



Syllabus  
Applied English, Summer 2016-17  
6 CFU  
Prof. Douglas Brown

**Applied English: Communication, Written Skills and Oral Presentation**

**Course Description**

The aim of the course is to strengthen each student's confidence and skills with spoken and written English generally, as well as to build up their communication skills for both academic situations and working in a professional environment. The themes of self-management and team-working will run through all of the course topics.

**Teaching Method**

A wide variety of formal, practical and creative teaching techniques and materials will be used in order to support the instruction and guidance in communication, writing, public speaking and self-expression.

**List of Possible Topics (depending upon the needs of the class)**

<b>Topic 1</b>	Communication Skills <ul style="list-style-type: none"><li>• Working in teams</li><li>• Group roles and dynamics</li><li>• Barriers to effective communication</li><li>• Interpersonal skills</li></ul>
<b>Topic 2</b>	Project Management <ul style="list-style-type: none"><li>• The theory of Project Management</li><li>• Lectures with some practical exercises</li><li>• A practical group project to plan, coordinate and deliver that draws upon the knowledge, interests and cultural backgrounds of those in the group</li></ul>
<b>Topic 3</b>	Marketing for Non-Profit Organisations <ul style="list-style-type: none"><li>• The theory of Marketing</li><li>• Practice</li><li>• Branding</li></ul>
<b>Topic 4</b>	Public Relations <ul style="list-style-type: none"><li>• The theory of Public Relations</li><li>• Writing a Press Release</li><li>• Writing a Feature Article</li><li>• Running a Press Conference</li></ul>
<b>Topic 5</b>	Public Speaking <ul style="list-style-type: none"><li>• Confidence and Self Esteem</li><li>• Use of voice techniques</li><li>• Use of body language techniques</li><li>• Possibly the use of poetry and drama</li></ul>
<b>Topic 6</b>	Formal Written Communication, <ul style="list-style-type: none"><li>• Writing Styles of Essays and Academic Papers</li><li>• Analysis</li><li>• Research, Citation and Plagerism</li><li>• Report Writing</li><li>• Report Presentation</li></ul>
<b>Topic 7</b>	Writing Skills <ul style="list-style-type: none"><li>• Reflective Writing</li></ul>

- Being Subjective and Objective
- Formality, Informality and Creativity
- Exploring for Insights

## Class Reading Materials

Throughout classes, the Professor will draw material from the following publications:

**Topic 1:** Covey, S.R. (2004) *7 Habits of Highly Effective People*, Simon and Schuster, London.

*The Essential Manager's Handbook* (2016), DK, Penguin Random House, London.

**Topic 2:** Newton, R. (2007) *Project Management Step by Step*, Pearson Business, London.

**Topic 3:** McDonald M. and Morris, P. (1998) *The Marketing Plan – A pictorial guide for managers*, Butterworth Heinemann, Oxford.

Kotler, P.R. and Anderson, A.R. (2013) *Strategic Marketing for Non-profit Organizations*, Pearson, London.

Out of print, but chapters will be supplied by Douglas Brown:

McDonald M. and Morris, P. (1998) *The Marketing Plan – A pictorial guide for managers*, Butterworth Heinemann, Oxford

**Topic 4:** Foster, J. (2005) *Effective Writing Skills for Public Relations*, CIPR/Kogan Page, London.  
(Drawing upon the Chartered Institute of Public Relations *PR in Practice Series*).

**Topic 5:** Rodenburg, P. (2007) *Presence*, Penguin, London.

Lloyd-Hughes, S. (2011) *How to be Brilliant at Public Speaking. Any Audience. Any Situation.*, Pearson Life, London.

**Topic 6:** Reid, M. (2012) *Report Writing*, Palgrave Macmillan, London.

Bowden, J. (2011) *Writing a Report, 9<sup>th</sup> Edition*, How to Books, London.

**Topic 7:** Bassot, B. (2013) *The Reflective Journal*, Palgrave Macmillan, London.

Strunk, W. and White, E.B. (1999) *The Elements of Style*, Pearson, London.

McCarthy, M. and O'Dell, F. (2006) *English Vocabulary in Use - Advanced*, Cambridge.  
(Particularly chapters 7-10, 13, 16-19, 49-54, 65, 78, 82-84, 86, 90-92 and 96-97.)

