Communicating For Influence
IMBX-SHU 104
Spring 2021-14 weeks
4 credits
Wednesday 1.15-4.15 p.m.
RM 900, Academic Building

Instructor: Yanyue YUAN, Assistant Arts Professor, NYU Shanghai
Office: RM 949-5  Email: yanyue.yuan@nyu.edu
Happy Hour: By Appointment or Book virtual happy hour slots (at least 12 hours in advance)
Course Website

Important Notice:

1. Flexibility and Contingency Plans
This course will be taught in person. However, every one of us need to abide by the regulations set by community standards of NYU Shanghai and make conscious efforts to responsibly support the health and safety within our community. In response to the changing health situations, we might need to change the teaching format and if these circumstances arise, your respect for flexibility and contingency plans will be much appreciated.

2. Communication
If you need to postpone any form of participation due to any urgent personal matters, please make sure that you keep the instructor informed in advance. Otherwise, your grades will be affected according to the assessment criteria. Please be patient and flexible as lesson plans might be changed and updated during the semester (please refer to the updated syllabus each week). During the semester, I will aim to reply to all your emails within 24 hours during weekdays. We will also be using Slack for instant messages and quick announcements.

3. Class Recordings
You may not record classroom lectures, discussion and/or activities without my advance written permission. The instructor might record a selected part of our class in cases of online/mixed-mode teaching to accommodate the changing health situations. When such recordings are shared, they can be used solely for your own private use.
Course Information

Course Description

Communication sits at the core of all human interactions and is highly valued in workplaces. Beyond the minimal goal of articulating and presenting one’s ideas effectively, communication also involves building empathy, cultivating an eye for detail, developing awareness of goals and contexts, and integrating critical and reflective thinking.

How can we communicate our own projects to different audiences? Why should other people care? What types of media can we use and how do we know they are effective? How can collaborative and participatory elements help to improve engagement levels? This course aims to guide students to review and create their own learning profiles as they learn to engage a diverse range of targeted audience.

The course will be taught in a workshop style with project-based approaches, integrating guided discussions and practices, students’ project work, and self-reflection and peer-review.

Prerequisites: no

Learning Outcomes

By the end of the course, students will be able to

- Practise context-based communication with a high level of awareness of audiences;
- Create a portfolio of one’s own projects and develop consistent approaches to document and organize learning resources;
- Experiment with different media of storytelling and identify one’s own preferences, strengths and areas needing further practice;
- Design inclusive communication methods, language, interactive modes and settings to engage different types of audiences;
- Demonstrate intercultural competence when communicating emerging ideas;
- Practise critical evaluation and reflections on one’s own work and peers’ work;
- Apply key skills of active listening and support the learning community by offering constructive feedback to peer students;
- Practise project management skills to implement project ideas (display capacity to navigate through multiple tasks, stick to deadlines, manage and break down tasks into smaller ones).

Instructor Goals

At a minimum, I hope to pursue the following goals and solicit your open and timely feedback on how well we are meeting these goals:

- Provide a framework for lifelong learning;
- Create an open, transparent, and accessible learning environment;
- Show respect and concern for all students;
- Respond to different learning habits and needs;
- Be passionate, caring and open minded;
- Strive to stimulate and maintain students’ curiosity and motivation for learning;
- Provide relatable materials that touch upon emerging practices and future trends;
- Challenge preconceptions and assumptions with questions and discussions.
GRADES (Assessment, Measurement and Evaluation)

The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (attendance, in-class exercises</td>
<td>10</td>
</tr>
<tr>
<td>and engagement)</td>
<td></td>
</tr>
<tr>
<td>Reading Responses</td>
<td>15</td>
</tr>
<tr>
<td>Reflective Journals</td>
<td>10</td>
</tr>
<tr>
<td>Project Portfolio</td>
<td>20</td>
</tr>
<tr>
<td>Project X Demo (Mid-Term)</td>
<td>10</td>
</tr>
<tr>
<td>Project Y Trial</td>
<td>5</td>
</tr>
<tr>
<td>Project Y Final Demo</td>
<td>15</td>
</tr>
<tr>
<td>Peer Review</td>
<td>15</td>
</tr>
</tbody>
</table>

