

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

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

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 communication • Interpersonal communication • Listening 	CILO ₁	<ul style="list-style-type: none"> • Lectures and seminars that discuss various concepts of communication • Tutorials and student presentations so as to familiarize students with all the essential topic pertinent to communication • Group discussion and case discussions with the guidance from the instructor • Video clips in order to demonstrate classroom teaching
b.	Verbal and Nonverbal Communication	CILO ₂	
c.	Instructional Strategies <ul style="list-style-type: none"> • Sharing information • Leading classroom discussions • Small group communication • Communicative reading and storytelling 	CILO ₃	
d.	Communication Impact <ul style="list-style-type: none"> • Influence • Communication concerns 	CILO ₄	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(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. Required Text(s)

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

6. 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 t & v system in karnataka*. Jaipur: Rawat Publi.

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.

Communication Quarterly. Eastern Communication Association.

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.

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