

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester A in 2009 /2010**

This form is for the completion by the Course Co-ordinator. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the Explanatory Notes attached to this Form on the various items of information required.

Part I

Course Title:	Argumentation and Persuasion
Course Code:	EN2712
Course Duration:	1 semester
No. of Credit Units:	3
Level:	B2
Medium of Instruction:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

1. Course Aims

The main purpose of the course is to equip the students with a basic knowledge of persuasion concepts and competencies in argumentation and persuasion that will enable them to take the perspective of others, to build mutual understanding with target audiences, and communicate persuasively with others to fulfill professional goals. The course will focus on enhancing and applying different aspects of argumentation to enhance persuasive ideas and skills in moving from theoretical persuasion analysis to the practical production of a variety of persuasive documents. The

viewpoints of both the persuasive message sender and receiver will be examined throughout the course, and the student will be introduced to the knowledge and skills required for constructing effective persuasive arguments based on logical reasoning and in creating and evaluating both written and spoken persuasive texts in a range of contexts.

This course will be of particular value to those considering a career in advertising, marketing, public relations, promotional communications, events management and corporate communications.

2. Course Intended Learning Outcomes (CILOs)

(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

Please refer to the objectives of the General Education Programme (see note 10)

Upon successful completion of this course, students should be able to:

No	CILOs	Weighting (if applicable)
1	Explore persuasive communication concepts	
2	Identify examples of persuasion and argumentation in various real life contexts	
3	Critically analyze the language of persuasive messages	
4	Practice writing and presenting logically argued, persuasive messages	
5	Apply the persuasive devices and argumentation strategies used by professional persuaders in a range of contexts for a variety of purposes	

3. Teaching and Learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs - Some TLAs may address more than one CILO.)

CILO No.	TLAs	Hours/week (if applicable)
1-3	Lectures: Lectures will introduce students to the main concepts underlying the principles of persuasion and argumentation throughout the semester.	Throughout the semester

3-5	<p>Problem based learning activities: A series of in-class, group-based and group-led tutorial exercises throughout the semester will enable students to apply the theories and concepts relating to persuasion and argumentation concepts and skills as covered in the lectures and prescribed readings.</p> <p>The interactive tutorial sessions will enable students to discuss these concepts more subjectively and with application to practice their persuasive skills.</p>	Throughout the semester
2-5	<p>Methodology in action activities: Students will be asked to apply relevant persuasion and argumentation theories and models to construct persuasive texts for specific audiences using a range of methodologies covered in lectures, readings and practised in tutorial sessions.</p>	Weeks 6-12
2, 4-5	<p>Group Project: Students working in small groups to a maximum of four per group will be required to apply selected persuasion and argumentation theories they have learned in the course to devise a persuasion campaign for the public domain.</p>	Weeks 9-13

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs –Some assessment tasks/activities may address more than one CILO.)

Type of Assessment Tasks/Activities	Weighting	CILOs to be addressed	Remarks
Group Project Report	35%	1-5	Students working in small groups will create a persuasion campaign addressing a particular issue in the public domain
Group Project Presentation	25%	3-5	Students arranged in small groups will be asked to present their persuasion campaign. This mini-presentation will be peer-assessed from a persuasive delivery perspective
Critical Persuasion	35%	1-3	Individual students will evaluate an

Analysis			example of argumentation and persuasion
Class Attendance Mark	5%	1-5	Class attendance is an essential component of students' learning on this course

5. **Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Standard (A+, A, A- ...F)

**Grading Criteria
Group Project Report**

Grade	CILOs 1-5
A	The report was extremely well organised. Content was fully comprehensive covering all of the relevant aspects of the principles of argumentation and persuasion syllabus to create an issue based persuasion campaign. Excellent grasp of subject matter. Excellent quality of written English.
B	The report was well organised. Content was comprehensive covering most of the relevant aspects of the principles of argumentation and persuasion syllabus to create an issue based persuasion campaign syllabus. Good grasp of subject matter. Good quality of written English.
C	The report was adequately organised. Content was adequate covering some relevant aspects of the principles of argumentation and persuasion syllabus to create an issue based persuasion campaign. Fair grasp of subject matter. Fair quality of written English.
D	The report was poorly organised but sufficient. Content was sufficient covering only a few relevant aspects of the principles of argumentation and persuasion syllabus to create an issue based persuasion campaign. Low grasp of subject matter. Low quality of written English.
F	The report was badly organised and inadequate for task. Content was very poor covering very few or no relevant aspects of the principles of argumentation and persuasion syllabus to create an issue based persuasion campaign. Unacceptable quality of written English.

