

Applied Learning

2024-26 Cohort; 2026 HKDSE

Item	Description
1. Course Title	Creative English – PR and Marketing
2. Course Provider	School of Continuing and Professional Education, City University of Hong Kong
3. Area of Studies/ Course Cluster	Media and Communication/ Language and Culture
4. Medium of Instruction	English
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"> (i) apply basic skills and knowledge in creative use of English acquired in applied learning contexts related to different professional and vocational fields; (ii) use a set of writing, presentation, critical analysis, and cultural literacy skills essential for effective communication in different genres, forms/modes, and contexts; (iii) acquire essential language knowledge and skills for further studies and career pursuits in a range of professions requiring strong language and communication skills; (iv) develop career-related competencies, group collaboration skills, and a proactive attitude through practical application of related professional concepts and strategies; and (v) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure

1. Overview of Corporate Communication, Marketing, and Public Relations (PR) (48 hours)	
1.1	Background and relationship of corporate communication, marketing, and public relations
1.2	Considerations for ethical communication and related issues
1.3	Target audience/stakeholders
1.4	Case studies of public relations and corporate brand communication campaigns
1.5	Identifying audience needs and communication approaches
1.6	Character development and portrayal for storylines in authentic promotional texts

Review and reinforce

Relate and develop

3. Practical Application of English Communication in Marketing and Public Relations (57 hours)	
3.1	<ul style="list-style-type: none"> - Speaking skills for dubbing and ready-made stories telling (e.g. improvement of vocal quality, such as pitch, intonation, and volume and enhancement of sound effects) - Skills for writing short texts (e.g. skills for producing promotional texts, such as slogans and product descriptions)
3.2	<ul style="list-style-type: none"> - Script-writing skills (e.g. storyline writing skills, characterisation, skills of writing dialogues) - Story drafting skills (e.g. narration and storytelling skills)
3.3	<ul style="list-style-type: none"> - Skills for writing reflective essays (e.g. writing an introduction, a body and a conclusion, using connectives and other transitional devices) for site visit journals or blogs (records of details and experiences)
3.4	<ul style="list-style-type: none"> - Proposal writing skills (e.g. skills for making suggestions with justifications) - Pitch presentation skills (showing confidence and persuasion with emphasis on listeners' benefits)

2. Creative Enhancement of English Language Skills for Public Relations and Marketing (75 hours)	
2.1	<ul style="list-style-type: none"> - Introduction: Creativity and language use in creative industries with a focus on public relations and marketing - Comprehension and analysis of promotional language features in authentic texts <ul style="list-style-type: none"> ➤ Lexical boost (e.g. positive adjectives, adverbs, nouns and verbs which help to impress) ➤ Active voice (to sound more forceful and engaging) ➤ Present tense constructions (to create immediacy) ➤ The “you” approach (to involve readers)
2.2	<ul style="list-style-type: none"> - Comprehension and analysis of public relations writing devices to engage audience and achieve effects (e.g. rhetorical questions, repetitions, rhymes, alliteration) in advertisements and pitches
2.3	<ul style="list-style-type: none"> - Elements of scripts and stories for TV/radio programmes - Components of stories (e.g. theme, plot, characters, narrator)
2.4	<ul style="list-style-type: none"> - Strategies for enhancing multimodal appeals used in print and multimedia (e.g. logical appeals, emotional appeals, AIDA [Attention Interest Desire Action])
2.5	<ul style="list-style-type: none"> - Language for proposal writing (e.g. future constructions and words of indefinite tone for making suggestions, justification with reasoning and supporting evidence) - Language for pitch presentations in preparation for the integrated project (e.g. the language for sounding enthusiastic, confident and emphatic, and the language of persuasion)

Apply

7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

Possible further study and career pathways

Further studies

- e.g. courses related to public relations, marketing, corporate communication, business, management, advertising, journalism, multimedia, online media production, digital production, publishing

Career development

- e.g. public relations officer/assistant, marketing officer/assistant, corporate communications officer/assistant, advertising assistant, product copywriter, project assistant, editor, customer service officer

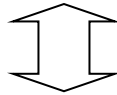
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

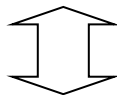
- this course enhances students' language skills – listening, speaking, reading, and writing in **English Language Education** through exposure to different genres (e.g. emails, letters, announcements, promotional leaflets, speeches, scripts, reports) in different professional and vocational fields
- this course reinforces students' understanding of the operations and cultures in related professional and vocational fields as discussion about different genres and distinctive cultural practices in this course are related to the business concepts and theories introduced in **Business, Accounting and Financial Studies**

Expanding horizons, e.g.

- the course broadens students' horizons in **Physics, Chemistry, Biology, Geography** and/or **History** by equipping them with enhanced communication skills which are beneficial to their pursuit of their further studies and/or career development



Creative English – PR and Marketing



Relations with other areas of studies/ courses of Applied Learning

e.g.

Media and Communication

- students taking this course can apply the principles, ways of communication and public relations strategies to produce a range of media texts (e.g. writing scripts, promotional leaflets, and advertisements) in courses under the area of studies of **Media and Communication**

Creative Studies

- students taking this course can have a better understanding of the creative industry and apply their creativity in different contexts, e.g. the essential skills and knowledge pertaining to television and radio promotion students learnt can be utilised in multimedia promotion in media arts courses under the area of studies of **Creative Studies**

Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **English Language Education** – communication skills (spoken and written)
- **Mathematics and Science Education** – problem-solving skills
- **Technology Education** – basic knowledge of communication strategies with the use of technology

8. Learning and Teaching

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in the field of professional communication.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures, seminars, oral presentation, role simulation, discussion tasks to analyse professional genres, case analysis with the use of audiovisual sources) and eye-opening opportunities to experience the complexity of the context (e.g. live discussions between students and business leaders of local sizeable corporations).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. hands-on group activities with the use of authentic business texts; application of knowledge about creative English to create a variety of effective persuasive texts, case studies to evaluate the effectiveness of different public relations or marketing texts and make feasible recommendations for improvement).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation. Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. an integrated project which provides students with an opportunity to explore business ideas; in-class group activities on creating catchy leaflets, brochures and posters which develop their marketing sense; simulation tasks for students to communicate with people of different backgrounds which develop their language proficiency and business mindset in dealing with overseas affairs).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) **Career-related Competencies**

- produce persuasive spoken and written texts in professional and vocational contexts;
- synthesise and present key information to target audience precisely and concisely in English; and
- maintain interpersonal relationships with target audience and build goodwill for a corporation.

(ii) **Foundation Skills**

- use English in an integrated manner to achieve different communicative purposes;
- present information and ideas in written and spoken texts; and
- apply information technology skills in preparing promotional pitches in public relations events.

(iii) **Thinking Skills**

- analyse and evaluate promotional strategies in the context of professional communication;
- differentiate between main ideas and supporting details; and
- identify the persuasive tactics used in written and spoken texts.

(iv) **People Skills**

- maintain interpersonal relationships when dealing with people of different backgrounds;
- apply appropriate communicative strategies to disseminate messages to different target audience; and
- demonstrate collaborative skills when working with different people in collaborative tasks.

(v) **Values and Attitudes**

- demonstrate hospitality and professionalism in various vocational and professional contexts;
- recognise and accept various culturally shared conventions in professional contexts; and
- appreciate cultural diversities to sustain social harmony in the globalised world.