**Letter Grades**

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% and higher</td>
</tr>
<tr>
<td>A-</td>
<td>90.00% – 92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>86% - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>82% - 85.99%</td>
</tr>
<tr>
<td>B-</td>
<td>78% - 81.99%</td>
</tr>
<tr>
<td>C+</td>
<td>74% - 77.99%</td>
</tr>
<tr>
<td>C</td>
<td>70.00% - 73.99%</td>
</tr>
<tr>
<td>C-</td>
<td>67.5% - 69.99%</td>
</tr>
<tr>
<td>D+</td>
<td>65% - 67.49%</td>
</tr>
<tr>
<td>D</td>
<td>62.5% - 64.99%</td>
</tr>
<tr>
<td>D-</td>
<td>60% - 62.49%</td>
</tr>
<tr>
<td>F</td>
<td>59.99% and lower</td>
</tr>
</tbody>
</table>
Grading Evaluation Scale
NYU Shanghai follows the same grading practices as NYU New York. The following grades may be awarded: A, A-, B+, B, B-, C+, C, C-, D+, D, F. In general, A indicates excellent work, B indicates good work, C indicates satisfactory work, and D indicates passable work and is the lowest passing grade. F indicates failure. There are some additional grades—P for pass, W for Withdrawal—which are awarded administratively.

Late penalty for all assignments is one third of a letter grade per day. So, an ‘A’ assignment/project that is one day late will be graded an ‘A−’, two days late a ‘B+’, three days late a ‘B’, etc.

Grade Dissemination
Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book Function of NYU Classes.

LEARNING MATERIALS
Handouts will be distributed in class and all materials covered in class will be shared in this document with hyperlinks.
*Please note that most in-class activity sheets and reading materials are printed out, and most assignments will be shared as electronic copies. If you have a strong wish to work with e-copies in class to save paper or to be given a printed copy of a reading assignment, please let the instructor know.

ASSIGNMENTS & MAIN COURSEWORK
Important Notice
You are expected to submit and document your individual assignments using google folder (google doc and google slides) and notion. Create and add your google folder and notion link to this form and make sure you share edit access to the instructor. (Your own individual assignment will only be viewed by the instructor and will not be shared with anyone else unless your permission is granted.)

Submission of assignment is based on the content in the required folder before the deadline as indicated on the syllabus (unless otherwise agreed) and the instructor will review and comment on your work directly on the document unless an alternative format is preferred and communicated in advance.

*The suggested time for each assignment is provided in the bracket. Supplementary resources are provided for your own self-study and will not be included in any form of assessment.

You have three main types of assignments: Portfolio, Reflective Journals, and Reading Responses. The details of each assignment can be found here.
During the course, you will be working on two main course projects: Project X and Project Y. The project descriptions are provided below and details of the project demo will be updated here.

**Project X:** Each student focuses on one of their recently completed projects. They will build their own project portfolio to experiment how to use different media and approaches to communicate their projects considering different goals, audiences, and contexts.

**Project Selection:** Please select one project that you have recently completed (e.g. course project, essay, or those you worked on as an intern, research assistant, student club leader, or even purely out of your own intrinsic motivation). You are encouraged to choose from projects that you worked on independently over collaborative projects so that you can have full access to all documentations of the project progress.

You do not need to worry about the disciplinary area of your selected project since one of the goals of this coursework is to practise how to communicate your project to a wider audience.

When selecting a project, think about the following questions:

- Are you proud of the quality of the project?
- Are you interested in communicating your project outcome/findings in alternative ways (e.g. You might have written an essay on a selected topic based on your research, and you can practise turning it into a speech/video/poster/website)?
- Is the project between ‘too simple’ (so that it can easily be summarized in one paragraph) and ‘too complicated’ (so that it has a large scope and you have not yet done full research yourself)?
- Will you personally benefit from choosing this project (in terms of better documenting and communicating it for your upcoming application for jobs/graduate schools/personal profile)?

If the answer is ‘yes’ to all these questions, then you can settle on the project!

**Project Y:** Each student focuses on one of their recently completed projects. They will build their own project portfolio to experiment how to communicate their projects to inspire change and create impact by inviting responses, generating discussions and actions, and building collaborations.

**Project Selection:** Similar to Project X, Please select one project that you have recently completed.

When selecting a project, think about the following questions:

- Are you interested in communicating your project outcome/findings to a wider audience?
- Do you hope to increase the social impact of your project?
- Are you interested in setting up collaborations with other people to take your project to the next level?

