

City University of Hong Kong

**Information on Course
offered by Department of English
with effect from Semester B in 2013 / 2014**

This form is for the completion by the *Course Leader*. 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 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.

This Form 2B is specially designed for GE courses with some elements which are exclusive for GE courses.

Part I

Course Title: Persuasive Communication

Course Code: EN6958

Course Duration: 1 semester

No. of Credit Units: 3

Level: P6

Medium of Instruction: English

Medium of Assessment: _____

Prerequisites: (Course Code and Title) NIL

Precursors: (Course Code and Title) NIL

Equivalent Courses: (Course Code and Title) NIL

Exclusive Courses: (Course Code and Title) NIL

Part II

1. Course Aims

The course aims to:

- Explore persuasive communication concepts and techniques involved in the complex process of creating persuasive documents in the workplace

- across a range of texts and for various audiences
- Identify and discover examples and genres of persuasive communication
- Critically evaluate the impact that persuasive messages have in a range of social and professional contexts
- Critically analyse the language and discourse of written and spoken persuasive messages
- Cultivate an understanding of persuasive communication principles and apply the effective persuasive devices used by professional communicators
- Practice writing and presenting persuasive messages.

2. Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting (if applicable)
1.	Explain the concepts underpinning the rationale and creation of persuasive communication and its application across a range of genres for specific purposes.	
2.	Critically evaluate persuasive communication process from production to consumption and its use by a range of agencies in society.	
3.	Analyse the means by which persuasive messages are used at a number of functional communicative levels for a variety of purposes including entertainment, information provision, social control and cultural exchange.	
4.	Devise impactful and creative persuasive texts using words and images to communicate effectively with targeted audiences.	

3. Teaching and Learning Activities (TLAs)

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

CILO No.	TLA	Hours/week (if applicable)
1	Lectures, tutorial discussions The lectures will introduce students to the main persuasive communication concepts essential to an understanding of the role that persuasive communication plays in everyday life. The tutorials will enable students to discover and discuss these theories more subjectively and with professional application for specific purposes.	throughout the semester
2	Case study and reading analysis In-class individual and group analysis of persuasive communication case studies and readings with guided comprehension questions will enable students to become acquainted with the range of persuasive communicative messages from advertising to speeches and to critically analyse the ways in which varying rhetorical models and principles are critiqued and applied in both the creation and consumption of these messages with a view to the student being able to create their own persuasive texts for a range of specific audiences.	3-4 weeks
3	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 persuasive communication theories and concepts covered in	throughout the semester

	lectures and readings to widen their applied understanding of the key persuasive principles.	
4	Methodology in action activities Students will be asked to research, discover and analyse and apply persuasive communication texts using a range of critical and practical methodologies covered in lectures, reading and practised in tutorial sessions including semiotic, rhetorical, genre and discourse analysis.	2-3 weeks

5. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 1 and 4	Critically analysis of persuasive text (1500 word essay minimum): Students will choose an example of persuasive communication and analyse and provide a critique of the text according to selected rhetorical theories.	30%	Individual work; assessed individually
CILO 2 and 4	Reading analysis (600 word minimum report): Students will research, summarise, and critically analyse a reading on the subject of persuasive communication.	10%	Individual work; assessed individually
CILO 3 and 4	Persuasive Campaign Project: Presentation (15 minute group presentation): In small groups, students will devise a persuasive campaign for a commercial or non-profit organisation and present to the class.	30%	Group work; assessed as a group
CILOs 1-3	Persuasive Campaign Project: Analysis (1500 words): Following the Persuasive Campaign Project Presentation, students will work individually to write an essay that analyses and evaluates their group's persuasive campaign with reference to relevant models of persuasion, audience analysis, compliance gaining, and receiver/setting characteristics.	20%	Individual work; assessed individually
CILOs 1-3	Participation: Students will be expected to attend class regularly and to contribute to discussions and activities. Students will be responsible for leading discussion on an assigned topic as part of their participation marks.	10%	Individual work; assessed individually

5. Grading of Student Achievement:

(Refer to Grading of Courses in the Academic Regulations and to the Explanatory Notes.)

Grading pattern: Standard (A+, A, A- ...F). Grading is based on student performance in assessment tasks/activities.

