

SECTION 4**ORGC 1110 FUNDAMENTALS OF ORGANIZATIONAL COMMUNICATION**

Organization Communication	Number of units	:	3 units (3,2,1)
	Prerequisite	:	Nil
<i>ORGC Required</i>	Level	:	Year I/Semester 2
ORGC 1110	Duration	:	45 hours

Objectives for Fundamentals of Organizational Communication

A comprehensive overview of main concepts and major areas of communication practices in organizations are introduced to enable a basic understanding of communication processes in the organization domain. The course focuses on communication in the internal environment, focusing on the factors, elements, functions and processes common to all organizations. Attention is given to external environment in so far as it is relevant to communication in organization processes for adaptation, as well as its implications to communication in organization operation, development and change.

Learning Outcomes

Students should become:

- 1 Familiar with aspects of organizational communication
- 2 Be able to demonstrate a basic understanding of the scope of communication processes in the organization, identify main forms, elements, functions and operations common to communication in all organizations
- 3 Be able to describe organizational communication activities with appropriate vocabularies

Course Content

- 1 Organizations
 - 1.1 Approaches to organization studies
 - 1.2 Nature and type of organization
 - 1.3 Processes and structures
 - 1.4 Theoretic and empirical perspectives

- 2 Communication in organizations
 - 2.1 Internal and external environments
 - 2.2 Components and characteristics of the environments
 - 2.3 Internal contexts
 - 2.4 Organizational functions
- 3 Organizational processes
 - 3.1 Messages and channels
 - 3.2 Task and people management
 - 3.3 Growth, change and organization assimilation
 - 3.4 Organization culture
- 4 Organizational communication in group contexts
 - 4.1 Leadership and policies
 - 4.2 Problem-solving
 - 4.3 Decision-making
 - 4.4 Cooperation between units
- 5 Organizational communication in interpersonal contexts
 - 5.1 Superior and subordinates
 - 5.2 Conflict management
 - 5.3 Colleagues and workers
- 6 Organizational communication at personal contexts
 - 6.1 Socialization and learning
 - 6.2 Identity and other emotional issues
 - 6.3 Managing multiple roles
- 7 External Communication contexts
 - 7.1 Public Relations
 - 7.2 Marketing and sales
 - 7.3 Advertising

Mode of Tuition

Lectures, presentations, and discussions

Assessment

Assignments	60%
Examination	40%

References

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- White-Mills, K. & Rogers, D. P. (1996). Identifying the common and separate domains of business-management-organizational communication. In Journal of Business Communication, 33(3), 353-62.

SECTION 4**ORGC 1240 PUBLIC SPEAKING**

**Organizational
Communication**

Number of units : 3 units (3,1,2)

Prerequisite : Nil

*ORGC & PRA
Required*

Level : Year I/Semester 1 or 2

ORGC 1240

Duration : 45 hours

Objectives for Public Speaking

This course presents the principles and techniques of public speaking and introduces the students to effective uses of presentational software. Students practice analysis, formulation, organization, development, and delivery of ideas and are provided with the instruction and practice in the utilization of common presentational software to support the effective communication of their ideas to the audience.

Learning Outcomes

Students are expected to be able to:

- 1 Analyze a target audience to which they might be expected to speak early in their professional careers
- 2 Prepare and deliver an informative speech that is well-organized, fully developed, and appropriately adapted to their classroom audience
- 3 Prepare and deliver a persuasive speech that is well-organized, fully developed, and appropriately adapted to their classroom audience
- 4 Defend their ideas in a speaking situation in which a debate format might be used

Course Content

- 1 Preliminaries to public speaking
 - 1.1 Elements of public speaking
 - 1.2 Preparing a public speech
 - 1.3 Speaker apprehension
 - 1.4 Critical listening and evaluation
 - 1.5 Credibility and ethics

- 2 Audiences of public speaking
 - 2.1 Elements of audience analysis and adaptation: a sociological perspective
 - 2.2 Elements of audience analysis and adaptation: a psychological perspective
- 3 Organizing the public speech
 - 3.1 Elements of organization
 - 3.2 The body of the speech
 - 3.3 Introductions, conclusions, and transitions
 - 3.4 Outlining the speech
- 4 Supporting the oral message
 - 4.1 Principles of visual presentation
 - 4.2 Introduction to presentational software
 - 4.3 Use and abuse of audio-visual aids
 - 4.4 Uniting the oral and the visual messages
- 5 Types of public speaking
 - 5.1 Elements of the informative speech
 - 5.2 Amplifying materials in informative speeches
 - 5.3 Elements of the persuasive speech
 - 5.4 Developing arguments for persuasive speeches
 - 5.5 Motivating behavior in persuasive speeches
 - 5.6 Special types of speeches
- 6 Style and deliver the public speech
 - 6.1 Elements of language and style
 - 6.2 Effective style in public speaking
 - 6.3 Elements of delivery
 - 6.4 Effective delivery in public speaking

Mode of Tuition

Lectures, presentations, and discussions

Assessment

Assignments	30%
Speeches	70%

References

- Bettinghaus, E. P., & Cody, M. J. (1987). Persuasive communication (4th ed.). New York: Holt, Rinehart and Winston.
- DeVito, J. A. (1997). The elements of public speaking (6th ed.). New York: Longman.
- Hay, E. A. (1992). Speech resources: Exercises and activities (2nd ed.). Los Angeles: Roxbury.
- Osborn, M., & Osborn, S. (1997). Public speaking (4th ed.). Boston: Houghton Mifflin.
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- Seiler, W. J. (1991). Introduction to speech communication (2nd ed.). New York: HarperCollins.
- Sprague, J., & Stuart, D. (1992). The speaker's handbook (3rd ed.). New York: Harcourt Brace Jovanovich.

SECTION 4**ORGC 2110 CULTURE, SOCIETY AND THE MEDIA**

**Organizational
Communication***ORGC Required***ORGC 2110**

Number of units	:	3 units (3,2,1)
Prerequisite	:	COMM 1160 Introduction to Communication
Level	:	Year II/Semester 1
Duration	:	45 hours

Objectives for Culture, Society and the Media

This course is an introduction to cultural studies. This new area within the discipline of communication brings social and political analysis to the study of communicative practice. The emphasis is on developing sets of concepts which help to understand communicative power, using examples from film, press, television, popular music, fiction, and so forth.

Learning Outcomes

Students should be able to:

- 1 Develop an understanding of the key concepts and theories of critical cultural study of the media
- 2 Understand how the media function as the lenses through which we perceive the world
- 3 Understand how representations construct and naturalize social relationships
- 4 Understand how readers of the media's representations disrupt those representations' dominant meanings

Course Content

- 1 The origins of cultural approaches
 - 1.1 The growth of a mass consumption society
 - 1.2 The "discovery" of popular culture
 - 1.3 The studies of youth cultures
- 2 Critical theories
 - 2.1 The mediation of cultural meanings

- 2.1.1 Ideology reproduction
- 2.1.2 The dominant discourse
- 2.1.3 Social knowledge
- 2.1.4 Mass entertainment
- 2.1.5 Public memory

2.2 Media and social manipulation

- 2.2.1 Ideology state apparatuses
- 2.2.2 Hegemony and resistance
- 2.2.3 Media racism
- 2.2.4 The use of communication in subcultures
- 2.2.5 Colonial and postcolonial discourse

2.3 The political economy of media

- 2.3.1 The culture industry
- 2.3.2 Cultural materialism
- 2.3.3 Media as big business
- 2.3.4 Industrialization of leisure and entertainment
- 2.3.5 Media imperialism

2.4 The feminist challenge

3 The application of cultural approaches

- 3.1 Hong Kong
- 3.2 Mainland China
- 3.3 Taiwan

Mode of Tuition

Lectures, presentations, tutorials, and discussions

Assessment

Assignments	70%
Examination	30%

References

- Andersen, R. K. (1995). Consumer culture and TV programming. Cambridge, MA: Westview Press.
- Avery, R. K., & Eason, D. (Eds.). (1991). Critical perspectives on media and society. New York: Guilford.

- Berger, A. A. (1995). Cultural criticism: A primer of key concepts. Foundations of Popular Culture, Vol. 4. Thousand Oaks, CA: Sage.
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- Lull, J. (2000). Media, communication, culture. New York: Columbia University Press.
- O'Sullivan et al., (Eds.). (1994). Key concepts in communication and cultural studies. New York: Routledge.
- Raymond, W. (1996). The politics of modernism. London: Verso.
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Schiller, H. I. (1992). Mass communications and American empire. Cambridge, MA: Westview Press.

Schwoch, J., White, M., & Reilly, S. (1992). Media knowledge: Readings in popular culture, pedagogy, and critical citizenship. Albany: State University of New York Press.

Sternheimer, K. (2003). It's not the media: The truth about pop culture's influence on children. Cambridge, MA: Westview Press.

朱耀偉（1996）：《當代西方批評論述的中國圖象》。板橋市：駱駝出版社。

SECTION 4**ORGC 2120 COMPUTER MEDIATED COMMUNICATION**

Organizational Communication

Number of units	:	3 units (3,2,1)
Prerequisite	:	Nil
Level	:	Year II/Semester 1 or 2

ORGC 2120

Duration	:	45 hours
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Objectives for Computer Mediated Communication

This course explores the influences of computer technology on communication studies and the inter-relations among computer network, culture and communication, and reviews some major concepts of computer mediated communication (CMC) as presented in academic publications.