If the answer is ‘yes’ to all these questions, then you can settle on the project!
### Tentative Course Schedule
Subject to slight changes and please consult the most updated version for reference (especially for guest sessions, fieldwork and project demo arrangements).

### Topics, Agenda and Assignments

<table>
<thead>
<tr>
<th>Session</th>
<th>Outline</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 0</td>
<td><strong>Before we meet for session 1</strong>, please go through this syllabus carefully (especially page 1-page 5) and note down any questions you might have.</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td><strong>Session 1: What Do I Care About?</strong>&lt;br&gt;• Getting to know each other&lt;br&gt;• Challenge Jupiter I&lt;br&gt;• Class culture and regulations&lt;br&gt;• Video: Kids meet a mime&lt;br&gt;• Warm Up (pass the imaginary balls)&lt;br&gt;• Challenge Saturn I&lt;br&gt;• Project Time</td>
<td><strong>Portfolio 1 (1h)</strong>&lt;br&gt;<strong>Due: 11.55 p.m. Jan 31 (Sun)</strong></td>
</tr>
<tr>
<td>Jan 27 (Wed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Session 2: Why Should People Care? What Do I Hope To Achieve?</strong>&lt;br&gt;• Warm Up (connect the dots)&lt;br&gt;• Challenge Uranus I (introduce your favourite object)&lt;br&gt;• Challenge Saturn II (Rewrite Kickstarter Story)&lt;br&gt;• Challenge Jupiter II (Funding Committee)&lt;br&gt;• SMART Objectives</td>
<td><strong>Reading 1 (1.5h)</strong>&lt;br&gt;<strong>Excerpt</strong> from Chapter Five ‘Create Meaningful Content’ from Resonate&lt;br&gt;<strong>Portfolio 2 (1.5-2h)</strong>&lt;br&gt;<strong>Due: 11.55 p.m. Feb 7 (Sun)</strong></td>
</tr>
<tr>
<td>Feb 3 (Wed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Session 3: Which Structure Might be Helpful? (The Golden Circle)</strong>&lt;br&gt;• Warm Up&lt;br&gt;• The Golden Circle&lt;br&gt;• Challenge Jupiter II Rewind&lt;br&gt;• Challenge Uranus II (present your peer’s project)&lt;br&gt;• Peer Review</td>
<td><strong>Reflective Journal 1 (1h)</strong>&lt;br&gt;<strong>Reading 2 (1h)</strong>&lt;br&gt;Chapter Four ‘Focus your audience’s attention’ (pp. 99-126)&lt;br&gt;<strong>Due: 11.55 p.m. Feb 21 (Sun)</strong>&lt;br&gt;<strong>Before Session 4:</strong>&lt;br&gt;Watch a video (between 8-20 mins) on a topic relevant to your Project X</td>
</tr>
<tr>
<td>Feb 10 (Wed)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 4  | Feb 24 (Wed) | Session 4: ‘Kill’ Your Darling (How To Grab Their Attention)?  
  - Warm Up (connect the dots)  
  - Challenge Jupiter (create a 2 mins video)  
  - Challenge Uranus (poster demo)  
  | Portfolio 3 (1h)  
  Reading 3 (1h)  
  Chapter 8 and 9 from *Understanding Media*  
  Due: 11.55 p.m. Feb 28 (Sun) |
| Week 5  | Mar 3 (Wed) | Session 5: Whose Viewpoints and How Are They Formed (Perspectives)  
  - Challenge Saturn: Re-Write the Story  
  - Peer review exercises  
  | Portfolio 4 (1-1.5h)  
  Due: 11.55 p.m. Mar 7 (Sun) |
| Week 6  | Mar 10 (Wed) | Session 6: What Can We Learn From Others? (Case Study)  
  - Evaluation of an existing speech/podcast/report/  
  | Portfolio 5 (1.5-2h)  
  Due: 11.55 p.m. Mar 14 (Sun) |
| Week 7  | Mar 17 (Wed) | Session 7: From Me to We  
  - Mid-Term Project Demo  
  - Visual Expression (Guest Session) TBC  
  | Reflective Journal 2 (1h)  
  Reading 4 (1.5h)  
  excerpt from "Chapter 4: Social Objects” in *Participatory Museum*  
  Due: 11.55 p.m. Mar 21 (Sun) |
| Week 8  | Mar 24 (Wed) | Session 8: Inviting Responses  
  - Identify Project Y  
  - Creating a collection of ‘Social Objects’  
  | Portfolio 6 (1h)  
  Due: 11.55 p.m. Mar 28 (Sun) |
| Week 9  | Mar 31 (Wed) | Session 9: ‘Value’ in Communication  
  - Communicating to make a change  
  - Review the SMART objectives  
  - Challenge Jupiter (Writing a piece of blogpost/wechat article that follows ‘The Onion’ Style)  
  | Portfolio 7 (1-1.5h)  
  Due: 11.55 p.m. April 11 (Sun) |
| Week 10 | April 14 (Wed) | Session 10: Generating Discussions and Actions  
  | Reading 5 (1h)  
  Chapter 1, 2, 21 from *Metaphors We Live By*  
  Due: 11.55 p.m. April 18 (Sun) |
| Week 11  
April 21 (Wed) | **Session 11: Metaphorical Thinking**  
Guest Session (TBC) | **Portfolio 8** (1-1.5h)  
**Reflective Journal 3** (1h)  
**Due: 11.55 p.m. April 25 (Sun)** |
|---|---|---|
| **Week 12  
April 28 (Wed)** | **Session 12: Building Collaborations**  
- **Project Y Trial** | **Reading 6** (1h)  
TBC  
**Portfolio 9** (1-1.5h)  
**Due: 11.55 p.m. May 4 (Tue)** |
| **Week 13  
May 5 (Wed)** | **Session 13: Project Y Demo**  
- **Project Y Demo** | |
| **Week 14  
May 12 (Wed)** | **Session 14: Reflection and Peer Review**  
Challenge Jupiter I Rewind | **Portfolio 10** (1.5-2h)  
**Reflective Journal 4** (1h)  
**Due: 11.55 p.m. May 9 (Sun)** |
Course Policies

