

HONG KONG BAPTIST UNIVERSITY

COURSE OUTLINE

1. COURSE TITLE

Language, Communication and Advertising

2. COURSE CODE

ENGL4036

3. NO. OF UNITS

3 Units

4. OFFERING DEPARTMENT

Department of English Language and Literature

5. PREREQUISITES

Nil

6. MEDIUM OF INSTRUCTION

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7. AIMS & OBJECTIVES

- 1) To introduce students to different approaches to the study of advertisements, including semiotics, grammar of visual design, discourse analysis and multimodality;
- 2) To introduce students to the whole range of communicative features in advertisements and commercials, including text (linguistic and paralinguistic features), image, composition, colour, and sound, and to illustrate how and what they communicate;
- 3) To allow students to apply their knowledge of advertising to analyses of different types of advertisements and commercials.

8. COURSE CONTENT

- I. Advertising as a genre
- II. Attention-seeking devices
- III. Language, paralinguistic and audience
- IV. Semiotic analysis and multimodality
- V. Varieties and functions of speech and writing
- VI. Pictures and music
- VII. Intertextuality, words and phrases

- VIII. Hooks, buzz words and other tricks of the trade
- IX. Stereotypes in advertising
- X. Cultural variation in advertising
- XI. Gender and advertising
- XII. Sex and advertising

9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

<u>CILO</u>	<u>By the end of the course, students should be able to:</u>
CILO 1	Demonstrate that they understand advertising as a genre and how it differs from other genres
CILO 2	Demonstrate their familiarity with different analytical approaches which may be applied to the analysis of advertisements
CILO 3	Apply their knowledge about advertising to their own analyses
CILO 4	Analyze advertisements and commercials using appropriate terminology
CILO 5	Design their own advertisement
CILO 6	Demonstrate they can use relevant theories and frameworks in their own creative work

10. TEACHING & LEARNING ACTIVITIES (TLAs)

<u>CILO alignment</u>	<u>Type of TLA</u>
CILO 1	<ul style="list-style-type: none"> - Do in-class presentations, including analyses and interpretations of selected commercials and advertisements - Design and create (an) advertisement(s) using relevant quality assessment criteria, and relevant theories
CILO 2	<ul style="list-style-type: none"> - Participate in small-group discussions of the analysis and interpretation of advertisements and commercials - Do in-class presentations, including analyses and interpretations of selected commercials and advertisements
CILO 3	<ul style="list-style-type: none"> - Do in-class presentations, including analyses and interpretations of selected commercials and advertisements - Propose and discuss criteria for quality assessment in advertising - Design and create (an) advertisement(s) using relevant quality assessment criteria, and relevant theories
CILO 4	<ul style="list-style-type: none"> - Participate in small-group discussions of the analysis and interpretation of advertisements and commercials - Propose and discuss criteria for quality assessment in advertising
CILO 5	<ul style="list-style-type: none"> - Propose and discuss criteria for quality assessment in advertising - Design and create (an) advertisement(s) using relevant quality assessment criteria, and relevant theories

CILO 6	<ul style="list-style-type: none"> - Participate in small-group discussions of the analysis and interpretation of advertisements and commercials - Do in-class presentations, including analyses and interpretations of selected commercials and advertisements
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11. ASSESSMENT METHODS (AMs)

<u>Type of Assessment Methods</u>	<u>Weighting</u>	<u>CILOs to be addressed</u>	<u>Description of Assessment Tasks</u>
Coursework	50 %	1, 2, 3, 4, 5, 6	<p>The coursework consists of a number of oral and written assignments. Particularly important assessment criteria for both assignments and presentations are the description of advertising as a genre, the analysis and interpretation of selected advertisements and commercials, and the application of appropriate models and theories to the students' own work, including semiotics, the grammar of visual design and multimodality.</p> <p>Additionally, e-pedagogy may also be used, including gathering and analyzing data via social media and/or other digital tools.</p>
Examination	50 %	1, 2, 3, 4, 5	<p>The exam consists of a number of set questions. The questions require students to do multi-modal analyses of selected advertisements.</p>

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