Learning Outcomes

At the end of this course, the students will:

- 1 Become aware of the influences of computer technology on communication studies and the inter-relations among computer network, culture and communication
- 2 Be able to utilize computer technology to demonstrate an alternative form of presentation and reflect critically to such communication phenomenon
- 3 Be able to apply some major concepts of computer mediated communication (CMC) in their analysis of communication processes associated with computer technology

Course Content

- 1 The role of media in human communication
 - 1.1 Communication technology and new media
 - 1.1.1 Mediated interpersonal communication
 - 1.1.2 Personalized mass communication
 - 1.2 Mediated interpersonal communication

- 1.2.1 Interpersonal mediated communication
- 1.2.2 Media simulated interpersonal communication
- 1.2.3 Person-computer interpersonal communication
- 1.2.4 Unicomunication

- 2 Social psychological aspects of computer-mediated communication
 - 2.1 CMC studies in social psychology
 - 2.2 Strengths and weaknesses of CMC studies in social psychology

- 3 Interpersonal effects in computer-mediated interaction
 - 3.1 The “cues-filtered-out” approach to CMC
 - 3.1.1 Social presence theory
 - 3.1.2 Lack of social context cues hypothesis
 - 3.1.3 Media richness theory
 - 3.2 A social information processing perspective
 - 3.3 Encoding relational messages through text

- 4 Computer mediated communication in intercultural context
 - 4.1 Face-to-face vs. computer-mediated intercultural communication
 - 4.2 Intercultural communication theories revisited
 - 4.3 Computer mediated Chinese communication

- 5 Electronic shopping and marketing
 - 5.1 From the Agora to electronic shopping
 - 5.2 Para-social interaction and broadcast-teleparticipatory communication
 - 5.3 Motives for participating in electronic shopping

- 6 Communication law and the internet
 - 6.1 Freedom of the press and freedom of speech
 - 6.2 Media law and mass communication law
 - 6.3 Communication law
 - 6.4 Cyberlaw

- 6.4.1 The problem of regulation
- 6.4.2 The problem of translation
- 6.4.3 The problem of jurisdiction

7 Journalism in the age of the Internet

- 7.1 Forming of public opinion on the internet
- 7.2 The theory of agenda-setting revisited
- 7.3 Political ideology in journalism and the internet

8 Critical perspectives of computer mediated Communication

- 8.1 Technopoly and disinformation
- 8.2 Simulacra and simulations
- 8.3 Professional vs. vocational education

Mode of Tuition

Lectures, tutorials, presentations and audio-visual aids

Assessment

Group project	20%
Individual assignments	50%
Examination	30%

References

- Baudrillard, J. (1988). Simulacra and simulations (P. Foss, P. Patton, & P. Beitchman, Trans.). In M. poster (Ed.), Jean Baudrillard: Selected writings (pp. 166-184). Stanford, CA: Stanford University Press. (Reprinted from Simulacra and simulations, pp. 1-13, 23-49, by P. Foss, P. Patton, & P. Beitchman, Eds. and Trans., 1983, New York: Sémiotext)
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SECTION 4**ORGC 2130 INTERPERSONAL COMMUNICATION**

**Organizational
Communication**

Number of units : 3 units (3,2,1)

Prerequisite : Nil

*ORGC Required**

Level : Year II

ORGC 2130

Duration : 45 hours

Objectives for Interpersonal Communication

This course introduces the theories and principles of effective communication as they apply to interpersonal and relational contexts of interaction. Analysis of the major variables in face-to-face communication include topics on verbal and nonverbal behaviors, self-awareness and disclosure, interpersonal perceptions and communication competence, and types of relationship.

Learning Outcomes

At the end of the course students will be able to:

- 1 Identify one's own interpersonal communication strengths and weakness
- 2 Understand the relevant concepts
- 3 Identify examples of relevant concepts in your own relationships
- 4 Have a better understanding of the factors that affect your relational communication
- 5 Have a better understanding of what you can do to improve your communication competence with family, friendship and romantic relationships

Course Content

- 1 The nature of interpersonal communication
 - 1.1 The elements of interpersonal communication
 - 1.2 A developmental definition of interpersonal communication
 - 1.3 Axioms of interpersonal communication

**ORGC2130 or ORGC 2160* 2 Perception and listening

- 2.1 Perceptual processes
- 2.2 Increasing accuracy in interpersonal perception
- 2.3 The listening process
- 2.4 Effective listening

- 3 Effectiveness in interpersonal communication
 - 3.1 The concept of communication competence
 - 3.2 The humanistic model of interpersonal effectiveness
 - 3.3 The pragmatic model of interpersonal effectiveness

- 4 The self in interpersonal communication
 - 4.1 Self-awareness
 - 4.2 Self-disclosure
 - 4.3 Apprehension
 - 4.4 Assertiveness

- 5 Verbal and nonverbal messages
 - 5.1 Message characteristics
 - 5.2 Meanings and verbal messages
 - 5.3 Pitfalls and principles of language and verbal interaction
 - 5.4 The inescapable and pervasive nature of nonverbal messages
 - 5.5 When nonverbal behaviors reinforces and contradicts verbal messages

- 6 Types of relationships
 - 6.1 Universals of relationship
 - 6.2 Primary relationships and families
 - 6.3 Friendship and love in interpersonal relationships
 - 6.4 Supervisor-subordinate relationships
 - 6.5 Understanding conflict and power in interpersonal relationships

Mode of tuition

Lectures, tutorials, presentations, and small-group simulations

Assessment

Assignments	50%
Paper	20%
Examination	30%

References

- Adler, R. B., & Towne, N. (1992). Looking out, looking in (7th ed.). Fort Worth, Texas: Harcourt Brace Jovanovich.
- Arliss, L. P. (1993). Contemporary family communication. New York: St. Martin's Press.
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- Borisoff, D., & Merrill, L. (1992). The power to communicate: Gender differences as barriers (2nd ed.). Prospect Heights, Illinois: Waveland.
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- Conville, R. L. (1991). Relational transitions: The evolution of personal relationships. New York: Praeger.
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- Gudykunst, W. B. (1995). Building bridges: Interpersonal skills for a changing world. Boston: Houghton Mifflin.
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- Watt, J. H. (1996). Dynamics of relationships. Thousand Oaks, California: Sage.

SECTION 4**ORGC 2160 LEADERSHIP AND GROUP COMMUNICATION**

Organizational Communication

Number of units : 3 units (3,2,1)

Prerequisite : Nil

*ORGC Required**

Level : Year II/Semester 1 or 2

ORGC 2160

Duration : 45 hours

Objectives for Leadership and Group Communication

Theories and processes of leadership and small groups are reviewed as relevant to enhance communication skills necessary for productive group interaction. Emphasis is placed on the types of small group discussions oriented toward effective problem solving, decision-making, and conflict management, as well as the role of leadership in the process, focusing on the behavior of groups and leaders as inherently communicative. Students will study small group and leadership communication theory, research, and practice from several different perspectives, focusing on how leadership emerges from the communication.

Learning Outcomes

At the end of the course students will be able to:

- 1 Develop a practical knowledge of communication processes, principles, leadership styles, problem solving, decision-making strategies, and conflict management in small groups
- 2 Create awareness about your own communication behavior and practices in small group interactions
- 3 Enhance small group discussion and presentation skills
- 4 Be competent in using an electronic platform when exchanging ideas and collaborating with others on a group project

Course Content

- 1 Group structure
 - 1.1 Approaches to small group communication
 - 1.2 Group goals and roles

*ORGC2130 or ORGC 2160

SECTION 4

ORGC 2160 LEADERSHIP AND GROUP COMMUNICATION

- 1.3 Rules and norms in small group
- 2 Group process
 - 2.1 Group formation and development
 - 2.2 Groupthink and teamwork
 - 2.3 Communicating effectively in groups
 - 2.4 Group decision making
- 3 Small group leadership
 - 3.1 Leadership and leaders
 - 3.2 Theoretical approaches to leadership
 - 3.3 Techniques of discussion leaders
- 4 Organization leadership
 - 4.1 Organizing problem-solving
 - 4.3 Leadership and problem-solving effectiveness
 - 4.3 Decision-making in organizations
 - 4.4 Leadership in decision making
- 5 Persuasion, influence and leadership
 - 5.1 Power and influence
 - 5.2 Language, nonverbals and influence
 - 5.3 Power and leadership communication
- 6 Leadership communication styles
 - 6.1 Leadership style and group effectiveness
 - 6.2 Leadership communication and personality
 - 6.3 Leadership communication, gender and culture
- 7 Conflict management
 - 7.1 Definitions and conceptualization of conflict
 - 7.2 Conflict, communication, and power
 - 7.3 Leadership and conflict management

Mode of Tuition

Lectures, presentations, and discussions

Assessment

Assignments	70%
Examination	30%

References

- Barge, J. K. (1994). Leadership: Communication skills for organizations and groups. New York: St. Martin's Press.
- Beebe, S. A., & Masterson, J. T. (2000). Communicating in small groups: Principles and practices (6th ed.). NY: Longman.
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SECTION 4**ORGC 2210 INTERVIEWING**

**Organizational
Communication**

Number of units : 3 units (3,2,1)

Prerequisite : Nil

Level : Year II/Semester 1 or 2

ORGC 2210

Duration : 45 hours

Objectives for Interviewing

Interpersonal communication in interviewing situations is examined including dyadic communication principles and specific applications in selection, appraisal, counseling, exit, journalistic, and survey interview situations.