A number of these publications are difficult to source and others are general in nature, so a number of the readings will be supplied by the Professor and other suitable books, on writing CVs and cover letters (Topic 1), Project Management (Topic 2), and Marketing (Topic 3), for example, can be researched and chosen by students.

## Assessment

Assessment will be measured through class attendance, participation and preparation; also with short in-class assignments and homework; a Student Learning Journal; and possibly a group work project. The Learning Journal will include both formal set assignments and ongoing reflection of the themes which are covered in class, and the issues which arise.

*Further information about a Student Learning Journal:* The Learning Journal should be kept throughout the classes and will be due on an agreed date after they have finished. A Learning Journal is a log, personal record or diary that students write to facilitate and

document their own learning. A Learning Journal is not necessarily an 'academic' piece of work, but can be formalised in content and structure to suit an academic setting, as with this course. As a personal record, it is a document which is unique to each student. A Learning Journal helps students to record, structure, think about, plan, develop and evidence their own learning using a variety of writing and expressive styles. It can be a blend of creative and of logical approaches, depending on the student's learning style, but it ultimately aims to be a deep reflection and offer honest insights upon what has been learned and how it can be applied, where the student can challenge themselves and explore their own thinking, goals and aims. It can also include more formal elements and entries of reflective writing on specific events and experiences as requested by the lecturer, and it is these elements which can be used to compare, measure and assess the students.

The format and due date of the Learning Journal will be set after discussion and agreement with the class, as will any penalties for late submission.

The final mark will include 20% for participation in class, 50% for set assignments and preparation for class, and 30% for the Learning Journal.

Non-attending students will be assigned reading, set assignments, submit a Learning Journal and take a final exam. See below for further details.

### **Office hours**

Professor Douglas Brown teaches at the University of Salzburg and also at the Heinrich Heine University, Düsseldorf.

Email address: Douglas.Brown@sbg.ac.at

Professor Brown is happy to meet students before and after classes, and by arrangement.

### **Non-attending students**

Non-attending students will be expected to read the course material (course files and documents can be found on the Global Governance home page, and set texts in the library), submit a full Learning Journal (to include both comprehensive reflection sections and the set assignments), and take a 3-hour final exam.

The final mark will comprise 30% for the Learning Journal reflection, 40% for the set assignments in the journal, and 30% for the final exam.

- Students are expected to familiarise themselves with the on-line material and books, which cover the themes of the course, gives guidance in writing reflective entries in the Learning Journal and for the writing of Press Releases and Feature Articles.
- They are expected to be familiar with the content of this material and with the theories of Communication, Public Speaking, Project Management, Public Relations and Marketing.
- It is expected that the final exam will last about 3 hours. It will be comprised of a series of questions requiring short answers showing familiarity with the themes and theories of the course.

For marking criteria, please see the details below.

Course: Applied English, Summer Semester 2016-17

Assessment:

Student ID:

Marker:

Date:

Mark:

Marking criteria	Grade 30	3	2	2	1	1	1	Grade 0	Comments
		0	5	0	8	7	0		
		Pass				Fail			
1. Understanding and application of concepts and theory.	Demonstrates high level of understanding of the theoretical material.							Mistakes made – little evidence of understanding of theory.	
2. Clarity of analysis & use of evidence.	Observations and arguments are articulated in a clear way. Excellent use of specific examples as supporting material and proof.							Confused arguments. Unsubstantiated arguments Lack of evidence to suppose ideas.	
3. Quality & depth of analysis.	An in-depth analysis of the topic.							Too descriptive - very shallow and superficial analysis.	
4. Use of literature, supporting ideas and material, when appropriate.	Extensive use of relevant material/literature. Evidence of substantial reading and consideration in addition to the set texts.							Minimal use of material/literature.	
5. Clear structure of argument and material, when appropriate.	Clear and logical structure. Introduction, development of arguments and clear conclusions reached.							Poorly structured – disjointed. Lacks a clear narrative.	
6. Overall presentation (including referencing, when appropriate).	Submission is well presented - free from typing, spelling and grammatical errors. Correct use of referencing system, when appropriate.							Poor presentation. Lots of errors. Incorrect citation practice.	

**General comments**

Strengths

Suggestions for improvement: