

**HW0209**
**Academic Communication in the Arts, Design and Media Studies**

Study year	: ADM Year 1
Academic units	: 2 AUs
Pre-requisite	: Nil
Tutorial hours	: 24 (weekly tutorials of 2 hours)

## CONTENT

In this course, students will discuss how effectively communicating their ideas about art, design and media projects can help their studies and career. Students will integrate the broader conversations surrounding ADM texts into their own work to give it greater depth. Students will practise using written, oral and multimodal communication strategies to construct more effective reviews, project proposals and oral presentations so that others can better appreciate their ideas and their work.

## LEARNING OUTCOMES

Upon successful completion of the course, the students should be able to:

1. discuss the importance of your work and the work of others;
2. integrate the broader conversations surrounding ADM texts into your own work; and
3. use written, oral and multimodal communication strategies in your academic communication.

## COURSE SCHEDULE

Week	Tutorial topics	Reading/Activities
1	No tutorial	-
2	Introduction: Communicating ADM through texts	Unit 1 <ol style="list-style-type: none"> <li>1. Recognise the importance of the purpose, audience and context of ADM texts and in writing about them; and</li> <li>2. Appreciate relevant techniques of description, analysis, interpretation and evaluation in writing about ADM texts.</li> </ol>
3	Review writing (I): Practising academic writing skills	Unit 2 <ol style="list-style-type: none"> <li>1. Practice the skills of description, analysis, interpretation and evaluation in writing a review; and</li> <li>2. Identify relevant criteria for writing critically about ADM texts in a review.</li> </ol>

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| 4 | Review writing (II): Putting your review together       | <p>Unit 3</p> <ol style="list-style-type: none"> <li>1. Recognise the different writing styles, tones, registers and dictions of review writing;</li> <li>2. Integrate purpose, audience and context into your criteria selection and writing style; and</li> <li>3. Organise the description, interpretation, analysis and evaluation in your review.</li> </ol> |
| 5 | Review writing (III): Writing with support from sources | <p>Unit 4</p> <ol style="list-style-type: none"> <li>1. Identify and employ relevant, accurate and authentic sources for the first and following assignments; and</li> <li>2. Acknowledge these sources through the accurate use of an academic citation system.</li> </ol>   |
| 6 | Project proposals (I): Reviewing project proposals      | <p>Unit 5</p> <ol style="list-style-type: none"> <li>1. Identify the purpose, audience and context of writing a proposal;</li> <li>2. Recognise the key elements of a project; and</li> <li>3. Analyse and express key themes, ideas and critical conversations in a project proposal.</li> </ol>   |
| 7 | Project proposals (II): Composing project proposals     | <p>Unit 6</p> <ol style="list-style-type: none"> <li>1. Articulate the purpose of your project proposal;</li> <li>2. Compose your main themes and ideas and their relevance to the broader context of your field; and</li> <li>3. Describe how your ideas are reflected through the particular text you propose to create.</li> </ol>                             |
| 8 | Project proposals (III): Evaluating project proposals   | <p>Unit 7</p> <ol style="list-style-type: none"> <li>1. Analyse the content and language of academic project proposals; and</li> <li>2. Identify the appropriate and relevant language for articulating your proposal idea.</li> </ol>  |
| 9 | Project proposals (IV): Using multimodal communication  | <p>Unit 8</p> <ol style="list-style-type: none"> <li>1. Arrange multimodal elements to create and enhance the meaning of a project proposal meant for the screen; and</li> <li>2. Evaluate the work of your peers.</li> </ol>   |

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10	Oral presentation (I): Creating and organizing presentations	Unit 9 1. Identify the audience, context and purpose of your talk; 2. Recognise the key features and rhetorical strategies of a persuasive pitch presentation; and 3. Assemble your ideas into a concise, persuasive narrative that you can confidently communicate.
11	Oral presentation (II): Practising oral communication strategies	Unit 10 1. Practise verbal and non-verbal communication skills for persuasive oral presentations; 2. Practise strategies for dealing with questions and providing articulate and concise answers; and 3. Practise and critique pitch presentation.
12	In-class presentations	Student presentations
13	In-class presentations & course review	1. Apply communicative skills in the presentation; and 2. Critique each other's presentation skills.

## STUDENT ASSESSMENT

There is no end-of-semester examination for this course; continuous assessment is used for student evaluation instead. This mode of assessment is particularly suited for communication courses as it takes into consideration the development of students' skills in written and oral communication through the semester.

<b>Assessment</b>	<b>Weighting</b>
<b>Written assignments</b> Students will demonstrate their skills learned in this course through 2 written assignments. Both assignments are individual assignments.	<b>60%</b>
<b>Academic presentations</b> Students will give a three-minute oral presentation that is based on their second assignment.	<b>25%</b>
<b>Class participation</b>	<b>15%</b>

## TEXTBOOKS/REFERENCES

The course pack has been designed and printed by the Language and Communication Centre.