Learning Outcomes

At the end of the course students will be able to:

- 1 Identify, explain, and apply general theoretical principles related to interviewing including the major types of interviews, the parties involved in interviews, the roles enacted during interviews, the role of perception in interviews, and the nature of communication interactions
- 2 Identify the functions and techniques for the three major components of an interview: the opening, the body, and the closing
- 3 Construct an interview guide containing a variety of primary and secondary questions following a sequence appropriate for the purpose of the interview
- 4 Prepare a job description, cover letter, and resume appropriate for a position you intend to apply for future
- 5 Answer questions during a mock employment interview based on the job description, cover letter, and resume you create

Course Content

- 1 The nature of interviewing
 - 1.1 The interview as interpersonal communication
 - 1.2 Purposes and motivations of interview communication

- 1.3 Perceptions and bias
- 2 Interview planning strategies
 - 2.1 Stating your purpose
 - 2.2 Preparing an agenda
 - 2.3 Structuring the interview
 - 2.4 Planning the physical setting
 - 2.5 Anticipating problems
 - 2.6 Solving problems associated with asking questions
- 3 Conducting the interview
 - 3.1 Establishing a productive climate
 - 3.2 Listening analytically
 - 3.3 Probing
 - 3.4 Motivating the interviewee
 - 3.5 Controlling the interview situation
- 4 The selection interview: interviewer's perspective
 - 4.1 Research and planning
 - 4.2 Managing the interview situation
 - 4.3 Interpreting the data
 - 4.4 Legal considerations
- 5 The selection interview: interviewee's perspective
 - 5.1 Preparing for the interview
 - 5.2 Participating in the interview
 - 5.3 Issues often raised by interviewers
- 6 Appraisal interviews
 - 6.1 Rationale for appraisals
 - 6.2 Objections to appraisals
 - 6.3 Preparation for the evaluation
 - 6.4 Conducting the interview
- 7 Counseling and exit interviews
 - 7.1 Basic approaches to counseling and exit interviews
 - 7.2 Planning the interview
 - 7.3 Conducting the interview
 - 7.4 Confronting special problems

8 Journalistic interviews

- 8.1 Understanding the job of the journalist
- 8.2 Steps for successful journalistic interviews

9 The interview as a research tool

- 9.1 Survey interviews in person and on the telephone
- 9.2 Focus group interviewing
- 9.3 Organizational diagnosis

Mode of Tuition

Lectures, projects, and role-playing

Assessment

Assignments	75%
Examination	25%

References

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SECTION 4**ORGC 2220 NONVERBAL COMMUNICATION**

**Organizational
Communication**

Number of units	:	3 units (3,2,1)
Prerequisite	:	COMM 1160 Introduction to Communication
Level	:	Year II/Semester 1 or 2

ORGC 2220

Duration	:	45 hours
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Objectives for Nonverbal Communication

Nonverbal behavior is examined as part of the package of interacting signals which are fundamental to interpersonal, group, and all forms of mass mediated communication. Surveys of the major divisions of kinesics, proxemics, artifactual, chronemics and paralinguistics are supplemented with published scholarship in the comparatively minor areas of tactile, environmental and olfactory research. Cross-cultural implications are explored. Primary emphasis is placed on the practicalities for the communication professional who designs as well as interprets signs. A small research project gives practical experience for methodically recording naturalistic observation.

Learning Outcomes

At the end of the course students will be able to:

- 1 Explore and analyze the functional potential of each of nonverbal systems
- 2 Develop the students' nonverbal communication skills
- 3 Demonstrate the value of specific kinds of nonverbal cues in communicating successfully in real world settings

Course Content

- 1 Beginning perspectives
 - 1.1 Importance of NVC
 - 1.2 Definition of NVC
 - 1.3 Relationship between verbal and nonverbal messages
 - 1.4 Nonverbal behaviour vs. nonverbal communication
 - 1.5 Characteristics of NVC

- 2 Body communication
 - 2.1 Stereotyped somatypes
 - 2.2 Body politics
 - 2.3 Rapport expressed through nonverbal behaviour
 - 2.4 Kinesics, posture, gesticulation across cultures
- 3 Facial and eye communication
 - 3.1 Primary affect displays
 - 3.2 Eye contact, gaze aversion
 - 3.3 Civil inattention
- 4 Artifactual communication
 - 4.1 Dress codes and uniforms
 - 4.2 Credibility and approachability
 - 4.3 Fashion, accouterments, cultural evolution
- 5 Spatial communication
 - 5.1 Distances
 - 5.2 Territoriality
- 6 Paralanguage and silence
 - 6.1 Nonverbal vocalizations
 - 6.2 Silence in communication encounters
- 7 Olfactics
- 8 Chronemics
 - 8.1 Conceptions of time
 - 8.2 Cultural perspectives on time
- 9 Deception and deception detection
 - 9.1 Factors affecting assessment of credibility
 - 9.2 Precautions in interpreting behavioral clues
- 10 Researching NVC
 - 10.1 Methods of NVC
 - 10.2 Instruments of nonverbal behaviour analysis

Mode of Tuition

Lectures, tutorials, simulations and role-play, CD-ROM multimedia, videos, audio tapes, and artifactual examples

Assessment

Assignments	50%
Final paper	20%
Examination	30%

References

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SECTION 4**ORGC 2230 ORGANIZATIONAL
COMMUNICATION**

**Organizational
Communication***ORGC & PR
Required***ORGC 2230**

Number of units	:	3 units (3,2,1)
Prerequisite	:	COMM 1160 Introduction to Communication
Level	:	Year II/Semester 2
Duration	:	45 hours

Objectives for Organizational Communication

This course examines various theoretical approaches to communication phenomena in organizations. Analyses of organizational communication problems in the local setting will be conducted. Emphasis will be given in evaluating the applicability of existing communication theories to the local organizational practices.

Learning Outcomes

Students will be able to:

- 1 Understand the nature of organizational communication
- 2 Able to define corporate culture, leadership, teamwork, diversity; to critique an organization's communication system/structure
- 3 To identify effective means of an prevent problems associated with communication in (global) organizations

Course Content

- 1 Introduction and definitions
 - 1.1 Defining organization and communication
 - 1.2 The intersection of organization and communication
- 2 Classical approaches
 - 2.1 The machine metaphor of organizing
 - 2.2 Henry Fayol's theory of classical management
 - 2.3 Max Weber's theory of bureaucracy

- 2.4 Frederick Taylor's theory of scientific management
- 2.5 Communication in classical approaches
- 2.6 Classical management in organizations today

- 3 Human relations approaches
 - 3.1 From classical theory to human relations
 - 3.2 Theories of the human relations movement
 - 3.3 Communication in human relations approaches
 - 3.4 The human relations approach in organizations today

- 4 Human resources approaches
 - 4.1 Impetus for the human resources approach
 - 4.2 Three human resources theories
 - 4.3 Communication in human resources organizations
 - 4.4 Human resources organizations today: team management

- 5 Systems approaches
 - 5.1 The systems metaphor and systems concepts
 - 5.2 Two systems theories
 - 5.3 A system methodology: network analysis

- 6 Cultural approaches
 - 6.1 Prescriptive approaches to culture
 - 6.2 Descriptive approaches to culture
 - 6.3 Schein's model of organizational culture
 - 6.4 Methods for investigating organizational Communication

- 7 Critical and postmodern approaches
 - 7.1 Critical approaches
 - 7.2 Postmodern approaches
 - 7.3 Two examples from organizational communication

- 8 Socialization processes
 - 8.1 Models of organization socialization
 - 8.2 Communication processes during socialization

SECTION 4

ORGC 2230 ORGANIZATIONAL COMMUNICATION

- 9 Performance control processes
 - 9.1 Two theories of motivation
 - 9.2 Communicative processes of performance
- 10 Decision-making processes
 - 10.1 Models of decision-making process
 - 10.2 Small-group decision making
 - 10.3 Participation in decision making
- 11 Stress and social support processes
 - 11.1 Basic terminology and distinctions
 - 11.2 Communication as cause of burnout
 - 11.3 Communication and coping with burnout
- 12 Conflict management processes
 - 12.1 Conceptualizing the conflict process
 - 12.2 Managing organizational conflict
 - 12.3 Influences on the conflict management process
- 13 External communication processes
 - 13.1 The organizational environment
 - 13.2 Interorganizational relationships
 - 13.3 Organizational boundary-spanners
- 14 Technological process
 - 14.1 Types of organizational communication technology
 - 14.2 Theories of communication media usage
 - 14.3 Effects of organizational communication technology
- 15 Diversity management processes
 - 15.1 Women and minorities in today's organizations
 - 15.2 The multicultural organization
 - 15.3 Managing cultural diversity

Mode of Tuition

Lectures, tutorials, activities, and discussions

Assessment

Assignments	40%
Projects	30%
Examination	30%

References

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SECTION 4**ORGC 2410 INTERCULTURAL COMMUNICATION**

**Organizational
Communication**

Number of units : 3 units (3,2,1)

Prerequisite : Nil

*ORGC & PRA
Required*Level : Year II/Semester 1 (ORGC) &
Year III/Semester 1 (PRA)**ORGC 2410**

Duration : 45 hours

Objectives for Intercultural Communication

The course will cover some important theories and practices which underlie the study of intercultural communication. Structures and barriers developed within and between cultures as they affect communication will be examined.

Learning Outcomes

At the end of the course, the students will be able to:

- 1 Analyze the factors that tend to influence communication between individuals from different cultures and the meaning-generating process in particular cultural contexts
- 2 Develop appreciation for cultural relativism and the relationship between culture and communication
- 3 Propose guidelines for mitigating difficulties in intercultural communication

Course Content

- 1 Defining communication
 - 1.1 Components of communication
 - 1.2 Functions of communication
- 2 Defining culture
 - 2.1 Functions of culture
 - 2.2 Components of culture
 - 2.3 Interrelationship of communication and culture
- 3 Components of intercultural communication

- 3.1 Language elements and structure
 - 3.2 Nonverbal components
 - 3.3 Perception
 - 3.4 Attitudes, beliefs, and values
- 4 Process of intercultural communication
- 4.1 Source of the message
 - 4.2 Receiver of the message
 - 4.3 Verbal and nonverbal messages
 - 4.4 Influence and effect of channel
- 5 Applications of intercultural communication
- 5.1 Interpersonal
 - 5.2 Business/organizational
 - 5.3 Education
 - 5.4 Media
- 6 Issues in intercultural communication
- 6.1 Cultural stability and change
 - 6.2 Cultural adaptation
 - 6.3 Cultural imperialism
 - 6.4 Technology, culture and communication

Mode of Tuition

Lectures and discussions

Assessment

Assignments	70%
Examination	30%

References

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SECTION 4**ORGC 2610 COMMUNICATION AND LANGUAGE**

**Organizational
Communication**

Number of units : 3 units (3,2,1)

Prerequisite : Nil

Level : Year II/Semesters 1 or 2

ORGC 2610

Duration : 45 hours

Objectives for Communication and Language

This course provides a broad-based introduction to the role language plays in the human communication process. It also introduces a relatively detailed vocabulary for describing the verbal aspects of communication phenomena and presents a number of basic principles for understanding how discursive communication works in daily practice.

