successful people tell themselves certain types of stories and use a particular set of language devices? This class will share the secrets of the role of language in formulating a vision for a successful, purposeful life. Two seminal paradigms within cognitive linguistic theory, conceptual metaphors and narratives will be used in this class to assist students to connect with the voice inside themselves – the one that spoke to him or her as a child. Through lectures, readings, and out-of-class assignments, this class will interrogate how students can use concepts and findings from conceptual metaphor theory and narrative theory to live a meaningful, purposeful life. These exercises, which incorporate elements and techniques of narration, visualizing, “show, don’t tell” and creating and analyzing metaphors, will uncover the potential each student has for success.</p>

	<p>By actively participating in the interactive lectures and seminars and engaging with theories of metaphor and of narrative, students will use these findings from cognitive linguistics that will allow them to put the critical voice in their head to one side and help them uncover their genius, their mission, and vision for a successful life as defined in their own terms.</p> <p><u>Indicative Syllabus</u></p> <ul style="list-style-type: none"> • Finding purpose and passion – Tools to a happier, more fulfilling life • Identifying one’s own personality traits in personal narratives <ul style="list-style-type: none"> a. Narratives from childhood b. Narratives from adulthood • Focus on your strengths – Finding your genius • Your Path, Your Passion – How conceptual metaphor theory moves us forward <ul style="list-style-type: none"> a. LIFE IS A JOURNEY b. LIFE IS A PLANT c. LIFE IS A STORY • The Hero’s Journey – Narrative Theory • The Heroine’s Journey – Gender and Narrative • Live the Moment – Incorporating your metaphor with your narrative <ul style="list-style-type: none"> a. Getting Things Done (GTD) b. Clarity and Confidence c. Your Passion Planner • Give more than you take – Envisioning your future via Plot Arc • Leave No Regrets —The Metaphors you Leave Behind <ul style="list-style-type: none"> a. Your Eulogy, Your Life b. The Last Lecture – A letter to those who follow you
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>The teaching/learning methods involve:</p> <p>(a) Lectures interspersed with interactive assignments – The teacher will lecture and then assign just-in-time-on-line clicker-quiz questions so that students can directly incorporate the theoretical concepts they have just learned with concrete examples.</p> <p>(b) Seminar – Students will be given out-of-class assignments to assess their understanding of the content in the lecture; they will share these assignments with a classmate or small group so as to deepen their understanding of how personal development and growth varies from person to person. Formative feedback from the seminar leader will also be provided so as to give the student information relevant to their exam preparation.</p>

Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Mock Interview</td> <td>40%</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>2. Summative Assessment</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Mock Interview	40%	✓		✓		2. Summative Assessment	50%	✓	✓	✓	✓	3. Participation	10%	✓	✓	✓	✓	Total	100%				
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<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. A mock interview will help students understand if they have assimilated the theoretical concepts related to conceptual metaphor theory and narrative in order to lay a solid foundation for development of these concepts to their own personal situation. 2. The summative assessment will be a final exam that will assess students' understanding of the basic concepts involved in conceptual metaphor theory and narrative theory and provide them with an opportunity to analyze and explain their personality type, their genius, their life mission and their personal vision using the concepts taught in class. 3. Active participation in on-line and/or in-class discussion will be assessed to encourage sharing ideas with the class an engaging with the materials in an authentic manner. 																																			
Student Study Effort Expected	Class contact:																																		
	▪ Lectures	26 Hrs.																																	
	▪ Seminars	13 Hrs.																																	
	Other student study effort:																																		
	▪ Reading	42 Hrs.																																	
	▪ Preparation for seminars	28 Hrs.																																	
	Total student study effort					109 Hrs.																													
Reading List and References	<p>Required Texts:</p> <p>Ahrens, K. 2009. Conceptual Metaphors. (In Chinese). In I-wen Su and Yung-O Biq (Eds.), <i>Language, Culture, and Cognition</i>. Taipei: National Taiwan University Press. pp. 55-81. (Also available in English)</p>																																		

	<p>Sections from:</p> <p>Buckingham, M. (2001). <i>Now, Discover Your Strengths</i>. New York: Gallup Press.</p> <p>Carter, C. (2015). <i>The Sweet Spot: How To Find Your Groove At Home And Work</i>. New York: Ballantine Books.</p> <p>Goodson, I. (2013). <i>Developing Narrative Theory: Life Histories and Personal Representation</i>. London: Routledge.</p> <p>Lakoff, G. (1987/2003). <i>Metaphors We Live By</i>. Chicago: University of Chicago Press.</p> <p>Rath, T. (2013). <i>Strength Finder 2.0</i>. New York: Gallup Press.</p> <p>Richards, D. (1998). <i>Setting Your Genius Free: How To Discover Your Spirit And Calling</i>. New York: Berkley Trade.</p> <p>Sullivan, W., & Rees, J. (2002). <i>Clean Language: Revealing metaphors and opening minds</i>. United Kingdom: Crown House Publishing.</p> <p>Tieger, P. D., & Barron-Tieger, B. (2014). <i>Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type</i>. Boston: Little, Brown and Company.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.