Public Health Requirements and COVID-19 Student Code of Conduct
You are expected to comply with the COVID-19 Student Code of Conduct, including the requirements for physical distancing and face coverings. Classrooms have been configured accordingly. If you violate the COVID-19 Student Code of Conduct or fail to follow your instructor's related warnings, you may be asked to leave the classroom and/or may be subject to disciplinary action. You may review the Code on NYU Shanghai’s Community Standards page.

Attendance and Tardiness
Attendance in all classes is mandatory. If you are unable to attend a class, please let me know in advance so we can figure out how you can make up for what you missed in class. Two unexcused absences will lead to a failing grade. If you are ill and need to miss more than a week of classes, you must speak to the Health & Wellness Office to get an excused absence.

Absence Exceptions

Observance of Religious Holidays: You may miss class for the observance of religious holidays. If you anticipate being absent because of religious observance, notify me in advance so we can create a plan for making up missed work. For more on this policy: https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html

Competitions, Conferences, Presentations: You are permitted to be absent from classes to participate in competitions, conferences, and presentations, either at home or out of town, as approved by the Associate Provost for Academic Affairs. Review the Undergraduate Bulletin for the conditions you must meet to obtain approval for this kind of absence.

Extended Illness: If you are ill and need to miss more than one week of classes, you must speak to the Health & Wellness Office. Once Health and Wellness verifies the reasons for your extended absence, I will consult with Academic Affairs and recommend the best course of action. I will not look at doctors’ notes, both for your health privacy reasons and because I cannot verify the authenticity or content of the notes.

Tardiness
Punctual arrival is mandatory for this class. Be on time. Please do not leave in the middle of class unless it is an emergency.
Late Assignments

Assignments are due at the date and time indicated on this syllabus. Please note that the late penalty for all assignments is one third of a letter grade per day. So, an 'A' project that is one day late will be graded an 'A−', two days late a 'B+', three days late a 'B', etc.

Electronic Devices

*Mobile Devices:* I welcome and encourage the use of mobile devices during class to facilitate reading, discussion and team collaboration and I have confidence in your self-discipline to regulate your use of these devices. It is your responsibility, as a college student, to ensure that you are devoted to the course and the team project and not using such devices to surf the Internet or spending time on social media for non-course related matters.

*Recording Class:* To ensure the free and open discussion of ideas, you may not record classroom lectures, discussion and/or activities without my advance written permission; any such recording can be used solely for your own private use. If you have approved accommodations from the Office of Disability Resources permitting the recording of class meetings, you must present the accommodation letter to me in advance of any recording. Distribution or sale of class recordings is prohibited without the written permission of the instructor and other students who are recorded.