Learning Outcomes

Students are expected to be able to:

- 1 Identify and distinguish among the multiple levels upon which language operates in a variety of communication contexts
- 2 Analyze the use of different lexical choices to communicate different meanings
- 3 Analyze the speech acts that occur in a variety of communication texts
- 4 Analyze the communicative use of narratives in routine communication situations
- 5 Analyze the elements of communication contexts and how genres of communication arise from them

Course Content

- 1 Language and the communication process
 - 1.1 Generic model of communication
 - 1.2 Four tiers of human communication study
- 2 The nature of human expressive systems

- 2.1 Signs versus symbols
 - 2.2 The operation of signs; natural and artificial signs
 - 2.3 The operation of symbols; discursive and presentational symbols
 - 2.4 Five levels of language operation
- 3 The lexical/semantic level of communication and language
 - 3.1 The four classes of meaningful words
 - 3.2 The categorical nature of word meaning
 - 3.3 The feature-based nature of word meaning
 - 3.4 The hierarchical nature of word meaning
 - 3.5 The oppositional contrastive nature of word meaning
 - 3.6 The associative nature of word meaning
 - 3.7 The segmentational nature of word meaning
 - 3.8 Metaphorical and metonymic meaning
 - 3.9 Semantic principles applied to nicknames and brand names
 - 3.10 Semantic principles applied to euphemisms and clichés
- 4 The propositional/syntactic level of communication and language
 - 4.1 The components of propositional structures
 - 4.2 The syntactic expression of propositions
 - 4.3 Memorable messages
 - 4.4 Proverbs and maxims
 - 4.5 Slogans
- 5 The speech act/pragmatic level of communication and language
 - 5.1 Defining the concept of speech acts
 - 5.2 The three elements of speech acts
 - 5.2.1 Utterance act
 - 5.2.2 Illocutionary force
 - 5.2.3 Perlocutionary effect
 - 5.3 Constitutive and regulative rules for successful speech acts
 - 5.4 Searle's taxonomy of speech acts
 - 5.5 Greetings
 - 5.6 Honorifics
 - 5.7 Framing devices

- 5.8 Deixis
 - 5.9 Compliments
 - 5.10 Complaints
 - 5.11 Disclaimers
 - 5.12 Regrettable messages
 - 5.13 Repairs
 - 5.14 Apologies
 - 5.15 Hedges, dodges and fudges
 - 5.16 Transparent questions
 - 5.17 Goodbyes
- 6 The macrosemantic/textual level of communication and language
- 6.1 Definition
 - 6.2 Exposition
 - 6.3 Description
 - 6.4 Narration
 - 6.5 Argumentation
- 7 The speech event/generic level of language and communication
- 7.1 Defining communication genre
 - 7.2 Features of selected genre #1
 - 7.3 Features of selected genre #2
 - 7.4 Features of selected genre #3

Mode of Tuition

Lectures and discussions

Assessment

Assignments	70%
Examination	30%

References

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SECTION 4**ORGC 2620 PUBLIC COMMUNICATION**

**Organizational
Communication**

Number of units : 3 units (3,2,1)

Prerequisite : Nil

Level : Year II/Semester 2

ORGC 2620

Duration : 45 hours

Objectives for Public Communication

The purpose of the public communication course is to explore how the general principles of human communication are expressed in a variety of persuasive public communication genres and to teach the standards against which public communications may be evaluated. Thus, the course focuses on the rhetorical criticism of various genres of public communication. Some of the topics explored include the nature of public communication itself, the various critical stances that may be taken toward public communication, and the significant genres of public communication that are most frequently subject to rhetorical criticism.

Learning Outcomes

Students are expected to be able to:

- 1 Explain what it means to say that public communication is a level of communication
- 2 Explain why it is important to take a critical stance toward public communication
- 3 Identify the various types of public media and how they differ from one another
- 4 Analyze instances of a variety of different types of public messages using different theoretical approaches
- 5 Evaluate instances of public communication using a variety of evaluative criteria for determining the qualities of public messages

Course Content

- 1 The nature of public communication
 - 1.1 Defining 'the public' as a focus of communicative action

- 1.2 Defining “public communication” as a level of study
 - 1.2.1 Number of people involved
 - 1.2.2 Agent who controls the interaction
 - 1.2.3 Degree of formality involved
 - 1.2.4 Degree of personal information exchanged
 - 1.2.5 Scale of the consequences for any decision made or action taken
- 1.3 Identifying the major areas of public interest
 - 1.3.1 Aristotle’s list of the types of rhetoric
 - 1.3.1.1 Judicial/forensic
 - 1.3.1.2 Deliberative/legislative
 - 1.3.1.3 Epideictic/celebratory
 - 1.3.2 HK government’s agenda list - 22 items
 - 1.3.3 Personal items made public through product and service advertising
 - 1.3.4 Personal identities made public (race, gender, etc.) through public symbolisms
- 2 Goals of public communication
 - 2.1 To persuade audiences on specific issues by the lexical, syntactic, speech act, and textual structuring of information
 - 2.2 To replicate current community beliefs and values
 - 2.3 To legitimate public authority, power, actions, goals, beliefs, or values
 - 2.4 To challenge public authority, power, actions, goals, beliefs, or values
 - 2.5 To change specific policies within an accepted general paradigm
 - 2.6 To change the generally accepted paradigm within which any policy issues may be decided
 - 2.7 To create and restore individual and public images
- 3 The goals and purposes of criticism
 - 3.1 Description of public messages
 - 3.2 Understanding how public messages operate
 - 3.3 Evaluation of the messages presented within a community

- 4 The modes of public communication
 - 4.1 Oral utterances
 - 4.1.1 Political speeches (i.e., by government officials or those running for office)
 - 4.1.2 Public speeches (i.e. by non-government personnel)
 - 4.1.3 Public debates on community issues and actions
 - 4.2 Written materials
 - 4.2.1 Newspaper stories and editorials
 - 4.2.2 Popular magazines
 - 4.2.3 Comic strips/comic books
 - 4.3 Electronic media
 - 4.3.1 Television: broadcast and cable
 - 4.3.2 The internet: e-mail and WWW
 - 4.3.3 Radio
 - 4.3.4 Popular music
 - 4.4 Fine arts
 - 4.4.1 Film/cinema
 - 4.4.2 Dance/painting/sculpture
 - 4.5 Public institutions and their routine activities
 - 4.5.1 Government agencies
 - 4.5.2 Corporate institutions and their routine activities
 - 4.6 Public applied arts
 - 4.6.1 Public architecture
 - 4.6.2 Urban design
 - 4.6.3 Public monuments
 - 4.7 Land ownership and usage
 - 4.8 Interpersonal conversation on public issues

5 Critical approaches to public communication

5.1 Rhetorical criticism

5.1.1 Traditional/neo-Aristotelian critical methods

- 5.1.1.1 Situation analysis
- 5.1.1.2 Audience analysis
- 5.1.1.3 Argument analysis
- 5.1.1.4 Style and language analysis

5.1.2 Narrative-based critical methods

- 5.1.2.1 Fisher's narrative paradigm
- 5.1.2.2 Bormann's fantasy theme

5.1.3 Burke's dramatisitic criticism

5.1.4 Ideologically-based critical methods

- 5.1.4.1 Marxist criticism
- 5.1.4.2 Feminist criticism

5.2 Discourse analysis and the ideological properties of public messages

- 5.2.1 Communicative event/generic
- 5.2.2 Macrosemantic/textual
- 5.2.3 Speech act/pragmatic
- 5.2.4 Propositional/syntactic
- 5.2.5 Lexical/semantic

Mode of Tuition

Lectures, tutorials, papers, and oral presentations

Assessment

Assignments	50%
Paper/project	20%
Examination	30%

References

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- Black, E. (1992). Rhetorical questions: Studies of public discourse. Chicago: University of Chicago Press.
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- Stewart, C. J., Smith, C. A., & Denton, Jr. R. E. (1989). Persuasion and social movement (2nd ed.). Prospect Heights, Illinois: Waveland Press.
- van Dijk, T. A. (1989). Structures of discourse and structures of power. Communication Yearbook, 12:18-59.
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- van Dijk, T. A. (1983). Discourse analysis: Its development and application to the structure of news. Journal of Communication, 33: 20-43.
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SECTION 4**ORGC 2630 ORGANIZATIONAL
COMMUNICATION PRACTICUM I**

**Organizational
Communication***ORGC Required*

Number of unit	:	0 unit (0,*,*)
Prerequisite	:	Year II standing COMM 2310 Communication Theory (Communication Studies)
Level	:	Year II/Semester 2
ORGC 2630	Duration	: Variable

Objectives for Organizational Communication Practicum I

Students operate as corporation Communication office, The Young Communicator. Under supervision, each student is assigned a specific position and is required to work and support various programs. Students gain practical experience by participating in surveys, planning and execution in the activities and corporation programs for social, industrial and media contexts.

Learning Outcomes

At the end of the course students will be able to:

- 1 Connect Communication concepts with real life practices
- 2 Identify and Explain Communication problems in daily life
- 3 Formulate a plan to solve the Communication problem
- 4 Gain hands-on experience in an organization-like environment
- 5 To practice communication skills (presentations, analyses, writing, research)

Course Content

- 1 The Young Communicator is an organization formed and managed by Year II/III students. The management staff is selected by the students and supervised by a lecturer in the relevant courses.
- 2 Each department submits plans of action for the semester to the executive board and the supervising lecturer.
- 3 The supervisor, working with the student executives, oversees the agency process.

Mode of Tuition

Students are given maximum autonomy in running The Young Communicator, with the supervisor assisting to ensure the professional quality and to avoid legal and ethical problems.

