

The Hong Kong Polytechnic University

**Subject Description Form**

<b>Subject Code</b>	ELC2012
<b>Subject Title</b>	Persuasive Communication
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Pre-requisite: ELC1012 or ELC1013 English for University Studies
<b>Objectives</b>	This subject aims to help students become more persuasive communicators in a variety of contexts that they may encounter at university and in the workplace.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>By the end of the subject, students should be able to communicate effectively in an English-medium environment through:</p> <ul style="list-style-type: none"><li>a) writing persuasive texts intended for a variety of audiences</li><li>b) communicating persuasively in oral contexts</li><li>c) make persuasive arguments in formal discussions</li></ul> <p>To achieve these, students are expected to use language and text structure appropriate to the context, select information critically, and present and support stance and opinion.</p>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<p>1. Preparing for effective persuasion Assessing the situation; selecting relevant content; organising ideas and information; selecting an appropriate tone, distance and level of formality to support the communication of messages.</p> <p>2. Persuasion through writing Developing and practising appropriate language, tone, style and structure; achieving cohesion and coherence.</p> <p>3. Persuasion through speaking Developing and practising appropriate verbal and non-verbal skills for persuasive oral communication; improving and extending relevant pronunciation features, including articulation, pausing, intonation, word stress and sentence stress.</p>
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	<p>The study method is primarily seminar-based. Activities include teacher input as well as individual and group work involving reading and appreciating texts, discussions and presentations of ideas.</p> <p>Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to learning resources on the Internet and in the ELC's Centre for Independent Language Learning. Additional reference materials will be recommended as required.</p>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c		
	1. Speech	30%		✓			
	2. Persuasive written text	40%	✓				
	3. Debate	30%		✓	✓		
Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment 1 is an individual speech. Assessment 2 concentrates on persuasive writing. Assessment 3 examines a different aspect of persuasion, the debate.</p>							
<b>Student Study Effort Expected</b>	Class contact:						
	<ul style="list-style-type: none"> <li>▪ Seminars</li> </ul>						39 Hrs.
	Other student study effort:						
	<ul style="list-style-type: none"> <li>▪ Self study/preparation</li> </ul>						78 Hrs.
Total student study effort						117 Hrs.	
<b>Reading List and References</b>	<p><i>Required readings</i></p> <p>ELC-provided subject materials.</p> <p><i>Other readings</i></p> <p>Breaden, B. L. (1996). <i>Speaking to persuade</i>. Fort Worth, TX: Harcourt Brace College.</p> <p>Covino, W.A. (1998). <i>The elements of persuasion</i>. Boston: Allyn and Bacon.</p> <p>Edwards, R. E. (2008). <i>Competitive debate: The official guide</i>. New York: Alpha Books.</p> <p>Leanne, S. (2008). <i>Say it like Obama: The power of speaking with purpose and vision</i>. New York: McGraw Hill.</p> <p>Rogers, W. (2007). <i>Persuasion: messages, receivers, and contexts</i>. Lanham, MD: Rowman &amp; Littlefield Publishers.</p> <p>Stiff, J. B. (2003). <i>Persuasive communication</i> (2nd ed.). New York: Guilford Press.</p>						