Group Project Presentation (peer assessed)

Grade	CILOs 3-5
A	Presentation was extremely well argued, highly persuasive, very well structured, and very well researched covering all necessary information about the issue being addressed. Delivery was very clear with highly appropriate voice tone and completely professional body language. The presentation was totally audience focussed and completely aligned with their needs. Evidence of excellent team work with all members contributing equally. Time management was excellent. Excellent quality of written English.
B	Presentation was well argued, persuasive and well structured, covering the necessary information about the issue being addressed. Delivery was clear with appropriate voice tone and professional body language. The presentation was audience focussed and aligned with their needs. Evidence of good team work with all members contributing equally. Time management was good. Good quality of written English.
C	Presentation was adequately argued, quite persuasive and adequately structured, it was fairly well researched, covering most of the necessary information about the issue being addressed. Delivery was reasonable clear with reasonably appropriate voice tone and average professional body language. The presentation was reasonably audience focussed, and adequately aligned with their needs. Evidence of adequate team work with all members contributing reasonably equally. Time management was fair. Fair quality of written English.
D	Presentation was poorly argued, not very persuasive, inadequately structured, and poorly researched and did not cover all necessary information about the issue being addressed. Delivery was not consistently clear with evidence of inappropriate voice tone and lack of professional body language at times. The presentation was not very audience focussed and did not clearly understand their needs. Not always much evidence of team work and all members did not appear to contribute equally. Time management was largely poor. Poor quality of written English.
F	Presentation was very badly argued, not at all persuasive, no evidence of any structure, uninformative and very badly researched, covering none of the necessary information about the issue being addressed. Delivery was totally inaudible with inappropriate voice tone and unprofessional body language. The presentation was not all audience focussed and failed to clearly understand their needs. There was no evidence of team work at all and no evidence of all members contributing equally. Time management was very poor. Unacceptable quality of written English.

Critical Persuasion Analysis

	CILOs 1-3
A	The persuasion analysis was very well presented and argued, with excellent evidence of original analytical thinking, excellent synthesis of claim and supporting evidence drawn from critical reflection. Evidence of extensive subject knowledge base was excellent. Excellent quality of written English.
B	The persuasion analysis was well presented and argued with good evidence of original analytical thinking, reasonable synthesis of claim and supporting evidence drawn from critical reflection. Good evidence of subject knowledge base. Good quality of written English
C	The persuasion analysis was reasonably well presented and argued with a reasonable level of original analytical thinking, adequate synthesis of claim and supporting evidence drawn from critical reflection. Some evidence of subject knowledge base. Adequate quality of written English
D	The persuasion analysis was poorly presented and not very well argued with not much there was little evidence of original analytical thinking, and not much reasonable synthesis of claim and supporting evidence drawn from critical reflection. Poor evidence of subject knowledge base. Poor quality of written English
F	The persuasion analysis was badly presented and failed to argue the case with no reasonable evidence of original analytical thinking at all, there was no evidence at all of any reasonable synthesis of claim and supporting evidence drawn from critical reflection. No evidence of subject knowledge base at all. Unacceptable quality of written English.

Attendance

Marks	
5%	Attended all classes.
2%	Absent from 3 classes.
0%	Absent from more than 3 classes.

Part III

Keyword Syllabus:

Persuasion theory, rhetoric, argumentation, reasoning, rhetorical analysis, public communication, speech acts, semantics, semiotics, reception theory, identification theory, response analysis, collaborative writing, audience analysis

Required reading:

Larson, C.U. (2007) *Persuasion – Reception & Responsibility*, Belmont, CA: Wadsworth Learning

Recommended Reading:

Brooker, W. (ed.), (2003) *The Audience Studies Reader*. London: Routledge

Burke, K. (1970) *The Grammar of Motives*. Berkeley: University of California Press.

Cialdini, R.B. (2001) *Influence, Science and Practice*. Boston, MA: Allyn and Bacon.

Goshgarian, G. (ed.) (1997) *Crossfire: an argument and rhetoric reader*. New York: Longman

Jamieson G.H. (1989) *Communication and Persuasion*. London: Croom Helm

Lucaites, J.L. (ed.) (1999) *Contemporary Rhetorical Theory: a Reader*. New York: Guilford Press.

McKibbin, S. (2000) *The Business of Persuasion: copywriting skills that get results*. Dublin, Ireland: Oak Tree.

Perloff, R.M. (1993) *The Dynamics of Persuasion*. Lawrence Erlbaum Associates: New Jersey: Lawrence Erlbaum Associates.

Pratkanis, A.R. (2003) *The Age of Propaganda: the everyday use and abuse of persuasion*. New York: WH Freeman Co.

Rushkoff, D. (1999) *Coercion: why we listen to what “they” say*. New York: Riverhead

Storey, R. (1997) *The Art of Persuasive Communication*. Aldershot: Hampshire: Gower.

Tannen, D. (1998) *The Argument Culture: moving from debate to dialogue*. New York: Random House.

Toulmin, S. (1964) *The Uses of Argument*. Cambridge: Cambridge University Press.

Walton, D. (1998) *Ad Hominem Arguments*. Tuscaloosa: University of Alabama Press.

Returned by:

Name: Dr Anne Peirson-Smith

Department: English

Tel: 2788-9613

Date: 19 September 2008