Assessment

- 1 Executives: Marking is jointly done by the supervisor, with input from the Managing Director, based on a set of criteria, including plan of action, promptness in meeting deadlines, attendance at meetings, etc.
- 2 Department members: Marking is jointly done by the supervisor, with input from department heads, based on a set of criteria including quality of work, the ability to meet deadlines, attendance at meetings, and assignments, etc.

SECTION 4**ORGC 3000 ORGANIZATIONAL
COMMUNICATION INTERNSHIP**

**Organizational
Communication**

Number of unit : 0 unit (0,0,0)

Prerequisite : Nil

Level : Year III/Semester 1

ORGC 3000

Duration : Variable

Objectives for Organizational Communication Internship

Organizational Communication students are encouraged to undertake a non-graded and zero-credit professional internship during their study. The internship is normally of at least two months full-time employment or professional practice during the summer between the second and third years but it can be a minimum of 160 hours of work. Students are required to conform to all reasonable requirements of their internship employer. Both the employer and the student file reports with the Communication Studies Department after the internship.

Learning Outcomes

Upon completion of the internship, students should be able to:

- 1 Gain real-life professional experience from a particular position
- 2 Reflect on the applicability of ORGC academic program in a relevant job
- 3 Identify their own individual strength and weakness as related to the profession of choice
- 4 Understand the real world demands and requirements of a ORGC related professional

Assessment

Appraisal from the employer	70%
Final report, activity journal	30%

SECTION 4**ORGC 3210 INTERNATIONAL COMMUNICATION**

**Organizational
Communication**

Number of units	:	3 units (3,2,1)
Prerequisite	:	COMM 1160 Introduction to Communication
Level	:	Year III/Semester 1 or 2

ORGC 3210

Duration	:	45 hours
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Objectives for International Communication

To study the theoretical and philosophical concepts fundamental to current international communication situations, and evaluate the implications for the future. The flow of transnational communication technology and information and their consequences will be examined.

Learning Outcomes

Students are expected:

- 1 To grasp major theories and philosophical perspectives in international communications
- 2 Able to identify factors in the flow of transnational communication technology and information
- 3 Identify social and cultural consequences of international communication

Course Content

- 1 The context of international communication
 - 1.1 Historical development
 - 1.2 Media systems
 - 1.3 Global culture
- 2 Communication and national development
 - 2.1 Models of national development
 - 2.2 Stages of national development and media
 - 2.3 Media and national development since WWII
- 3 Flows of information

- 3.1 Free flow of information
- 3.2 Balanced flow of information
- 3.3 Third world considerations

- 4 International news
 - 4.1 Historical development of news agencies
 - 4.2 Development patterns in international news agencies
 - 4.3 Regional news agencies and other international news organizations

- 5 Development news
 - 5.1 Historical evolution
 - 5.2 Development and developmental news
 - 5.3 Traditional communication and development
 - 5.4 Non-government organizations

- 6 International entertainment
 - 6.1 Film
 - 6.2 Television and video
 - 6.3 Printed communication
 - 6.4 Values and communication flows

- 7 International business communication
 - 7.1 Development and expansion
 - 7.2 International advertising
 - 7.3 Future developments

- 8 Technology and international communication
 - 8.1 Satellites and international communication
 - 8.2 Computers and facsimile
 - 8.3 Digitalization

- 9 Media imperialism
 - 9.1 Preconditions
 - 9.2 Media imperialism defined
 - 9.3 Cultural imperialism and its implications

- 10 New world information and communication order
 - 10.1 Historical development

- 10.2 Organized debate on international communication
- 10.3 Tenets and implications
- 10.4 Current status

Mode of Tuition

Lectures and discussions

Assessment

Assignments	75%
Examination	25%

References

- Anokwa, K., C. A. Lin, & Salwen, M. B. (Eds.). (2003). International communication: Concepts and cases. Belmont, Calif.: Wadsworth/Thomson Learning.
- Downing, J., Mohammed, A., & Sreberny-Mohammadi, A. (1995). Questioning the media: A critical introduction (2nd ed.). London: Sage.
- Flichy, P. (1995). Dynamics of modern communication: The shaping and impact of new communication technologies. London: Sage.
- Fortner, R. S. (1993). International communication, history, conflict, and control of the global metropolis. Belmont, California: Wadsworth Publishing.
- Golding, P., & Harris, P. (Eds.). (1997). Beyond cultural imperialism: Globalization, communication and the new international order. London: Sage.
- Hachten, W. A., & Hachten, H. (1992). The world news prism: Changing media of international communication (3rd ed.). Ames: Iowa State University Press.
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- Lee, C. (Ed.). (1990). Voices of China: The interplay of politics and journalism. New York: Guilford.
- Martin, L. J., & Hiebert, R. (1990). Current issues in international communication. New York: Longman.
- Merrill, J. C. (Ed.). (1995). Global journalism, survey of international communication (3rd ed.). New York: Longman.
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globalization: Why the state matters. Lanham, MD :
Rowman & Littlefield.

Mowlana, H. (1997). Global information and world
communication: New frontiers in international relations.
London: Sage.

Mowlana, H. (1996). Global communication in transition: The
end of diversity? London: Sage.

Reeves, G. (1993). Communications and the 'third world'.
London: Routledge.

Schramm, W., & Atwood, E. (1981). The circulation of the
news in the third world: A study of Asia. Hong Kong:
Chinese University Press.

Stevenson, R. L. (1994). Global communication in the
twenty-first century. New York: Longman.

SECTION 4**ORGC 3230 CURRENT TOPICS IN ORGANIZATIONAL COMMUNICATION**

Organizational Communication

Number of units : 3 units (3,0,3)

Prerequisites : COMM 2310 Communication Theory (Communication Studies)
COMM 2320 Communication Research Method (Communication Studies)

Level : Year III/Semester 1 or 2

ORGC 3230

Duration : 45 hours

Objectives for Current Topics in Organizational Communication

An in-depth study of a current topic of communication research and/or practice is provided.

Learning Outcomes

At the end of the course, the students will be able to:

- 1 Name major theories and their significance in the area of special topic, and integrate them with the knowledge acquired in other courses
- 2 Develop appreciation for the scholarship in the area of special topic
- 3 Apply the knowledge acquired in the area of special topic to generate a special project

Course Content

Topics are chosen and announced a semester in advance from among topics such as the following or others as approved by the Communication Studies Programme Option Subcommittee:

- 1 Information, technology and communication
- 2 Communication policy in China
- 3 Family communication
- 4 Gender and communication

- 5 Health communication
- 6 Critical approaches to communication studies
- 7 Media effects
- 8 Political communication
- 9 Semiotic analysis
- 10 Telecommunications policy

Assessment

These will be approved by the Programme Option Subcommittee for each topic offered.

References

- Bantz, C. R. (1993). Understanding organizations: Interpreting communication cultures. Columbia, SC: University of South Carolina Press.
- Demac, D. A., & Sung, L. (1995). New communication technologies and deregulation. In J. Downing, A. Mohammadi, & A. Sreberny-Mohammadi (Eds.), Questioning the media: A critical introduction (2nd ed.) (pp. 277-292). Thousand Oaks, CA: Sage.
- Donahue, W. A., & Kolt, R. (1992). Managing interpersonal conflict. Newbury Park, California: Sage.
- During, S. (1995). Postmodernism or postcolonialism. In B. Ashcroft, G. Griffiths, & H. Tiffin (Eds.), The postcolonial studies reader (pp. 125-129). New York: Routledge.
- Eisenberg, E. M., & Goodall, Jr. H. L. (1997). Organizational communication: Balancing creativity and constraint (2nd ed.). New York: St. Martin's Press.
- Fiedler, F., & Chemers, M. (1974). Leadership and effective management. Glenview, Illinois: Scott, Foresman.
- Graves, D. (1986). Corporate culture: Diagnosis and change. London: Frances Printer.
- Jablin, F. M., Outnam, L. L., Roberts, K. H., & Porter, L. W. (1987). Handbook of organizational communication: An interdisciplinary approach. Newbury Park, California: Sage.
- Lazega, E. (1992). Micropolitics of knowledge: Communication and indirect control in workgroups. New York: Aldine De Gruyter.
- McOmber, J. B. (1999). Technological autonomy and three definitions

SECTION 4

**ORGC 3230 CURRENT TOPICS IN
ORGANIZATIONAL COMMUNICATION**

of technology. Journal of Communication, 49(3), 137-153.

SECTION 4**ORGC 3240 ARGUMENTATION**

**Organizational
Communication**

Number of units : 3 units (3,0,3)

Prerequisite : Nil

Level : Year III/Semester 1 or 2

ORGC 3240

Duration : 45 hours

Objectives for Argumentation

This course stresses the abilities to analyze other people's arguments and to construct and improve one's own arguments. Basic principles of practical reasoning are introduced from both the Chinese rhetorical perspective and the Western new rhetorical (or informal logic) perspective. Students prepare argumentative speeches with emphasis on anticipating and addressing the alternative perspectives held by members of critical, well-informed audiences.

Learning Outcomes

Students should be able to:

- 1 Identify and analyze issues, cases, and propositions
- 2 Build logical and well supported cases
- 3 Use language clearly, efficiently and with precision
- 4 Fairly evaluate an academic debate
- 5 Be competent and prepared to participate in a variety of different types of academic debate

Course Content

- 1 The framework of argumentation
- 2 The starting point of argument
 - 2.1 Starting, analyzing, exploring the problem
 - 2.2 Agreement
 - 2.3 The choice of data and their adaptation for argumentative purposes
 - 2.4 Presentation of data and form of the discourse

- 3 Techniques of argumentation
 - 3.1 Quasi-logical arguments
 - 3.2 Arguments based on the structure of reality
 - 3.3 The relations establishing the structure of reality
 - 3.4 The dissociation of concepts
 - 3.5 The interaction of arguments
- 4 Chinese modes of argumentation
- 5 Presenting the case
 - 5.1 Style
 - 5.2 Delivery
- 6 Evaluating the argument
- 7 Editing of speech texts
 - 7.1 Editing texts for delivery
 - 7.2 Editing texts for publication
 - 7.3 Editing the texts of others

Mode of Tuition

Presentations, written exercises, critiques, and discussions

Assessment

Assignment	70%
Examination	30%

References

- Freeley, A. J., & Steinberg, D. (2005). Argumentation and debate: Critical thinking for reasoned decision making. Belmont, CA: Wadsworth.
- Hollihan, T. A., & Baaske, K. T. (2004). Arguments and arguing: The products and process of human decision making (2nd ed.). Waveland Press.
- Inch, E. S., & Warnick, B. (2001). Critical thinking and communication: The use of reason in argument (4th ed.). Boston: Allyn & Bacon.