Instructional Technology

*Instructional Technology Assistance*
If you need assistance with these tools, you may email shanghai.rits@nyu.edu.

Academic Honesty/Plagiarism*

Carefully read NYU Shanghai’s *Statement on Academic Integrity* (in the Undergraduate Bulletin). Breaches of academic integrity could result in failure of an assignment, failure of the course, or other sanctions, as determined by the Academic Affairs office.

Disability Disclosure Statement*

NYU Shanghai is committed to providing equal educational opportunity and participation for students with disabilities. It is NYU Shanghai’s policy that no student with a qualified disability be excluded from participating in any NYU Shanghai program or activity, denied the benefits of any NYU Shanghai program or activity, or otherwise subjected to discrimination with regard to any NYU Shanghai program or activity. Any student who needs a reasonable accommodation based on a qualified disability should register with the Moses Center for Student Accessibility for assistance. Students can register online through the Moses Center and can contact the Academic Accommodations Team at shanghai.academicaccommodations@nyu.edu with questions or for assistance.
Title IX Statement
Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in educational programs. It protects victims of sexual or gender-based bullying and harassment and survivors of gender-based violence. Protection from the discrimination on the basis of sex includes protection from being retaliated against for filing a complaint of discrimination or harassment. NYU Shanghai is committed to complying with Title IX and enforcing University policies prohibiting discrimination on the basis of sex. Mary Signor, Executive Director of the Office of Equal Opportunity, serves as the University’s Title IX Coordinator. The Title IX Coordinator is a resource for any questions or concerns about sex discrimination, sexual harassment, sexual violence, or sexual misconduct and is available to discuss your rights and judicial options. University policies define prohibited conduct, provide informal and formal procedures for filing a complaint and a prompt and equitable resolution of complaints.

Links to the Title IX Policy and related documents:
- Sexual Misconduct, Relationship Violence, and Stalking Policy
- Procedures for Complaints Against Students
- Procedures for Complaints Against Employees
- Resource Guide for Students
- Resource Guide for Employees

Academic Resources
ARC Services
The Academic Resource Center (ARC) offers both individual, one-on-one tutoring as well as group sessions in a variety of ways, in a variety of courses. You can log on to WCOnline to book an appointment with a Global Writing & Speaking Fellow or a Learning Assistant (LA). The Global Writing & Speaking Fellows conduct individual consultations on writing, speaking, reading, and academic skills coaching. LAs provide both individual and small-group tutoring support in over 30 STEM, Business, Economics, IMA/IMB, and Chinese Language classes. Visit shanghai.nyu.edu/arc for more information about ARC services.

The Academic Resource Center (ARC) offers distance support for students who are enrolled in NYU Shanghai courses during the mixed teaching mode. Students taking classes at another campus/site should also take advantage of academic support resources available at those locations. You can log on to WCOnline to book an appointment with a Global Writing & Speaking Fellow or a Learning Assistant (LA). The Global Writing & Speaking Fellows conduct individual, synchronous online consultations on writing, speaking, reading, and academic skills coaching. LAs provide both individual and small-group online tutoring support in over 30 STEM, Business, Economics, IMA/IMB, and Chinese Language classes. Visit shanghai.nyu.edu/arc for more information about ARC services and refer to this site to learn more about how to access online tutoring services.
Library Support

Library Services
The Library is available to support your research needs. They have access to over 20,000 print resources, 2,000 DVDs, and 1,000 databases (including over a million e-books, as well as streaming audio and video and image databases).

Librarians with expertise in your research topic are available to meet either in person or online by appointment or by email to help you navigate the research process, from developing a research question and formulating a research strategy, to selecting databases, requesting materials, and citing your sources. Visit shanghai.nyu.edu/library for more information on:

- 24/7 access to e-books, e-journals, streaming media, and databases
- Booking one-on-one consultations for research help
- Asking the Library questions via chat or e-mail

Electronic Reserves
Students can access course readings using their NYU credentials for courses they currently enrolled in at https://ares.library.nyu.edu/

Interlibrary Loan Service
For materials not available to you immediately, you can request scanned copies of a book chapter or journal article through our Interlibrary Loan (ILL) service. If you don't know which chapter you need, you can request a Table of Content through ILL.
Course Materials

Required Readings

Other resources:
- [Google Arts and Culture](#)
- [Onion News](#)