Assessment form: Critical analysis; Reading analysis; Presentation

Grade A+, A or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
<ul style="list-style-type: none"> The topic is extremely well-presented and analysed with strong evidence of creative analysis; All relevant information is 	<ul style="list-style-type: none"> The topic is competently presented and very well analysed with good evidence of creative analysis; The information is 	<ul style="list-style-type: none"> The topic is adequately presented and is analysed reasonably well with adequate evidence of creative analysis; 	<ul style="list-style-type: none"> The topic is sketchily presented and analysed inadequately presented; Only limited information is included with limited 	<ul style="list-style-type: none"> The topic is highly inadequate in its presentation and is very badly analysed; Very limited or inaccurate

<p>excellently covered;</p> <ul style="list-style-type: none"> • The purpose of analysing the material is completely achieved; • Style and tone are highly appropriate. 	<p>sufficiently covered;</p> <ul style="list-style-type: none"> • The purpose of analysing and presenting the material is achieved; • Style and tone are appropriate. 	<ul style="list-style-type: none"> • Only part of the information is covered; • The purpose of analysing and presenting the material is partially achieved; • Style and tone are somewhat appropriate. 	<p>evidence of creative analysis;</p> <ul style="list-style-type: none"> • The purpose of analysing and presenting the material is not fully achieved at all; • Style and tone are inappropriate. 	<p>information is included with no evidence of creative analysis;</p> <ul style="list-style-type: none"> • The purpose of analysing and presenting the material is not achieved in any way; • Style and tone are completely inappropriate.
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Part III

Keyword Syllabus:

Persuasion theory, rhetorical theory, promotional communication, public communication, communication, speech communication, non-verbal communication, visual communication, semantics, semiotics, motivation theory, reception theory, identification theory, response analysis, collaborative writing, audience analysis, creative communication, consumer behaviour, public relations, advertising, sales promotion, integrated marketing communication, promotional campaigns, genre analysis

Required Course Material:

Required Text:

Stiff, J. and P Mongeau. (2003) *Persuasive Communication*, 2nd edition. New York: Guilford Press.

Suggested Readings:

1. *Contemporary rhetorical theory: a reader* (1999) John Louis Lucaites (ed.) New York: Guilford Press P301.C574 1999
2. *Crossfire: an argument and rhetoric reader* (1997) Gary Goshgarian (ed.) New York. Longman, PE1431.C76 1997.
3. *The art of persuasive communication* (1997) Richard Storey, Aldershot, Hampshire Gower. P301.5.P47 S76 1997
4. *The business of persuasion: copywriting skills that get results*. Stuart McKibbin, (2000) Dublin, Ireland: Oak Tree HF5825.M34 2000
5. *The art of persuasive communication*, Richard Storey (1997) Aldershot: Hampshire: Gower. P301.5 P47S76 1997
6. *The audience studies reader* (2003) Will Brooker (ed.) London: Routledge. PN1995.9 A8 A93 2003
7. *Coercion: why we listen to what “they” say*. (1999) Douglas Rushkoff, New York: Riverhead P94.R87 1999.
8. *Communication and Persuasion* (1989) G.H. Jamieson, London: Croom Helm. P96 P75J35
9. *Ad Hominem Arguments* (1998) Douglas Walton, Tuscaloosa: University of Alabama Press. P30.5 P47 W347 1998
10. *The Age of Propaganda: the everyday use and abuse of persuasion*. Anthony R Pratkanis, New York: WH Freeman Co. HM263 P715 2001
11. *Arguing and Thinking: a rhetorical approach to social psychology* (1996) Cambridge, New York: Cambridge University Press HM251.B47458 1996
12. *Influence, Science and Practice* (2001) Robert B. Cialdini Boston, MA: Allyn and Bacon. BF774 C53 2001
13. *The argument culture: moving from debate to dialogue* (1998) Deborah Tannen, New York: Random House. P301.5.P47 T36 1998.

Returned by:

Name: Anne Peirson-Smith
Phone/email: 3442 9613

Department: English
Date: 13 August 2010

Revised by Dr Allan Johnson on 22 October 2013

- A. Please specify which Gateway Education Programme Intended Learning Outcome(s) – PILO(s) - this course is going to achieve and how it/they relate(s) to your CILOs:

GE PILO <i>(Please refer to Explanatory Note 10.)</i>	Please tick if this PILO is related to the CILOs	How the PILO is related to the CILOs <i>(Please use separate pages if necessary.)</i>
PILO 1: Demonstrate the capacity for self-directed learning		
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology		
PILO 3: Demonstrate critical thinking skills		
PILO 4: Interpret information and numerical data		
PILO 5: Produce structured, well-organised and fluent text		
PILO 6: Demonstrate effective oral communication skills		
PILO 7: Demonstrate an ability to work effectively in a team		
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues		
PILO 9: Value ethical and socially responsible actions		
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation		

GE course proposers should cover the mandatory PILOs for the GE area (Arts and Humanities; Study of Societies, Social and Business Organisations; Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones.