- Lunsford, A. A., Walters, K., & Ruskiewicz, J. J. (2003). Everything's an argument: With readings (3rd ed.). Bedford/St. Martin's.
- Makau, J. M. (1990). Reasoning and communication. Belmont, California: Wadsworth.
- McLaughlin, M. L., Cody, M. J., & Read, S. J. (1992). Explaining one's self to others: Reason-giving in a social context. Hillsdale, New Jersey, Erlbaum.
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- Perelman, C., & Olbrechts-Tyteca, L. (1971). The new rhetoric: A treatise on argumentation. Wilkinson, J., & Weaver, P. (Trans.). Notre Dame, Indiana: University of Notre Dame Press.
- Toulmin, S. (1958). The uses of argument. Cambridge: Cambridge University Press.
- van Eemeren (et al.). (1996). Fundamentals of argumentation theory: A handbook of historical backgrounds and contemporary developments. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- van Eemeren, F. H., & Grootendorst, R. (1992). Argumentation, communication, and fallacies: A pragma-dialectical perspective. Hillsdale, New Jersey: Erlbaum.
- van Eemeren, F. H., Grootendorst, R., & Henkemans, F. S. (2002). Argumentation: Analysis, evaluation, presentation. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Williams, D. C., & Hazen, M. D. (1990). Argumentation theory and the rhetoric of assent. Tuscaloosa: University of Alabama Press.

SECTION 4**ORGC 3250 QUALITATIVE RESEARCH IN COMMUNICATION**

Organizational Communication

Number of units	:	3 units (3,2,1)
Prerequisite	:	COMM 2320 Communication Research Method (Communication Studies)
Level	:	Year III/Semester 1 or 2

ORGC 3250

Duration	:	45 hours
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Objectives for Qualitative Research in Communication

This course introduces the most widely used qualitative methods employed in the communication arts and sciences, building upon the general introduction to the research process and quantitative methods provided in COMM 2320. Students will learn how to formulate qualitatively appropriate research questions, how to collect, interpret and report qualitatively generated data, and how to prepare a formal proposal.

Learning Outcomes

Students should be able to:

- 1 Understand some of the basic assumptions that inform qualitative research methods in the study of communication
- 2 Know rationales for selecting qualitative research methods to study communication, and the strengths and limitations of these methods
- 3 Know and be able to use the qualitative research techniques of participant observation and in-depth interviewing
- 4 Conduct a naturalistic study of communication using participant observation and in-depth interviewing

Course Content

- 1 Introduction to the Research Cycle Process
 - 1.1 Formulating a research problem
 - 1.2 Surveying the literature
 - 1.3 Mapping the research issues
 - 1.4 Deciding on the most appropriate methods

- 1.5 Developing the research design in detail
- 1.6 Collecting the data
- 1.7 Analyzing the data
- 1.8 Interpreting the results
- 1.9 Writing the research report

- 2 The goals of qualitative research
 - 2.1 Explore lived experience as it is expressed in communication
 - 2.2 Analyze the communication practices of functioning speech communities
 - 2.3 Discover the meanings expressed in communication performances found in natural situations

- 3 The major types of qualitative research
 - 3.1 Ethnographic observation
 - 3.2 Case studies
 - 3.3 Focus group and depth interviews
 - 3.4 Textual/discourse analysis

- 4 Principles of ethnographic observation
 - 4.1 Formulating the ethnographic research question
 - 4.2 Deciding which level of observation to employ
 - 4.3 Gaining access to the ethnographic site
 - 4.4 Observing according to the plan
 - 4.5 Taking usable field notes
 - 4.6 Coding the field note data
 - 4.7 Interpreting the coded field note data
 - 4.8 Reporting ethnographically generated results

- 5 Principles of case study analysis
 - 5.1 Formulating the case study research question
 - 5.2 Discovering the historical context or current situation
 - 5.3 Gathering original case-related documents
 - 5.4 Selecting the appropriate interpretive tools
 - 5.5 Interpreting the data related to the case
 - 5.6 Reporting case study generated results

- 6 Principles of focus group and depth interviewing
 - 6.1 Formulating the interviewing research question

- 6.2 Generating the interview questions to be used
 - 6.3 Contacting and selecting the interview informants
 - 6.4 Recording the interviews for later analysis
 - 6.5 Creating the coding scheme for analyzing the data
 - 6.6 Coding the data
 - 6.7 Interpreting the coded data
 - 6.8 Reporting interview generated results
- 7 Principles of textual/discourse analysis
- 7.1 Formulating the textual/discourse analysis research question
 - 7.2 Gathering the texts to be analyzed
 - 7.3 Determining which level units of the text will be analyzed
 - 7.3.1 Lexical units
 - 7.3.2 Topical units
 - 7.3.3 Thematic units
 - 7.3.4 Narrative units
 - 7.3.5 Other units as relevant to the research question
 - 7.4 Developing the categories for classifying the units selected
 - 7.5 Coding the textual units according to the coding scheme
 - 7.6 Interpreting the meaning of the patterns discovered in the text
 - 7.7 Reporting textual/discourse analysis generated results
- 8 Writing the formal research proposal
- 8.1 Selecting the research topic
 - 8.2 Phrasing the research question appropriately
 - 8.3 Providing a rationale for the research
 - 8.4 Reviewing the literature adequately
 - 8.5 Identifying the research methods to be used
 - 8.6 Indicating potential limitations and problems
 - 8.7 Outlining the anticipated structure of the final report
 - 8.8 Providing a chronological time frame for completing the research project

Mode of Tuition

Lectures, projects, and discussion

Assessment

Assignments	60%
Tests	20%
Examination	20%

References

- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). Handbook of qualitative research (2nd ed.). Thousand Oaks, California: Sage.
- Herndon, S. L., & Kreps, G. L. (Eds.). (2001). Qualitative research: Applications in organizational life (2nd ed.). Hampton Press.
- Lindlof, T. R. (1995). Qualitative communication research methods. Thousand Oaks, California: Sage.
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- Strauss, A., & Corbin, J. (1998). Basics of qualitative research: Techniques and procedures for developing grounded theory (2nd ed.). Thousand Oaks, California: Sage.

SECTION 4**ORGC 3310 ISSUES IN ORGANIZATIONAL COMMUNICATION**

Organizational Communication*ORGC Required***ORGC 3310**

Number of units	:	3 units (3,1,2)
Prerequisite	:	Senior standing
Level	:	Year III/Semester 1
Duration	:	45 hours

Objectives for Issues in Organizational Communication

This course is a Capstone course. The course will survey problems, issues, or controversies in communication in selected practical contexts and explore the applied aspect of communication concepts.

Learning Outcomes

Students will be able to:

- 1 Understand the communicative solutions to practical problems in a variety of contexts
- 2 Able to demonstrate abilities to integrate knowledge about communication, in application to a project culminating in a senior paper in selected practical contexts

Course Content

- 1 Problem solving and communication
 - 1.1 Problem identification
 - 1.2 Elements of communication in the problem
 - 1.3 Applicable methods
- 2 Political contexts
 - 2.1 Political discourse
 - 2.2 Election campaign
 - 2.3 Civic education
 - 2.4 Political advertising
- 3 Educational contexts

SECTION 4

ORGC 3310 ISSUES IN ORGANIZATIONAL COMMUNICATION

- 3.1 Training and development
- 3.2 Instructional communication

- 4 Health contexts
 - 4.1 Doctor-patient relations
 - 4.2 Health information dissemination
 - 4.3 Anti-substance campaign

- 5 Family contexts
 - 5.1 Marital
 - 5.2 Parent-Child
 - 5.3 Sibling
 - 5.4 Elderly

- 6 Corporate contexts
 - 6.1 Management
 - 6.2 Public relations
 - 6.3 Advertising/marketing
 - 6.4 Human relations

Mode of Tuition

Lectures, tutorials, projects, and presentations

Assessment

Projects	60%
Assignments and tests	25%
Presentation	15%

References

- Burgoon, J. K., Birk, T., & Pfau, M. (1990). Nonverbal behaviors, persuasion, and credibility. Human Communication Research, 17, 140-169.
- Duck, S. (1992). Human relationships (2nd ed.). London: Sage.
- Eisenberg, E. M., & Goodall, Jr. H. L. (1993). Organizational communication: Balancing creativity and constraint. New York: St. Martin's Press.

