

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: Bachelor of Social Science Education (Honours) (Greater China Studies)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Introduction to Communication
<b>Course Code</b>	: SSC2183
<b>Department</b>	: Department of Asian and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 3

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#### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

Effective communication is the basis for success in all walks of life. This course explores history, theory and philosophy of communication, including interpersonal, group, public and mass communication – and how they can be applied effectively in our daily lives. It helps students to have a basic understanding of the theories behind various forms of communications. A solid grounding in communication theories will be gained and students will learn to apply these theoretical perspectives to different communication issues and contexts. Besides, this course examines how, why, where and when we communicate, on a personal, social and global level. Students will explore a number of important concepts in communication and to demonstrate how different practices shape this profoundly important idea. This course also gives students a wider view of what is happening behind all the information they receive in everyday life through different media and help them develop a critical thinking of the truth behind the different pieces of information. Students will study and test these concepts through in-class discussions, critical thinking exercises, and public engagement.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> specify the basics of communication theories and their latest development.  
 CILO<sub>2</sub> apply a variety of theoretical perspectives to communication that occurs in the context of personal relationships, groups, public communication, and education settings.  
 CILO<sub>3</sub> analyze the nature of mass media and practice critical thinking in evaluating different forms of communication in a modern globalized society.  
 CILO<sub>4</sub> critically reflect on the role of media in communication sector and their influence to the human development.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. What is communication; Communication as a process; what, why, when and how do we communicate	CILO <sub>1</sub>	<ul style="list-style-type: none"> <li>Lectures and seminars that discuss various concepts of communication</li> <li>Tutorials and student presentations so as to familiarize students with all the essential topic pertinent to communication</li> <li>Guided reading, group discussion and case</li> </ul>
2. Introduction to major and contemporary communication theories	CILO <sub>1,2</sub>	
3. Components of communication; Intrapersonal, Interpersonal, Group, Organizational and mediated communication	CILO <sub>1,2</sub>	
4. Understanding media; The Medium is the Message; Hot and Cool media; Rich and Lean media	CILO <sub>2,3</sub>	

5. The use of media in communication; media impacts its interpretation and understanding; Influence of media; Media ethics and ethics in communication	<i>CILO<sub>3,4</sub></i>	discussions with the guidance from the instructor <ul style="list-style-type: none"> <li>• Video clips to show the role of media</li> </ul>
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#### 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Class discussion and Seminar participation <ul style="list-style-type: none"> <li>• Students are expected to read relevant readings or journal articles before s/he attends the tutorials and must participate actively in the discussion. Moreover, students are expected to join seminars which were organized by the faculty or programme.</li> </ul>	20%	<i>CILO<sub>1-4</sub></i>
(b) Group presentation and written report <ul style="list-style-type: none"> <li>• Students are required to work as a team and to present their work to the class.</li> <li>• Group report based on chosen presentation topic (1,500 - 2,000 words).</li> </ul>	40%	
(c) Final Paper	40%	

#### 5. Required Text(s)

Nil

## 6. Recommended Readings

- Arneson, S. (2011). *Communicate and motivate : The school leader's guide to effective communication*. Larchmont, NY: Eye on Education.
- Beck, A., Bennett, P., & Wall, P. (2004). *Communication studies: The essential resource*. London: Routledge.
- Fiske, J. (2011). *Introduction to communication studies* (3<sup>rd</sup> ed). London: Routledge.
- Friedman, M., & Schultermandl, S. (2016). (Eds.). *Click and kin: Transnational identity and quick media*. Toronto: University of Toronto Press.
- Froemling, K., Grice, G., & Skinner, J. (2011). *Communication: The handbook*. Boston, MA: Allyn & Bacon.
- Griffin, E. (2009). *A first look at communication theory* (7th ed.). Boston, MA: McGraw-Hill Higher Education.
- Guha Thakurta, P. (2009). *Media ethics: Truth, fairness, and objectivity*. New Delhi: Oxford University Press.
- Hargie, O. (2006). *The handbook of communication skills* (3<sup>rd</sup> ed.). London: Routledge.
- Lederman, L. C. (1992). *Communication pedagogy: Approaches to teaching undergraduate courses in communication*. Norwood, N J: Ablex Pub.
- Miller, K. (2005). *Communication theories: Perspectives, processes, and contexts* (2<sup>nd</sup> ed.). Boston, MA: McGraw-Hill.
- Mumby, D. K. (2011). *Reframing difference in organizational communication studies: Research, pedagogy, practice*. Los Angeles, CA: Sage.
- Patterson, P., & Wilkins, L. (2008). *Media ethics: Issues & cases* (6<sup>th</sup> ed.). New York, NY: McGraw-Hill Higher Education.
- Ramsey, R. (2009). *How to say the right thing every time : Communicating well with students, staff, parents and the public* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Smith, P., Berry, C., & Pulford, A. (1999). *Strategic marketing communications: New ways to build and integrate communication*. London: Kogan Page.

## 7. Related Web Resources

Nil

## 8. Related Journals

*Asian Journal of Communication*. Routledge / Taylor & Francis.

*Communication, Culture & Critique*. International Communication Association.

*Communication Education*. Routledge / Taylor & Francis.

*Communication: Journalism Education Today*. Journalism Education Association.

*Journal of Communication*. International Communication Association.

*Media, Culture & Society*. Sage.

## 9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## 10. Others

Newspaper articles and on-line videos on relevant topics and issues will be used wherever and whenever necessary and feasible.