

<b>Subject Code</b>	ENGL562
<b>Subject Title</b>	Communication
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite / Co-requisite/ Exclusion</b>	N/A
<b>Objectives</b>	The subject provides opportunities for students to examine scholarship concepts and theories in interpersonal communication, persuasion, group communication, mass/mediated communication, non-verbal communication, as well as an introduction to the cognitive and psychological processes underlying language and communication. It encourages students to apply the concepts and theories in the description, interpretation, and explanation of the salient factors, processes and products in real-life communicative events in professional discourse contexts, with a view to enhancing the students' communicative competencies.
<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. learn and understand scholarship communication theories which have strong pragmatic value to communicators</li> <li>b. appreciate the functions, value and relevance of scholarship communication theories to students' professional and personal lives</li> <li>c. learn and apply research methods in communication</li> <li>d. apply the understanding of scholarship communication theories to the analysis of a variety of discourse, in particular to research a chosen topic that is of interest, relevance, or importance to students' professional or personal lives.</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>e. develop analytical reasoning, critical thinking, and problem solving skills: <ul style="list-style-type: none"> <li>▪ <u>analytical reasoning</u>: to think in a logical manner, supporting ideas with well-reasoned arguments and evidence</li> <li>▪ <u>critical thinking</u>: to evaluate information and evidence critically, able to recognize flaws or inconsistency in an argument</li> <li>▪ <u>problem solving</u>: to understand the problem, explore plausible answers, and select the most appropriate decision/solution for the problem</li> </ul> </li> </ol>
<b>Subject Synopsis</b>	<ol style="list-style-type: none"> <li>1. Communication audit to maximize performance: definitions, functions, instruments, and process</li> <li>2. Communication theories: <ul style="list-style-type: none"> <li>• Theories of interpersonal communication: The Co-operative Principle, and Politeness Theory</li> <li>• Theories of persuasion: Elaboration Likelihood Model and Aristotle's Rhetoric</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Theories of group communication: Function Group Decision Making</li> <li>• Theories of mass/mediated communication: Semiotics, Cultural Studies and Agenda-Setting Theory</li> <li>• Theories of non-verbal communication: Visual grammar, kinesics, chronemics, and proxemics</li> <li>• Psycholinguistic theories of language and communication disorders: Aphasia, anomia</li> <li>• Cognitive linguistic models of communication: Conceptual Metaphor Theory</li> </ul> <p>3. Applications of communication theories to the study of communication in different contexts of situation</p> <p>4. Qualitative and quantitative methods for communication research</p>																																								
<b>Teaching/Learning Methodology</b>	The subject will utilise lecture inputs, student-led seminars, on-line sessions, and guided reading to help students understand and apply the scholarship communication theories and concepts.																																								
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="440 831 1390 1285"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Take home test</td> <td>30%</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>2. Group presentation</td> <td>30%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Individual essay</td> <td>40%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Assessment is both for and of learning. The three assignments are designed to help students to achieve all the intended learning outcomes.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					a	b	c	d	e	1. Take home test	30%	✓			✓		2. Group presentation	30%		✓	✓	✓	✓	3. Individual essay	40%		✓	✓	✓	✓	Total	100%					
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<b>Reading List and References</b>	<p><b>Recommended reading</b></p> <p>Boslaugh, S. 2012. <i>Statistics in a Nutshell</i>. 2<sup>nd</sup> Ed. Cambridge: O'Reilly</p> <p>Carroll, D. 2008. <i>Psychology of Language</i>. 5<sup>th</sup> ed. Belmont, CA. Thomson.</p> <p>Catenaccio, P. 2008. Press releases as a hybrid genre: Addressing the</p>																																								

- informative/promotional conundrum. *Pragmatics*, 18(1): 9-31.
- Cheng, W. and Kong, C.C.K. Kong (Eds.) 2009. *Professional Communication: Collaboration between Academics and Practitioners*. Hong Kong: Hong Kong University Press.
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- Griffin, E. 2009. *A First Look at Communication Theory* (7th ed.). Boston: McGraw-Hill.
- Hargie, O. and Tourish, D. 2000. *Handbook of Communication Audits for Organisations*. London: Routledge.
- Kress, G., & van Leeuwen, T. 1998. Front pages: (The critical) analysis of newspaper layout. In A. Bell & P. Garrett (Eds.), *Approaches to Media Discourse* (pp. 186–219). Oxford: Blackwell.
- Laine, M., and Martin, N. 2006. *Anomia. Theoretical and Clinical Aspects*. New York, NY: Psychology Press.
- Tay, D. 2014. At the heart of cognition, communication, and language: The value of psychotherapy to metaphor study. *Metaphor and the Social World*, 4(1), 48–64.
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- Trenholm, S. and Jensen, A. 2007. *Interpersonal Communication* (6th ed.). New York, N.Y.: Oxford University Press.

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