- B. Please select an assessment task for collecting evidence of student achievement of specific learning outcomes for quality assurance of GE courses. (Please refer to the curricular mapping of GE programme as shown in the EDGE website: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

Selected Assessment Task	Related CILO(s)	Related GE PILO(s)

- C. Please specify the DEC 3A(s) of PILO 10 embedded in the course:

DEC 3A(s) (Please tick at least one DEC aspect embedded in the course)	Please tick if appropriate
<input type="checkbox"/> Attitude	<input type="checkbox"/> Develop a strong sense of curiosity
	<input type="checkbox"/> Ask questions actively
	<input type="checkbox"/> Challenge assumptions
	<input type="checkbox"/> Engage in inquiry together with teachers
	<input type="checkbox"/> Others, please specify
<input type="checkbox"/> Ability	<input type="checkbox"/> Development of critical thinking skills to assess ideas
	<input type="checkbox"/> Acquisition of research skills
	<input type="checkbox"/> Synthesis of knowledge across disciplines
	<input type="checkbox"/> Application of academic knowledge to real-life problems
	<input type="checkbox"/> Others, please specify
<input type="checkbox"/> Accomplishment	<input type="checkbox"/> Creative works/new artifacts
	<input type="checkbox"/> Effective solutions to real-life problems
	<input type="checkbox"/> New processes
	<input type="checkbox"/> Others, please specify

Explanatory Notes for Completing Form 2B (GE)

1. Course Title

This is the full title of the course in English.

2. Course Code

An alpha numeric code as a prefix, followed by 4-5 digits, where the first digit indicates the academic level of the course and the second digit indicates the Gateway Education area. For the GE area, “1” denotes “Arts and Humanities”, “2” denotes “Study of Societies, Social and Business Organisations”, and “3” denotes “Science and Technology”. The course code will be centrally allocated by the Academic Regulations and Records Office.

For example, the course “Managing Your Personal Finance” is assigned with a course code of “GE1202”. “GE” is the special code for Gateway Education. “1” after “GE” is the level of the course, and in this case the course is at the level of B1. The second digit “2” signifies that this course is under the area of “Study of Societies, Social and Business Organisations”. The remaining two digits “02” is the sequence number assigned to the course.

3. Course Duration

This refers to the duration of the course in terms of semesters.

4. No. of Credit Units

Number of credit units assigned for the course.

5. Level

The level of a course shows its degree of academic difficulty. Bachelor’s Degree courses can have levels of B1, B2, B3 or B4 while Associate Degree courses can have levels of A1 or A2. Gateway Education courses are generally pitched at lower course levels. All GE courses, except GE English courses, are offered to UGC funded Associate Degree students with effect from 2011/12. However offering units may opt for opening a GE course to Bachelor’s Degree students only on academic grounds.

6. Prerequisites

These are courses that students must pass before they are allowed to take the current course. A rigid structure of prerequisites may unintentionally hinder a student’s progress and limit flexibility in the choice of courses. Furthermore, the timing of the availability of the pre-requisite courses as well as the current course would be critical. Departments should therefore be careful when defining pre-requisites for courses.

7. Precursors

These are courses that students are advised to take before they attempt the current course. In general, precursors are more flexible in allowing student choice and progression. They also serve as indicators of the requirements of the current course.

8. Equivalent Courses (generally not applicable to GE courses)

Equivalent courses are courses where there is sufficient overlap in content that students may, with approval, register in the course to meet a programme/degree requirement, to recover a failure or to improve a course grade.

9. Exclusive Courses

These are courses where there is sufficient overlap in their content to make it inappropriate for students to earn credits for more than one of such courses.

10. Course Aims

This is a brief description of what the course is about and what it intends to achieve. Course aims should be written in a manner to make them clearly understood by students and staff. As a rule of thumb, if the aims and intended learning outcomes of a course are changed other than for editorial reasons, a new course should be proposed.

The course aims of GE courses should be compatible with the following objectives, generally regarded as the Programme Intended Learning Outcomes (PILOs) of the Gateway Education Programme approved by the Senate in November 2009, helping the University nurture Ideal Graduates. The Ideal Graduates the University aspires to produce are competent professionals who combine rich professional knowledge with the broader skills and poise required for career success and leadership in the community.

