

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All undergraduate programmes
Programme QF Level	: 5
Course Title	: Communication for Teaching
Course Code	: SSC2191
Department/Unit	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 2

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

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

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

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

This course is designed to help students acquire knowledge of communication instruction and apply the information to teaching. Students will be provided with diverse viewpoints and perspectives on a wide range of topics that impact their own communication with participants in a classroom setting. Using a multidisciplinary approach to include a combination of theory and practical advice, this course covers a wide range of classroom communication issues that include: interpersonal and small group communication, listening and verbal and nonverbal communication. This course also allows students to anticipate new coverage on out of the classroom communication, lesson plans based on state or national standards and crisis communication. This allows the students to implement various instructional strategies, enabling them to meet a wider range of student needs in the future.

2. Course Intended Learning Outcomes (CILOs)

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

CILO₁ define the nature of communication in a classroom setting.

CILO₂ specify the functions of verbal and non verbal communication in classroom.

CILO₃ identify different instructional strategies.

CILO₄ critically reflect on the communication impact in education.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Communication Competence <ul style="list-style-type: none">Foundations of classroom communicationInterpersonal communicationListening	CILO ₁	<ul style="list-style-type: none">Lectures and seminars that discuss various concepts of communicationTutorials and student presentations so as to familiarize students with all the essential topic pertinent to communicationGroup discussion and case discussion and case discussions with the guidance from the instructorVideo clips in order to demonstrate classroom teaching
b. Verbal and Nonverbal Communication	CILO ₂	
c. Instructional Strategies <ul style="list-style-type: none">Sharing informationLeading classroom discussionsSmall group communicationCommunicative reading and storytelling	CILO ₃	
d. Communication Impact <ul style="list-style-type: none">InfluenceCommunication concerns	CILO ₄	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Class discussion and participation <ul style="list-style-type: none">• Students are expected to read relevant readings before s/he attends the tutorials and must participate actively in the discussion.	20%	CILO ₁₋₄
(b) Class teaching demonstration and comment on class teaching <ul style="list-style-type: none">• Students are required to work as a team and demonstrate a class teaching• Make a constructive comment towards others' group teaching and prepare a brief report	40%	
(c) Written report <ul style="list-style-type: none">• Submit an individual report based on your own teaching and reflect on your own performance (1,500 - 2,000 words)	40%	

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Cooper, P. J. (2007). *Communication for the classroom teacher* (8th ed.). Boston, Mass.; Hong Kong: Pearson / Allyn and Bacon

7. Recommended Readings

Bailey, T. (1997). *The communication handbook for school-to-work*. Cincinnati, Ohio: South-western Educational Publishing.

Chesebro, J. L., & McCroskey, J. C. (2002). *Communication for teachers*. Boston, Mass.: Allyn and Bacon.

Cummings, S. N., & Carney, J. J. (1971). *Communication for education*. Scranton: Intext Educational Publishers.

Hargie, O. (2006). *The handbook of communication skills* (3rd ed.). London: Routledge.

Lederman, L. C. (1992). *Communication pedagogy: Approaches to teaching undergraduate courses in communication*. Norwood, N. J.: Ablex Pub.

Mumby, D. K. (2011). *Reframing difference in organizational communication studies: Research, pedagogy, practice*. Los Angeles: SAGE.

O'Connell, S. (2008). *Introduction to communication: Grades 6-8*. Portsmouth, N. H.: Heinemann.

Shinde, P. S. (1997). *Communication patterns in extension education: A study of the TV system in Karnataka*. Jaipur: Rawat Publi.

8. Related Web Resources

Nil

9. 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. *Communication Quarterly*. Eastern Communication Association.

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

11. Others

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