



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Kodas
Language in leadership	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Prof.Dr.Julija Korostenskienė Other(s):	Faculty of Philology, Institute of Foreign Languages, Universiteto 5, Vilnius 01122

Study cycle	Type of the course unit (module)
First	General university studies

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face-to-face	Spring	English

Requirements for students	
Prerequisites: English B2 level	Additional requirements (if any):

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	130	48	82

Purpose of the course unit (module)		
<p>The goal of the course is to examine how language is employed in social and cultural phenomena to convey ideas through <i>targeted</i> and engaging <i>messages</i> in order to help students become more knowledgeable and conscious consumers and producers of various cultural forms (e.g., songs, advertisements, and films), able to apply effectively a range of rhetorical strategies on their way to becoming an agile, responsive, and responsible social leader.</p>		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p>Upon completion of the course, the students:</p> <ul style="list-style-type: none"> - will be able to identify and critically examine how major cultural trends, tendencies, and values are encoded and conveyed in language and visual form as well as identify and analyse problematic issues - will understand main contemporary perspectives and debates on notions such as ways of media communication, types of references, language domains and construction of social values 	Lectures/seminars	Final exam – written assignment Answering open-ended and closed-ended questions.
<ul style="list-style-type: none"> - will enhance skills of autonomous work, in particular, critical reading and thinking skills, in collecting analysing and synthesizing information, evaluating and comparing various phenomena - 	Presentations, discussions, and media analysis	Oral presentation, group discussion, project completion and presentation
<ul style="list-style-type: none"> - will be able to analyse targeted language manifestations, evaluate and compare their intended message and efficacy of communication. - will develop and enhance argumentative skills, will be able to use major rhetorical strategies to convey information in an effective way 	Presentations, discussions, and media analysis	Participation in seminar discussion, project completion and presentation

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments		
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	E-learning	Contact hours	Self-study hours	Assignments
<p>1. Leadership: what is it? The communicative aspect of leadership: “Creativity, like leadership, is based on our capacity for creating and manipulating symbols” (Hackman&Johnson (2013: 103). Language as a social phenomenon and a form of influence. Cracking the Da Vinci Code of Language as an instrument of power and empowerment. Course aims, objectives and expected outcomes.</p> <p><i>Leadership in language is constituted by understanding the symbolism hidden in various social and cultural forms, ability to identify/interpret the symbolism in language and the skill to construct such symbols in a targeted way in order to achieve a desired communicative effect.</i></p>	1							1	2	<p>Lecture materials, reading assignments available on VMA; preparation for discussion (Note: reading allotment per student not to exceed 20 pages).</p> <p>Mandatory lit-re: Hackman&Johnson (2013: 5-11, 21-26; 29)</p> <p>Home assignment VMA: Best and Worst Leadership moments (self-assessment questions, p. 3) Willingness to communicate scale (p.22-23)</p>
<p>2. Leadership components. Leadership traits and follower traits. How to be and not to be a leader in a group. Group decision-making. Groups vs teams</p> <p><i>Class Opinion poll: 1) value scale: What are the top skills the employers want?</i></p>	1		3					4	6	<p>Lecture materials, reading assignments available on VMA; discussion; group project (Note: reading allotment per student not to exceed 20 pages).</p> <p>Mandatory lit-re: Hackman&Johnson (2013: 62-67; 147-148) Paxson (2010: 57-70, 78-91)</p> <p>Home assignment VMA: (question(s) to reflect upon) Hackman&Johnson (2013: 67), questions 1, 2, 9)</p>
<p>3. Exploring leadership as a communicative situation. Communication: schema, schemata, memory. Signs and their components. Convention vs arbitrariness. Organizational symbols and myths. Mythology at the organizational level: vision statement. Developing a team vision statement.</p>	2		3					5	8	<p>Lecture materials, reading assignments available on VMA: discussion. Group project. (Note: reading allotment per student not to exceed 20 pages).</p> <p>Mandatory lit-re: Hackman&Johnson (2013: 73-77, 84-85, 87-88; 103-106; 114-116 (team vision); 204-205; 217-219; 244-246) Fiske (2011: 42-49; 50-56)</p> <p>Home assignment VMA:</p>

