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	ENGL1A27
Subject Title	Workplace data literacy and communication
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	None. [Remarks: ENGL students may take this subject.]
Objectives	Data literacy is expected of professionals in all fields in the modern digital economy. Besides basic quantitative know-how, the ability to communicate the background, summaries, and outcomes of data analytics gives future professionals a clear competitive edge. With this in mind, this subject aims to 1. Instil confidence in students to communicate different aspects and types of data analytics in fluent English 2. Teach students to adopt practical strategies and avoid common pitfalls in professional communication 3. Familiarize students with the communication expectations in different industries and professional contexts
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. Understand the importance of language in communicating data analytics for professional purposes b. Communicate the trajectory of data analytics – from descriptive to prescriptive - in fluent written and spoken English c. Employ strategies and avoid pitfalls to achieve professional objectives d. Adjust to communication needs and expectations in different industries and settings

Subject Synopsis/ Indicative Syllabus
 	
(Note 2)
	• **'Different strokes for different folks' - how communication needs and expectations vary**
	   o The relevance of data analytics across industries
	   o The four phases of data analytics
	
	• **Communication strategies and pitfalls**
	   o Knowledge vs. value vs. policy claims

- o The rhetorical triangle – *logos, pathos, ethos, kairos*
- o Metaphors and analogies
- o Logical fallacies

- **Communicating the background: descriptive analytics**
  - o Data distributions and summaries
  - o Trends and changes across time

- **Communicating processes and outcomes: diagnostic and predictive analytics**
  - o Relationships, causes, and effects
  - o Predictions and forecasts

- **Communicating actions and implications: prescriptive analytics**
  - o Persuading people in power
  - o Advocating change

Teaching/Learning Methodology *(Note 3)*	Sessions are designed to follow the basic principles of a blending learning approach, maximizing flexibility and interactive opportunities among the instructor and students. Face-to-face instruction will be complemented by independent computed-mediated activities that can accommodate students' individual schedules. The former includes classroom instruction of communication techniques and concepts, as well as active participation in peer-review communication exercises. The latter includes independent learning from online resources related to exemplary professional communication, and researching data sources for assessments.

Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
1. Oral presentation 1	20	v		v	v
2. Oral presentation 2	35	v	v	v	v
3. Written report – Draft 1	15 + 5% EWR	v	v	v	v
4. Written report – Draft 2	20 + 5% EWR	v	v	v	v
Total	100 %				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

	Oral presentation 1 requires students to deliver an individual 10-minute presentation in a mock professional setting (e.g., in finance, education, or research). The task is to communicate preliminary stages of descriptive analytics (e.g., distribution of profits across a financial year, or student grades across a cohort) to a well-defined target audience with specific expectations and objectives, as determined by the course instructor. Students are expected to demonstrate application/avoidance of communication strategies/pitfalls, and will have the opportunity to engage in informal peer review of each other's work. As the first assessment, they are not expected to present on the full trajectory of analytics.	
	Oral presentation 2, on the other hand, is a 20-minute individual presentation where students will include the later stages of analytics as a reflection of their learning progress. Guided by the course instructor, students are strongly encouraged to search for and use appropriate real-life datasets, visualizations, and outcomes. Both oral presentations will be conducted in smaller seminar groups of approximately 25 students each. To maximize flexibility, they may also be assessed through students' self-recordings.	
	The **written report** is a culmination of the semester's learning and assesses students' grasp of both spoken/written modalities in professional settings. It is a report requiring students to communicate their oral presentation 2 in written form. Students are expected to include basic elements of persuasion and/or advocacy for policy change in their reports, which will require them to read the prescribed readings. This assessment will **fulfil the EW and ER requirement. The assessment is delivered in two drafts. Draft 1 consists of a detailed plan of the report guided by a template and questions provided by the subject instructor. Draft 2 is written based on the first stage and consists of the report.**	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	▪ Other student study effort:	
	Independent online learning	22 Hrs.
	▪ Independent research	22 Hrs.
	▪ Assignments	22 Hrs.
	Total student study effort	105 Hrs.
Reading List and References	**Required readings (to fulfil ER requirement)**	

	Allchin, C. (2021). *Communicating with data: Making your case with data* (First edition). O'Reilly. (Extracts from chapters 1-10, 150 pages)
	Longaker, M. G., & Walker, J. (2010). *Rhetorical Analysis. A Brief Guide for Writers*. Longman. (Chapter 3, 20 pages)
	Perkins, P. S., & Brown, L. (2008). *The Art and Science of Communication: Tools for Effective Communication in the Workplace*. John Wiley & Sons, Incorporated. (Extracts from chapters 1-5, 7. 100 pages)
	Selected data sources and learning resources
	Datacamp (www.datacamp.com)
	Kaggle datasets (www.kaggle.com)
	Statista (www.statista.com)
	TED talks (www.ted.com)
	The Economist Intelligence Unit (www.eiu.com)
	Udemy (www.udemy.com)

Revised by Azar Tajabadi, August 2023

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon subject completion. 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, overcrowding 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 is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

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