Subject Code	ENGL4012
Subject Title	English Rhetoric for Effective Communication
Credit Value	3
Level	4
Pre-requisite	ENGL2005: English Lexis and Semantics
Objectives	This subject focuses on the consolidation of literacy, critical thinking, and communication. Students will learn to analyze and use a range of rhetoric devices in various literal and professional discourse for different purposes; write analytical, argumentative, and synthesis essay; and conduct a mini research project applying key concepts to analyze media works.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: **Category A: Professional/academic knowledge and skills** a. understand rhetoric of public discourse and its role in communication b. understand and recognize the value of figurative speeches in English c. be able to create effective documents with metaphor and/or other types of rhetoric devices d. be able to use English style properly in writing **Category B: Attributes for all-roundedness** e. display critical and creative thinking in reading and writing; f. develop a range of strategies for life-long learning through extensive reading.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	• Pervasiveness of figurative language • Functions of figurative language • Cultural aspects of figurative language • Conceptual metaphor and linguistic metaphors • Metaphors in business discourse • Metaphors in political discourse • Metaphors in education • Hedging and Euphemism • Hyperbole in discourse • Conciseness and ellipsis • Pun and parallelism • Corpus approach to tropes
Teaching/Learning Methodology	Interactive lectures, seminars and online discussions, supplemented by use of Blackboard and corpora.

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	F
1. Online discussion	30%	√	√	√	√	√	√
2. Speech	30%	√		√	√	√	
3. Term paper	40%		√	√	√	√	√
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The assessments are designed to strengthen students' ability to understand and use figurative speech for effective communication. The online discussion consists of a series of topics of rhetoric in order to check students' understanding of basic concepts of figurative speeches and to develop their interest in rhetoric devices in different contexts. The speech is to check student ability to use tropes in communication. The term paper is a research report on how figurative speech is used in public discourse.

Student Study Effort Expected

Class contact:	
▪ Lectures	26 Hrs.
▪ Seminars	13 Hrs.
Other student study effort:	
(vii) Reading, Internet and dictionary search	58 Hrs.
(viii) Online discussions via Blackboard	29 Hrs.
Total student study effort	126 Hrs.

Reading List and References

Deignan, A. 2005. *Metaphor and Corpus Linguistics*. Amsterdam: John Benjamins.
Fisher, H. 2009. *Self, Logic, and Figurative Thinking*. New York: Columbia University Press.
Goatly, A. 1997. *The Language of Metaphors*. London: Routledge.
Griffiths, P. 2006. *An Introduction to English Semantics and Pragmatics*. Edinburgh: Edinburgh University Press.

Hoffman, M. F. and Ford, D. J. 2009. *Organizational Rhetoric: situations and strategies*. Thousand Oaks, CA: SAGE.

	Lakoff, G. and Johnson, M. 1980. *Metaphors We Live by*. Chicago: University of Chicago Press.
	Low, G. and Littlemore, J. 2006. *Figurative Thinking and Foreign Language Learning*. New York: Palgrave Macmillan.
	Low, G. (ed). 2010. *Researching and Applying Metaphor in the Real World*. Amsterdam; Philadelphia: John Benjamins.
	Vega Moreno, R. E. 2007. *Creativity and Convention: the pragmatics of everyday figurative speech*. Amsterdam; Philadelphia: John Benjamins.

Prepared by Li Lan, June 2014