

<b>Course Title</b>	: PLATFORMx – A 21 <sup>st</sup> Century Medium of Communication
<b>Course Code</b>	: LUE3002
<b>Recommended Study Year</b>	: Years 2 / 3 / 4
<b>No. of Credits/Term</b>	: 3
<b>Mode of Tuition</b>	: Sectional, Independent Learning, and Service Learning
<b>Teaching Hours</b>	: 4 hours per week
<b>Category</b>	: ELE Elective
<b>Prerequisite</b>	: During or after LUE1002 University English II
<b>Medium of Instruction</b>	: English

### **Course Description**

As TED Talks have become increasingly popular, they are now seen as a 21<sup>st</sup> Century medium of communicating thoughts and ideas. This course aims to improve students listening, speaking, and critical thinking using the concept of a TED presentation as a platform for communication through the videos themselves and through discussion of the ideas and issues brought to the fore. The topics to be discussed will be cross discipline with elements taken from business, sociology, psychology, literature, and environmentalism. The course will also break down the different presentation techniques used by presenters and demonstrate to the students the various constituent parts of a good presentation, including presentation skills, the language used, and visuals. Additionally, students have the opportunity to practice and improve their presentation skills, in both individual and pair presentations. The course includes an advocacy Service-Learning component, as students will apply what they learn during the course to develop a TED Talk-like presentation on a current Hong Kong issue or positive development after doing guided research on this topic.

### **Aims**

The main aims of this course are to: determine students existing knowledge of TED Talks as a medium of communication; build on students' knowledge and awareness of TED Talks; give students the opportunity to research and discuss a wide range of topics and issues, which can be applied to Hong Kong; improve students' listening, speaking, and critical thinking skills;

enhance students' presentation skills allowing them to better deliver effective presentations; build on their existing knowledge of presentation delivery skills and visual aids; empower students to serve society by investigating a local/global issue and highlighting how through its development makes a positive impact on the community.

### **Intended Learning Outcomes**

Upon completion of the course, students will:

1. be able to deliver an effective presentation on a variety of identified topics by analyzing and appraising current issues related to Hong Kong.
2. have enhanced their skills in research, problem-solving, and critical thinking by exploring, evaluating and reflecting on social issues and ascertaining how they impact society.
3. have further developed their presentation delivery skills enabling them to connect with their audience and hold their attention by using a range of examples, real life experiences, and hypotheticals.
4. be able to create and design effective visual aids including infographics, images and videos to enhance their presentations.
5. use appropriate language and structure for a semi-formal TED Talk style presentation by demonstrating an understanding of the format and keeping within the speaking guidelines.

### **Indicative Content**

Task activities include: listening to podcasts and watching TED Talks for main ideas and details; small group discussions, debating skills, mini-presentations, reflective practices, role-playing, community engagement, and critical reflection.

## Teaching Methods

Classroom material is presented in the form of lectures, TED Talks, group and pair work, as well as practical activities and exercises through which students will learn to understand the fundamentals of TED Talks and presentations, and how to analyse the elements that contribute to a quality and effective presentation. Students will also be encouraged to express and discuss their views on a wide range of topics presented in the various TED Talks and their application to Hong Kong. There are workshops and consultations with the Office of Service-Learning (OSL) at specific times during the course to guide students with their Service-Learning projects.

- **Measurement of Learning Outcomes**

The learning outcomes will be measured through 100% continuous assessments.

	<b>Assessment methods</b>				
<b>Learning outcomes</b>	Proposal presentation	Individual presentation	Create an infographic	Final presentation	Attendance and participation
ILO 1	√			√	
ILO 2	√	√		√	√
ILO 3	√	√		√	√
ILO 4	√	√	√	√	
ILO 5	√	√		√	√

## Assessment

The five assessment tasks are designed specifically to evaluate students' improvement and development throughout the course.

<b>Assessment</b>	<b>Weight</b>	<b>Details</b>	<b>Deadline</b>
<b>Proposal presentation</b>	20%	Students demonstrate they can deliver a 10-minute presentation (submitted through a link to the video of their presentations) of their research proposal for their Service-Learning projects.	Week 6
<b>Individual presentation</b>	20%	Students demonstrate they can deliver a 10-minute TED Talks style presentation (submitted through a link to the video of their presentations).	Week 8

<b>Create an infographic</b>	10%	Produce an infographic based on information and data students have gathered through their Service-Learning project.	Week 11
<b>Final presentation</b>	40%	Students deliver a 12-14-minute TED Talks style presentation on their Service-Learning projects.	Weeks 13 & 14
<b>Attendance &amp; Participation</b>	10%	Students are expected to attend all lessons punctually. Lateness of more than 15 minutes will result in being marked absent from that hour of class. Students are also expected to actively participate in class and independent learning activities.	Throughout the 14 weeks

### Equivalency Table

Grade	Standard	Percentage	Grade Points
A	Excellent	88% < 100%	4.00
A-		80% < 88%	3.67
B+	Good	75% < 80%	3.33
B		70% < 75%	3.00
B-		65% < 70%	2.67
C+	Fair	60% < 65%	2.33
C		55% < 60%	2.00
C-		50% < 55%	1.67
D+	Pass	45% < 50%	1.33
D		40% < 45%	1.00
F	Failure	<40%	0.00

### Required Textbook

21st Century Communication 4, Christian Lee, 1st Edition, 2017, National Geographic Learning, Boston MA.

### Important Notes

- (1) Students are expected to spend a total of 12 hours (i.e. 4 hours of class contact and 8 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest

practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.

- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.