									(question(s) to reflect upon) 1. Understanding self: relationship preferences at work. Assessing follower traits Questionnaire completion (p. 79) 2. Practice decision making (Hackman&Johnson (2013: 211-213)
4. Coding signs through language. <i>Lakoff's ideas on metaphoricity</i> Sources of creativity in language: new combinations and/or associations between existing elements.	2		4					6	8 Lecture materials, reading assignments available on VMA; discussion and practical mini-assignments. Group project. (Note: reading allotment per student not to exceed 20 pages). Mandatory lit-re: Lakoff and Johnson (2003: CH.1-2), Fiske (2011: 101-115) Group project: Metaphor analysis and identification in songs. <i>What are ten popular songs about?</i>
5. Language as power. Construction of the text/discourse, identifying power relationships. Powerful and powerless talk.	2		4					6	8 Lecture materials, reading assignments available on VMA; practical mini-assignments; discussion; group project. (Note: reading allotment per student not to exceed 20 pages). Mandatory lit-re: Van Dijk (2006); Hackman&Johnson (2013: 147-149) Home assignment VMA: <i>(question(s) to reflect upon and preparation for a group presentation)</i> Explore the attitudes to one of the following: a) Brexit; b) globalisation. How are the opposing viewpoints framed in each case?
6. Leader as flexibility in combining analyst and erudite skills. Manifestations of creativity in popular culture: reading and interpreting references in songs. The three types of references, the role of identification. Can there be a universally understandable reference? <i>Major script archetypes.</i>	2		4					6	8 Lecture materials, reading assignments available on VMA; discussion. (Note: reading allotment per student not to exceed 20 pages). Mandatory lit-re: Paxson 2010: 154-162) Supplementary lit-re: Illustration: Universal plots: https://www.sparkol.com/en/Blog/The-7-universal-story-plots-that-still-entrance-audiences Jungian archetypes in advertising: https://www.sparkol.com/en/Blog/The-12-brand-archetypes-all-successful-businesses-are-built-on

									Bechter et.al (2016) Home assignment VMA: (question(s) to reflect upon and preparation for discussion) Identify and analyze references and/or archetypes in a music video and/or film of your choice.
7. Enhancing interpretive skills in mixed media. Scale extension: from Film as ideology (<i>The Naked Island. The Oriental Monk</i>) to going pop: memes and emoji The consumer as the decision-maker: nurturing consumer's inclinations toward script development.	2	4					6	8	Lecture materials, reading assignments available on VMA; discussion, debate. (Note: reading allotment per student not to exceed 20 pages). Mandatory lit-re: Ramage, Bean, & Johnson (2014: 144-165 (about 10 pages total of reading; remaining are images); Supplementary literature: Iwamura (2005) Shifman (2012, 2014) Home assignment VMA: (question(s) to reflect upon) 1. In your opinion, are films the appropriate medium for the construction of ideology? Why? Provide examples and interpretation to argument your answer. 2. In your opinion, what place do emoji and memes take in present-day communication? Why so?
8. Leadership in culture as understanding consumers' needs Maslow's Hierarchy of Needs. Basic principles of constructing positive and negative images to promote brand, product, or personality. Analysis of advertisements (and/or commercials) then and now. Cultural issues, Intranslatability, and the concept of localisation: <i>What's wrong with the translation of Olympus' slogan 'Perfection to the limit' into Lithuanian as „Galimybių riba“ ?</i>	2	4					6	8	Lecture materials, reading assignments available on VMA; discussion; group project. (Note: reading allotment per student not to exceed 20 pages). Mandatory lit-re: Hackman&Johnson (2013: 100-111; 204- Supplementary literature: Krikmann (2006) Home assignment VMA: (question to reflect upon) Analyse advertisements of a specific genre. OR Explore the language component of urban design: names of places we go to (shops, gyms, bars, hairdresser's). (e.g., <i>What ideas do names of an apparel shop Gyvenimo dažnyčia, design shop Egoistas, and gyms like Impulsas and Olimpas convey?</i>) In both cases, consider covert influence and appeal to values.

9. Language and social behaviour (1). When/whether cultures go different paths: professional milieus of journalism. Cultural behavioural models. Further insights into the attributes of social leadership: targeted language use and debates.	2	4						6	8	Lecture materials, reading assignments available on VMA; discussion. (Note: reading allotment per student not to exceed 20 pages). Mandatory lit-re: Hackman&Johnson (2013: 35-36, 97-98; 197; 326-331) Supplementary lit-re: Hanitzsch (2011) – portions of the article to be distributed among students. Paxson (2010: 211-222) Home assignment VMA: (question(s) to reflect upon) <i>Prepare for a debate in class ONE topic to be negotiated with the students)</i> 1) <i>The 7 great Media Debates.</i> 2) <i>2018 Facebook data scandal: Cambridge Analytica.</i>
10. Summary of the course.		2						2	6	Synthesis and application of ideas of reading assignments conducted throughout the term; concluding remarks.
Preparation for the exam									12	Essay
Total	16	32						48	82	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Participation in discussions during seminars, completion of individual mini-assignments	50	Regularly during the semester, starting week 2	Students are required to attend seminars, complete class and homework assignments and discuss them in the assessment section, participate in discussions and deliver projects. Criteria for assessment of presentations in group projects and work during seminars: preparedness, quality of content, coherence and depth of analysis, involvement, creativity, each assigned a max. of 2 points with the total of 10 points per assignment (see detailed grading rubric below). Group projects – in teams of 3-4 students (see Grading Rubric below) 10 points represent 50 % of final grade
Two team projects throughout semester	10*2	Week 6 and 12	For grading, see A Grading Rubric for a Presentation during Group Project below
Final examination – written assignment	30	During exam session	An exam paper in the form of an essay to be written on one question selected by the student from a set of up to 7 questions provided by the instructor. Grading rubric: - Content (3 points) - Logical progression of thought: organization of answer, consecutive development of ideas and coherence of exposition (3 points) - Value of the arguments/examples provided, ability to elicit examples from phenomena observed in daily media (2 points) - Valid incorporation of course literature into the paper, ability to combine different sources to argument a point (2 points) 10 points represent 30 % of final grade