- Fitzpatrick, M. A., & Vangelisti, A. L. (Eds.). (1995). Explaining family interactions. Thousand Oaks, California: Sage.
- Flichy, P. (1995). Dynamics of modern communication: The shaping and impact of new communication technologies. London: Sage.
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- Golding, P., & Harris, P. (Eds.). (1997). Beyond cultural imperialism: Globalization, communication and the new international order. London: Sage.
- Gunter, B., & McAleer, J. (1997). Children and television. New York: Routledge.
- Hackman, M. Z., & Johnson, C. E. (2000). Leadership: A communication perspective. Prospect Heights, IL: Waveland.
- Jowett, G. S., & O'Donnell, V. (1999). Propaganda and persuasion. Thousand Oaks, California: Sage.
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- Kreps, G. L., & Thornton, B. C. (1992). Health communication: Theory & practice. Prospect Heights, IL: Waveland.
- Noller, P., & Fitzpatrick, M. A. (1993). Communication in family relationships. Englewood Cliffs, New Jersey: Prentice Hall.
- O'Hair, D., & Kreps, G. L. (Eds.). (1995). Applied communication theory and research. Hillsdale, New Jersey: Lawrence Erlbaum.
- Putnam, L. L., & Roloff, M. F. (Eds.). (1992). Communication and negotiation. Newbury Park, California: Sage.
- Ray, E. B., & Donohew, L. (Eds.). (1990). Communication and health: Systems and applications. Hillsdale, New Jersey: Erlbaum.
- Roter, D. L., & Hall, J. A. (1992). Doctors talking with patients/patients talking with doctors: Improving communication in medical visits. Westport, CN: Auburn.
- Vizjak, A., & Ringstetter, M. (Eds.). (2003). Media management: Leveraging content for profitable growth. New York: Springer.

SECTION 4**ORGC 3480 PSYCHOLOGY OF COMMUNICATION**

**Organizational
Communication**

Number of units : 3 units (3,2,1)

Prerequisite : Nil

Level : Year III/Semester 1 or 2

ORGC 3480

Duration : 45 hours

Objectives for Psychology of Communication

This course investigates the psychological dimensions of intrapersonal and interpersonal communication processes and the social psychological dimensions of interpersonal and mass communication.

Learning Outcomes

Students will be able to:

- 1 Understand the psychology of the individual as a communicator in mediated or face-to-face communication settings
- 2 Be able to identify the main psychological elements/factors as well as respective functioning in the communication processes
- 3 Become cognizant of the rudiments of social science research on communication

Course Content

- 1 Foundations of psychology of communication
 - 1.1 Development of psychology of communication as a focus of academic study
 - 1.2 Current scholarship
- 2 Physiology of perception and information processing
 - 2.1 The nervous system
 - 2.2 Cerebral cortex
 - 2.3 Vision, audition, smell, taste, somatosenses

3 Cognitive structuring of communication

- 3.1 Information processing
- 3.2 Consciousness
- 3.3 Attention
- 3.4 Comprehension
- 3.5 Memory and meaning
- 3.6 Learning
- 3.7 Language and nonverbals

4 Personality and communication processes

- 4.1 Psychodynamic theories
- 4.2 Humanistic theories
- 4.3 Constitutional theories
- 4.4 Consistency theories

5 Social psychology and the communication process

- 5.1 Self concept
- 5.2 Attitudes and behavior
- 5.3 Social beliefs
- 5.4 Social influences and conformity
- 5.5 Aggression
- 5.6 Prejudice

Mode of Tuition

Lectures, presentations, and discussions

Assessment

Assignments	70%
Examination	30%

References

- Alwitt, L., & Mitchell, A. (1985). Psychological processes and advertising effects: Theory, research and application. London: Erlbaum.
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SECTION 4**ORGC 3490 RHETORICAL APPROACHES TO COMMUNICATION**

Organizational Communication

Number of units : 3 units (3,2,1)

Prerequisite : Nil

Level : Year III/Semester 2

ORGC 3490

Duration : 45 hours

Objectives for Rhetorical Approaches to Communication

This course provides a historical overview of the development of rhetorical theory and practice in China, Europe and the US and its social antecedents and consequences from the classical period to the present day, with particular focus on the evolution of rhetorical concepts as they reflected and affected the social developments and intellectual histories of human beings.

Learning Outcomes

Students should be able to:

- 1 Identify key historical and theoretical developments in rhetorical communication
- 2 Understand the major differences between Chinese and Western rhetorical practices
- 3 Be familiar with a myriad of rhetorical approaches for critiquing contemporary communication phenomena
- 4 Enhance the knowledge and the skills to write effective and persuasive essays

Course Content

- 1 The rise of rhetoric
 - 1.1 The Greek tradition
 - 1.1.1 The teachings of the “sophists”
 - 1.1.2 Plato’s moral-philosophical view of rhetoric
 - 1.1.3 The scientific approach of Aristotle
 - 1.2 The Hellenistic and Roman contributions

- 1.2.1 The education of the citizen-orator
- 1.2.2 Cicero and the ideal orator
- 1.2.3 Quintilian and the “good man” theory

- 1.3 Emergence of Chinese rhetoric
 - 1.3.1 Sophists and professional persuaders
 - 1.3.2 The Confucian view of rhetoric
 - 1.3.3 The Taoist view of rhetoric
 - 1.3.4 The Mohists and early Chinese logic
 - 1.3.5 Classical theories of argumentation

- 2 Development of rhetoric
 - 2.1 The western middle ages: a transitional period
 - 2.1.1 The Christianization of rhetoric
 - 2.1.2 Rhetoric and Renaissance humanism
 - 2.1.3 Revolutions in rhetoric

 - 2.2 A “new rhetoric” in the Enlightenment
 - 2.2.1 17th century epistemology and rhetoric
 - 2.2.2 18th and 19th century British rhetorics
 - 2.2.3 The elocutionary movement

 - 2.3 Development of Chinese rhetoric
 - 2.3.1 Imperial rhetoric: the bureaucracy
 - 2.3.2 Imperial rhetoric: literary developments
 - 2.3.3 Buddhism and “pure talk”
 - 2.3.4 The origins of rhetorical criticism
 - 2.3.5 The eight-part essay
 - 2.3.6 Great esteem for classical canons in the Ming and Qing

- 3 Contemporary perspectives
 - 3.1 European philosophy and its influence
 - 3.2 A postmodern definition of rhetoric
 - 3.3 Contemporary western rhetorical theories
 - 3.4 Contemporary Chinese perspectives

Mode of Tuition

Lectures, tutorials, and readings

Assessment

Assignments	60%
Examination	40%

References

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SECTION 4**ORGC 3590 ORGANIZATIONAL
COMMUNICATION HONOURS PROJECT**

**Organizational
Communication***ORGC Required*

Number of units	:	3 units (3,*,*)
Prerequisite	:	COMM 2310 Communication Theory (Communication Studies) COMM2320 Communication Research Method (Communication Studies) Students have successfully completed Year II
Level	:	Year III/Semester 2
ORGC 3590	Duration	: Variable

Objectives for Organizational Communication Honours Project

This course engages the student in independent research. Under the guidance of two advisers, students generate a research idea, contextualize it within the literature of on-going research, find and analyze research materials, and cogently present the work in a well-documented research report. The student selects a topic for the project in the first semester of Year III under the guidance of the chief adviser. During the second semester of Year III the student meets periodically with the chief adviser, and seeks advice from the second advisor. Meetings are held at intervals during the semester to permit students to exchange information as well as to discuss progress and difficulties.

Learning Outcomes

At the end of the course, the students will:

- 1 Become familiar with the major steps of research and the meanings and components of each
- 2 Understand the role and importance of research in modern society
- 3 Be able to propose and implement large-scale research projects independently

Assessment

Written report	65%
Process	20%
Oral presentation	15%

The written report will be assessed by the student's chief adviser and second advisor. A required oral presentation of the project will be evaluated by two other faculty members not involved in the advising of the project. Criteria for assessment will include thoroughness of literature review, solidness of theoretical framework, appropriateness of methodology, quality of data analysis, and logic of organization and discussion.

SECTION 4**ORGC 3610 MEDIA SEMIOTICS**

**Organizational
Communication**

Number of units	:	3 units (3,2,1)
Prerequisite	:	COMM 1160 Introduction to Communication
Level	:	Year III/Semester 1 or 2

ORGC 3610

Duration	:	45 hours
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Objectives for Media Semiotics

This course is intended for students who have already been introduced to the basic concepts of semiotics and the terminology of simple linguistic analysis.

Emphasis is placed on imaginative critical awareness across the full spectrum of media. Film, print journalism, advertisements, broadcast and digital messages are compared and contrasted in terms of dominant media paradigms.

Learning Outcomes

Students should be able to:

- 1 Students will acquire a general understanding of the history of semiotic
- 2 Students will develop a working knowledge of major theories and traditions of semiotic inquiry
- 3 Students will gain familiarity with recent research in media semiotics
- 4 Students will draw upon theoretical foundations and recent researches to make applications in media analysis

Course Content

- 1 Basic concepts and terms
 - 1.1 Definition and characteristics of signs: motivated/unmotivated, conscious/unconscious, visual, verbal, nonverbal
 - 1.2 Complexity of sign systems: language, culture communication

- 1.3 Linguistic base of semiotics: morphology, syntactics, semantics, pragmatics
 - 1.4 Nature of codes: logical, social, aesthetic
 - 1.5 Key concepts: text, discourse, manifest and latent meaning, context, polysemy, paradigm and syntagm, meaning by relationships, over/under/extracoding, icon, index, symbol, arbitrary signification, abstraction, ambiguity
 - 1.6 Four influential theorists: Saussure, Peirce, Barthes, Eco
- 2 Elementary analysis
 - 2.1 Denotative and connotative
 - 2.2 Graphic and aesthetic
 - 2.3 Diachronic and synchronic
 - 2.4 Open vs. closed text
- 3 Application to mass media and communication studies
 - 3.1 Sign assemblages as cultural artifacts
 - 3.1.1 Culture defined: hierarchically integrated code systems
 - 3.1.2 Mythologies support one or more ideologies
 - 3.2 Semiotic analysis of print advertising
 - 3.3 Formula, convention, invention in television and film genres
 - 3.4 Embedded structures of news journalism discourse
- 4 The relevance of semiotic perspective to cultural art forms
 - 4.1 Music
 - 4.2 Comics
 - 4.3 Fashion
 - 4.4 Architecture

Mode of Tuition

Lectures, seminars, weekly writing assignments, multimedia exercises, media examples, and production

Assessment

Quizzes	10%
Assignments	60%
Examination	30%

References

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SECTION 4**ORGC 3620 CONFLICT AND NEGOTIATION**

**Organizational
Communication***ORGC Required***ORGC 3620**

Number of units	:	3 units (3,2,1)
Prerequisite	:	COMM 1160 Introduction to Communication
Level	:	Year III/Semester 1
Duration	:	45 hours

Objectives for Conflict and Negotiation

This course examines various theoretical approaches to negotiation and conflict management. The “Western” and Eastern” negotiation styles will be compared and contrasted. Students will be involved in various simulated intercultural negotiation situations.