- i) Demonstrate the capacity for self-directed learning
- ii) Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology
- iii) Demonstrate critical thinking skills
- iv) Interpret information and numerical data
- v) Produce structured, well-organised and fluent text
- vi) Demonstrate effective oral communication skills
- vii) Demonstrate an ability to work effectively in a team
- viii) Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues
- ix) Value ethical and socially responsible actions
- x) Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

The following desired characteristics of GE courses, which are unpacked from the GE PILOs, should be embedded in every GE course:

- i) Adopt an interdisciplinary frame of reference to foster an appreciation of the relations among different fields of knowledge
- ii) Emphasise intellectual content as well as generic skills in communication,

inquiry, thinking, problem solving and teamwork

- iii) Introduce essential concepts, methods, and orienting conceptual frameworks of the subjects concerned
- iv) Utilise engaged pedagogies
- v) Provide the intellectual depth expected of credit-bearing university courses at the same level
- vi) Relate the subject matters to modern human experience
- vii) Encourage self-discovery, reflection and innovation

11. Course Intended Learning Outcomes (CILOs)

CILOs state what the student is expected to be able to do at the end of a course according to a given standard of performance. Outcomes should be achievable, assessable and clear to students. Staff should design appropriate teaching and learning activities (TLAs) and assessment tasks to facilitate the achievement of CILOs.

Weightings can be assigned to CILOs according to their relative importance to the course.

12. Teaching and Learning Activities (TLAs)

TLAs are designed to align with CILOs to facilitate student's achievement of those outcomes. TLAs could be teacher, peer, or self-initiated and take various formats such as project work, case studies, lectures, tutorials, practicals, placements, problem-based learning, studio etc. The choice of TLAs should be made in order to facilitate active learning and the achievement of CILOs.

13. Assessment Tasks/Activities

Assessment tasks or activities are designed to align with the CILOs to provide evidence on how well each student has achieved the CILOs. Such evidence could be provided by project work, case studies, assignments, examinations, discussion participation, online discussions, reflective writing, laboratory work and reports, practicals, practicum etc. The choice of Assessment Tasks should relate directly to the learning outcomes of the course. "Remarks" could include information such as when a task is to be performed, when due, the word limit of the assessment tasks/activities, assessed on a Pass/Fail basis etc., as applicable.

14. Grading of Student Achievements

Grading of students' achievement should be in accordance with the Academic Regulations for Undergraduate Degrees (AR9.1-9.4). Please indicate whether grading is assigned based on student achievement of ILOs according to defined grading criteria or on their performance in assessment tasks/activities.

15. Keyword Syllabus

This is a brief introduction to the syllabus of the course which is designed to motivate students' learning. Please outline the course content and pedagogy (TLAs) to be used to achieve the CILOs.

16. Resource Planning and Consultation

Course proposers should indicate their requirements and planning for special

resources to support the course offering, and consult expertise in other related disciplines if the proposal covers content beyond their own discipline. If neither special resources nor other expertise are needed, the proposers can declare “no special requirements needed”.

17. Amendments/Revisions to Form 2B

Amendment or revisions to the information provided in Form 2B are subject to the procedures outlined in the University’s QA Principles, Policies and Practices. College and School Boards should consider delegation of authority to Programme Committees, College/School Validation and Monitoring Committees as necessary to facilitate innovation and change as appropriate.

18. Selected Assessment Task for Quality Assurance of GE courses

Course instructors are required to collect, keep and report evidences of student performance from the selected assessment task for quality assurance of GE courses.

19. DEC 3As (<http://wiki.cityu.edu.hk/sites/dec/SitePages/FAQs.aspx>)

Attitude: Develop an attitude of discovery/innovation/creativity

- Student-centred learning whereby students
 - develop a strong sense of curiosity,
 - ask questions actively,
 - challenge assumptions, and
 - engage in inquiry together with teachers.
- These are habits of mind that prepare students to discover/innovate/create.

Ability: Develop the ability/skill needed to discover/innovate/create

- Development of critical thinking skills to assess ideas
- Acquisition of research skills
- Synthesis of knowledge across disciplines
- Application of academic knowledge to real-life problems

Accomplishments: Demonstrate accomplishments of discovery/innovation/creativity

- Demonstration of evidence of original discovery/innovation/creativity through producing/constructing
 - creative works/new artifacts
 - effective solutions to real-life problems
 - new processes
- These accomplishments may include insightful reflections on the discovery learning process.
- Evidence may be collected from student work, including essays, exhibits, oral/media presentations, performances, portfolios, projects, reports and research papers.