A Grading Rubric for a Presentation during Group Project

Criteria for assessment of presentations in groups projects and work during seminars	Assessment		
	Strong (2 points)	Average (1 point)	Weak (0.5 points)
Preparedness	Preparation of a plan; selection of appropriate literature, incorporation of additional sources		
Quality of content	Thoroughness of coverage, clear explanation of a point providing relevant and convincing argumentation; ability to engage the audience, ability to convey the message in an authoritative way		
Coherence and depth of analysis	Coherence and cohesion of argumentation; logical development of presentation; proper foregrounding of essential points; ability to signal transitions and conclusions		
Involvement	Ability to provide arguments and counter-arguments to peers' views when disagreeing; overall involvement in class discussions; willingness and consistent attempt to generate new viewpoints		
Creativity	A conscious effort to contribute to and extend an existing viewpoint with a new perspective (including providing an example/comparison/counterargument); effort to relate to other phenomena in own presentation and/or a conscious effort at originality		

TOTAL: _____/10 max

A Grading Rubric for Assessing participation during Seminar

Criteria for assessment of work during seminars	Assessment			
	Strong (2 points)	Average (1 point)	Weak (0.5 points)	None (0)
Strong	The student contributes during class discussions at least 2 occasions with an extensive comment OR contributes at least with one comment and at least one thought-provoking question opening a new discussion OR adds an unexpected, new and/or creative perspective on the issue discussed demonstrating critical thinking skills and involvement OR guides his/her team /group through the assignment in a way that contributes to quality output			
Average	The student contributes on one occasion in a way that demonstrates his/her understanding of the topic discussed, OR asks one question raising a new discussion and, throughout the class, shows some involvement			
Weak	The student does not demonstrate significant involvement in the discussion and/or does not ask questions, but demonstrates an effort to work in a collaborative way and follows the instructions			
None	The student is not prepared for discussions during seminars OR is absent OR ignores the discussion and work in class and does not participate in the discussion			

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
<i>Note: The selected pages for ALL compulsory reading assignments will be made available through VMA. Supplementary readings will either be accessible via the link provided, or will be stored in VMA.</i>				
Hackman, Michael Z. Johnson, Craig E.	2013	<i>Leadership: Communication Perspective</i>	A Long Grove [Ill.]	Waveland Press

Van Dijk, T.	2006	Discourse and Manipulation. In <i>Language and Society</i> , Vol. 17(2): 359–383		SAGE Publications
Lakoff, G., M. Johnson	2007	<i>Metaphors We Live By</i>	London	The University of Chicago press; http://shu.bg/tadmin/upload/storage/161.pdf
Ramage, John D., John C.Bean, and June Johnson	2014	<i>The Allyn and Bacon Guide to Writing (Concise edition)</i>	7th edition	Pearson
Fiske, John	2011	<i>Introduction to Communication Studies</i>	London, New York	Routledge
Supplementary reading				
Hanitzsch, Th.	2011	Populist Disseminators, Detached Watchdogs, Critical Change Agents and Opportunist Facilitators: Professional Milieus, the Journalistic Field and Autonomy in 18 Countries. <i>International Communication Gazette</i> 73(6), 477–494.		
Clemens Bechter, Giorgio Farinelli, Rolf-Dieter Daniel and Michael Frey	2016	Advertising between Archetype and Brand Personality		www.mdpi.com/2076-3387/6/2/5/pdf
Iwamura, J.N.	2005	The Oriental Monk in American Popular Culture. In: Forbes and Mahan (eds.) <i>Religion and Popular Culture in America</i> , pp. 30-42.		University of California Press
https://www.sparkol.com		Exposition on Jungian archetypes and their manifestation in advertising		
Krikmann, A.	2006	Contemporary Linguistic theories of humour. In <i>Folklore</i> 33 (2006), 27-58		https://www.folklore.ee/folklore/vol33/kriku.pdf
Paxson, P.	2010	<i>Mass Communications and Media Studies</i>		Continuum: Paxson and Peyton