

<b>Subject Code</b>	ENGL2000
<b>Subject Title</b>	English for Effective Communication
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>The subject, through exposing the students to a variety of illustrative samples and communicative activities in English, aims to provide opportunities for students to:</p> <ol style="list-style-type: none"> <li>1. understand and examine important principles, functions, process, types, barriers and strategies for effective communication in a range of contexts where English is used as the media;</li> <li>2. apply their knowledge of communication principles, functions, processes, types, barriers and strategies to analysing real-life communication in English for various purposes; and</li> <li>3. reflect on their own communication activities.</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ol style="list-style-type: none"> <li>a. understand the importance of effective communication in English</li> <li>b. understand principles, strategies and skills that make communication in English effective in a range of contexts and in different genres</li> <li>c. apply the knowledge they have learned from the subject to making long-term plans for enhancing their real-life communicative ability in English</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>d. derive pleasure and self-satisfaction through their study of the English language for effective communication</li> <li>e. demonstrate critical and creative thinking in formulating effective messages</li> <li>f. encourage their interest in pursuing life-long learning of the English language</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>• Introduction to human communication: principles, goals, processes, barriers</li> <li>• Language, meaning and communication</li> <li>• Multimodal communication: language, images, sound, music, gestures, body posture, the use of space</li> <li>• Types and contexts of communication: interpersonal, casual, small-group, intercultural, public, media and workplace</li> <li>• Effective communication in real-life: appreciating and analyzing sample speeches in various contexts</li> </ul>

	<ul style="list-style-type: none"> <li>• What makes great speeches great: analyzing impact speeches by well-known figures</li> <li>• What it takes for an English language learner to communicate effectively</li> <li>• How to make a successful pitch with an effective presentation</li> </ul>																																														
<b>Teaching/Learning Methodology</b>	<p>The subject will utilize lecture input, student-led seminars, on-line sessions, and guided reading to help students understand and apply the knowledge acquired in the subject.</p>																																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="456 600 1398 1241"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Multimodal promotional presentation (group)</td> <td>40</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Video/speech review (individual)</td> <td>30</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Oral communication case study (individual)</td> <td>30</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The two individual assessment tasks aim at evaluating students' ability to solve daily communication problems and comment on the oral presentation performance of other speakers using the skills acquired in class. The group task is for evaluating the students' ability to apply the oral persuasion strategies learnt in the subject.</p> <p>All three assessment tasks cover both knowledge and application. They are closely related to the real-life use of language for communication and thus contribute to assessing the intended learning outcomes.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Multimodal promotional presentation (group)	40	√	√		√	√	√	2. Video/speech review (individual)	30	√	√		√	√	√	3. Oral communication case study (individual)	30	√	√	√	√	√	√	Total	100 %						
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<b>Student Study Effort Expected</b>	<table border="1" data-bbox="451 1640 1443 1879"> <tr> <td>Class contact:</td> <td></td> </tr> <tr> <td>▪ lecture</td> <td>26 Hrs.</td> </tr> <tr> <td>▪ seminar</td> <td>13 Hrs.</td> </tr> <tr> <td>Other student study effort:</td> <td></td> </tr> </table>	Class contact:		▪ lecture	26 Hrs.	▪ seminar	13 Hrs.	Other student study effort:																																							
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	<ul style="list-style-type: none"> <li>▪ reading</li> </ul>	42 Hrs.
	<ul style="list-style-type: none"> <li>▪ assignment</li> </ul>	28 Hrs.
	Total student study effort	109Hrs.
<b>Reading List and References</b>	<p><b>Recommended Reading List</b></p> <p>Bell, D. (2008). <i>Passport to academic presentations</i>. Reading: Garnet Publications.</p> <p>Byrd, D. R. H., &amp; Clemente, I. C. (2001) <i>React and Interact: Situations for Communication</i> (1<sup>st</sup> ed.). New York: Pearson</p> <p>Dunn, D. M. &amp; Goodnight, L. J. (2011). <i>Communication: Embracing difference</i> (3<sup>rd</sup> ed.). Boston: Allyn &amp; Bacon</p> <p>Harvard Business School Press (2004). <i>Presentations that Persuade and Motivate</i>. Harvard Business School Press: Boston, Massachusetts</p> <p>Hynes, G. E. (2011) <i>Managerial Communication</i> (5<sup>th</sup> ed.). New York: McGraw Hill</p> <p>Lewis, M. &amp; Reinders, H. (2003). <i>Study skills for speakers of English as a second language</i>. Basingstoke, UK: Palgrave Macmillan</p> <p>Lucas, S. (2002). <i>The Art of Public Speaking</i> (2nd ed.). New York: McGraw-Hill</p> <p>Machin, D. (2007). <i>Introduction to multimodal analysis</i>. London: Hodder</p> <p>Munter, M. (2011). <i>Guide to Managerial Communication</i> (9<sup>th</sup> ed.). New York: Pearson Prentice Hall</p> <p>Pearson, J. C., Nelson, P. E., Titsworth, S., &amp; Harter, L. (2011). <i>Human Communication</i> (4<sup>th</sup> ed.). New York: McGraw-Hill.</p> <p>Numrich, C. (2006). <i>Tuning In: Listening and Speaking in the Real World</i> (1<sup>st</sup> ed). New York: Pearson</p> <p>Wallwork, A. (2010). <i>English for Presentations at International Conferences</i>. Springer Science+ Business Media</p>	

Revised by Angela Tse, February 2018