

HONG KONG BAPTIST UNIVERSITY

COURSE OUTLINE

1. COURSE TITLE

Argumentation and Persuasion

2. COURSE CODE

ENGL2026

3. NO. OF UNITS

3 Units

4. OFFERING DEPARTMENT

Department of English Language and Literature

5. PREREQUISITES

Nil

6. MEDIUM OF INSTRUCTION

English

7. AIMS & OBJECTIVES

- 1) To improve student skills in oral and written communication in English with emphasis upon debates and the stylistics of persuasion in a disciplinary context (i.e. literature and linguistics);
- 2) To enhance student awareness of various uses of oral exposition and argumentation in specialized (professional) contexts as well as in everyday life; and
- 3) To expand student awareness of literary and linguistic modes of argumentation in their proper social and cultural contexts as a basis for local and global citizenship.

8. COURSE CONTENT

Students will be introduced to salient uses and theories of public speaking in a disciplinary context, from Cicero to Austin and Searle, with emphasis upon laying out a foundation for further studies in linguistics and literary studies. Textbook examples and classroom assignments will cultivate students' ability to persuade audiences through eloquent and articulate argumentation. A number of oral genres will also be introduced in addition to public speeches and debates, including oral narratives, discussion, humor and interviews. The emphasis of the class will be upon using the English language and its

literary and linguistic devices in everyday communication, group discussion, and public speaking formats. Students will be expected to conduct research, to prepare in written form and, subsequently, to deliver orally public speeches, and to engage in group activities (such as discussion, role playing, and listening exercises). Contemporary issues of relevance to be discussed, formally presented, and debated in the course may include racism, patriarchy, bureaucracy, gender, oligarchy, terrorism, fascism, the media, and the underclass.

Outline General principles of oral communication

- Speaker confidence
- Speaking and listening skills
- Audience analysis
- Multimodal communication
- Research and delivery skills

Linguistic knowledge and argumentation

- Cohesion and coherence
- Critical analysis: Identities and persuasion
- Metaphor and cognition
- Differences between speech and writing
- Framing and speaking
- Pragmatically speaking: the Co-operative Principle

Literature and persuasion

- Classical rhetoric: Artistic proofs and arrangement
- Classical rhetoric: Styles and figures
- Persuasive genres
- Poetry composition and reading

9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Demonstrate a high-level of proficiency in interpersonal communication in English, using a disciplinary focus on literary and linguistic knowledge, analysis and techniques
CILO 2	Conduct and engage in discussions and debates about issues of contemporary relevance to Hong Kong society
CILO 3	Apply the practiced modes of argumentation and genres essential to persuasion of an audience in the context of multimodality and local/global citizenship
CILO 4	Determine the interests of different audience constituencies and interests, collective as well as personal, as parties to professed controversy
CILO 5	Distinguish between literary and linguistic modes of persuasion, including the selection of appropriate data and academic/disciplinary research in support of argumentative positions

10. TEACHING & LEARNING ACTIVITIES (TLAs)

CILO alignment	Type of TLA
CILO 1	<ul style="list-style-type: none"> - Interact conversationally with international and local students on campus - Read and analyze formal and informal speeches - Conduct interviews - Practice different rhetorical styles and tropes
CILO 2	<ul style="list-style-type: none"> - Participate in formal and informal debates/discussions on assigned and student-selected topics - Employ different multimodal resources in making an argument in different media such as formal face-to-face speeches and video presentations
CILO 3	<ul style="list-style-type: none"> - Deliver formal public presentations and speeches, including articulating student work with on-campus speech contests and events - Apply and practice different oral genres, such as oral narratives, humor, discussion and interview that are integral to persuasion and argumentation
CILO 4	<ul style="list-style-type: none"> - Offer peer-critique of individual presentations in the form of question and answer periods - Carry out discussions, role playing, and listening exercises on assigned and student-selected topics
CILO 5	<ul style="list-style-type: none"> - Complete in-class and Moodle exercises requiring targeted research in preparation for lengthier persuasive and critical presentations - Practice and identify the different rhetorical modes and linguistic styles in linguistic and literary studies

11. ASSESSMENT METHODS (AMs)

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
Informal Writing Tasks	10 %	1, 5	Assignments will test student ability to achieve effective critical communication in personal, professional, social networking, and ceremonial/commemorative contexts.
Poetry or Narrative Reading/Presentation	10 %	1, 5	Students have to read a poem and give an oral presentation afterwards.
Speech and Audience Analysis	10 %	1, 2, 4, 5	A formal analysis of audience background together with a linguistic/literary analysis of a selected speech.

Video Presentation or Interview Notes Presentation	10 %	3, 4	A video presentation or presentation on interview notes will be assessed.
In-class Contribution	10 %	1, 2, 3	Class contribution to the discussion and other presentations will be assessed.
Impromptu Speech	15 %	1, 2, 3, 4	Impromptu speech will test whether students can spontaneously apply the advanced principles of oral persuasion.
Final Public Speech	20 %	1, 2, 3, 4, 5	Public speeches will test whether students can use the advanced principles of oral persuasion - in multimodal forms. Speeches will be evaluated using detailed assessment rubrics given at the beginning of the course.
Debates	15 %	1, 2, 3, 4	Debates will be evaluated using detailed assessment rubrics given at the beginning of the course.

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