Learning Outcomes

Students are expected to be able to:

- 1 Use one or more models of the conflict process to analyze to dynamics of representative instances of interpersonal, group, and public conflicts
- 2 Analyze the interpersonal dimensions (styles, goals, and so forth) of a variety of conflict types
- 3 Analyze the elements that should be considered when approaching a situation in which negotiation might be the best way to settle a conflict
- 4 Develop a plan for approaching a negotiation session in a systematic manner using the principles of problem-solving bargaining
- 5 Develop a plan for a bargaining session in which the student is a mediator rather than one of the bargaining partners

Course Content

- 1 Introduction to conflict and negotiation
 - 1.1 Conceptualizing conflict process
 - 1.2 Types of conflict

- 1.3 Types of conflict management strategies
 - 1.4 Defining communication and negotiation
 - 1.5 The role of communication in negotiation
 - 1.6 Classifying communication and bargaining research
- 2 Limiting conflict by negotiation
 - 2.1 Conflict resolution and conflict limitation
 - 2.2 The process of negotiation
 - 2.3 Conflicts and negotiations
 - 2.4 Dissatisfaction, utility, and game theory
 - 2.5 Uncertainty of perception, environment, and time
 - 2.6 Theory of bargaining
 - 2.7 Negotiation situations
- 3 The psychology of Chinese negotiation
 - 3.1 The psychology of negotiation
 - 3.2 Cultural traits
 - 3.2.1 Trust or trustworthiness
 - 3.2.2 Friendship
 - 3.2.3 Face
 - 3.2.4 Guan-xi or personal relations
 - 3.2.5 Ren-ch'ing or personal goodwill
 - 3.2.6 Patience
 - 3.2.7 Ambiguity
 - 3.3 Ancient wisdom: Feng Shui or Chinese ceremony
 - 3.4 Cultural taboos
- 4 Achieving negotiation goals
 - 4.1 Commodity goals
 - 4.2 Relational goals
 - 4.3 Face-related goals
 - 4.4 Pursuing multiple goals
 - 4.5 Negotiation planning
 - 4.5.1 Adaptive planning
 - 4.5.2 Interactive planning
 - 4.5.3 Collaborative planning
- 5 Phase structures in negotiation
 - 5.1 Phase structures

- 5.2 Phase models of negotiation
- 5.3 Theoretical and methodological issues in phase models
- 5.4 Future directions for phase modeling
- 6 Framing, reframing, and issue development
 - 6.1 Overview of approaches to framing in negotiation
 - 6.2 Evaluating approaches to framing
 - 6.3 Alternative models of framing and reframing
 - 6.4 Future directions for framing research
- 7 Language and promises
 - 7.1 Language in negotiation
 - 7.2 Speech acts, threats, and promises
 - 7.3 Intentionality and control in using threats
 - 7.4 Future research on language in negotiation
- 8 Face-facework in negotiation
 - 8.1 Definitions and overview
 - 8.2 The social-psychological tradition
 - 8.3 The discourse-interactional tradition
 - 8.4 Future research on facework
- 9 Negotiator-opponent relationships
 - 9.1 Hinde's approaches to relationships
 - 9.2 Understanding relationships in negotiation
 - 9.3 Behavioral patterns of opponent relationships
 - 9.4 A control model of relationships
 - 9.5 Application
- 10 Negotiator-constituent relationships
 - 10.1 A boundary role perspective
 - 10.2 Constituent expectations of bargainers
 - 10.3 Negotiator-constituent communication
 - 10.4 Directions for future research

Mode of Tuition

Lectures, tutorials, workshops, and discussions

Assessment

Assignments	30%
Projects	40%
Examination	30%

References

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SECTION 4**ORGC 3630 PERSUASION AND SOCIAL INFLUENCE**

Organizational Communication*ORGC Required***ORGC 3630**

Number of units	:	3 units (3,2,1)
Prerequisite	:	COMM 1160 Introduction to Communication
Level	:	Year III/Semester 2
Duration	:	45 hours

Objectives for Persuasion and Social Influence

Taking a social scientific approach, this course is designed to provide students with foundational theories of persuasion and their applications to everyday situations. Specifically, this course focuses on audience analysis, attitude formation, the attitude-behavior relationship, and changing attitudes and/or behavior. Persuasion practices in the Chinese culture will be compared with those in Western world.

Learning Outcomes

Students are expected to be able to:

- 1 Identify the major theories that have been proposed to explain the persuasion process
- 2 Apply each of the theories to understanding the persuasive messages produced by professional persuaders
- 3 Analyze in detail an audience for a persuasive campaign the student will produce
- 4 Apply each of the theories to producing sample persuasive messages on behalf of a persuasive campaign source that takes into consideration the target audience(s) of the campaign and the theories that would guide the persuader toward making the best strategic choices under the circumstances

Course Content

- 1 Introduction
 - 1.1 Differentiating persuasion from other concepts
 - 1.2 Definitions of persuasion

- 1.3 The history of persuasion
- 1.4 The ethics of persuasion

- 2 Defining and measuring attitudes
 - 2.1 The concept of attitudes
 - 2.2 The structure of attitudes
 - 2.3 The functions of attitudes
 - 2.4 Contemporary perspectives

- 3 Attitude formation
 - 3.1 Subliminal persuasion
 - 3.2 Mere exposure
 - 3.3 Classical conditioning
 - 3.4 Vicarious classical conditioning
 - 3.5 Operant conditioning
 - 3.6 Modeling-social learning theory

- 4 Attitudes and behavior
 - 4.1 The measurement issues
 - 4.1.1 Direct vs. indirect
 - 4.1.2 Direct measurement
 - 4.1.3 Problems with direct measures
 - 4.1.4 Problems in questionnaire construction
 - 4.1.5 Indirect measurement
 - 4.2 Person variation
 - 4.3 Situational cues
 - 4.4 Attitude strength
 - 4.5 Reasoned action
 - 4.6 Attitude

- 5 Cognitive processing models of persuasion
 - 5.1 The cognitive response approach to persuasion
 - 5.2 Counter attitudinal role playing
 - 5.3 Inoculation
 - 5.4 Forewarning
 - 5.5 Distraction
 - 5.6 The elaboration likelihood

- 6 Source credibility

- 6.1 Qualification/expertise
- 6.2 Trustworthiness
- 6.3 Similarity
- 6.4 Dynamism

- 7 Message effects
 - 7.1 Message content variables
 - 7.2 Message structure
 - 7.3 Language style

- 8 Channel and receiver factors
 - 8.1 Channel variables
 - 8.2 Receiver factors I: gender
 - 8.3 Receiver factors II: personality
 - 8.4 Receiver factors III: nondispositional variables
 - 8.5 Practical guidelines to adapting messages to receiver factors

- 9 Social judgment theory
 - 9.1 Core components of social judgment theory
 - 9.2 Message discrepancy
 - 9.3 Involvement and persuasion effect

- 10 Cognitive dissonance
 - 10.1 The original cognitive dissonance theory
 - 10.2 Early research on dissonance
 - 10.3 Alternative explanations of findings on induced compliance
 - 10.4 Contemporary perspectives on dissonance

- 11 Interpersonal persuasion
 - 11.1 Individual personality variables
 - 11.2 Interpersonal relationship factors
 - 11.3 Principles of interpersonal influence

- 12 Information Campaigns
 - 12.1 Defining information campaigns
 - 12.2 Theoretical approaches
 - 12.3 Campaign effects

12.4 Applying persuasion theory to communication
campaigns**Mode of Tuition**

Lecturers, tutorials, and projects

Assessment

Assignments	20%
Projects	40%
Examinations	40%

References

- Benoit, W. L. (1991). A cognitive response analysis of source credibility. In Dervin, B. & Voigt, M. J. (Eds.), Progress in communication sciences, 10:1-19. Norwood, New Jersey: Ablex.
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SECTION 4**ORGC 3640 ORGANIZATIONAL
COMMUNICATION PRACTICUM II****Organizational
Communication**

Number of unit : 0 unit (0,*,*)

Prerequisite : Completion of ORGC Year II

ORGC Required

Level : Year III/Semester 1

ORGC 3640

Duration : Variable

Objectives for Organizational Communication Practicum II

Students operate as corporation Communication office, The Young Communicator. Under supervision, each student is assigned a specific position and is required to work and support various programs. Students gain practical experience by participating in surveys, planning and execution in the activities and corporation programs for social, industrial and media contexts.

Learning Outcomes

At the end of the course students will be able to:

- 1 Connect Communication concepts with real life practices
- 2 Identify and Explain Communication problems in daily life
- 3 Formulate a plan to solve the Communication problem
- 4 Gain hands-on experience in an organization-like environment
- 5 To practice communication skills (presentations, analyses, writing, research)

Course Content

- 1 The Young Communicator is an organization formed and managed by Year II/III students. The management staff is selected by the students and supervised by a lecturer in the relevant courses.
- 2 Each department submits plans of action for the semester to the executive board and the supervising lecturer.
- 3 The supervisor, working with the student executives, oversees the agency process.

Mode of Tuition

Students are given maximum autonomy in running The Young Communicator, with the supervisor assisting to ensure the professional quality and to avoid legal and ethical problems.

Assessment

- 1 Executives: Marking is jointly done by the supervisor, with input from the Managing Director, based on a set of criteria, including plan of action, promptness in meeting deadlines, attendance at meetings, etc.
- 2 Department members: Marking is jointly done by the supervisor, with input from department heads, based on a set of criteria including quality of work, the ability to meet, attendance at meetings, and assignments, etc.