COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Language in leadership / Kalba lyderystėje	

Academic staff	Core academic unit(s)
Coordinating: Prof. Dr. Julija Korostenskienė **Other:**	**Faculty of Philology, Institute of Foreign Languages**

Study cycle	Type of the course unit
First	General university studies

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face-to-face, online	Autumn/Spring	English

Requisites	
Prerequisites: English B2 level	**Co-requisites (if relevant):**

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	48	82

Purpose of the course unit
The goal of the course is to examine how language is employed in social and cultural phenomena to convey ideas through *targeted* and engaging *messages* 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.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
- 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.
- 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
- will be able to analyse targeted language manifestations, evaluate and compare their intended message and efficacy of communication.	Presentations, discussions, and media analysis	Participation in seminar discussion, project completion and presentation

	will develop and enhance argumentative skills,will be able to use major rhetorical strategies to convey information in an effective way		

| Content | Contact hours | | | | | | | Individual work: time and assignments | |
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
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 aform of influence. Cracking the Da Vinci Code of Language as an instrument of power and empowerment.Course aims, objectives and expected outcomes. *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** desiredcommunicative effect*.	1						**1**	2	Lecture materials, reading assignments available on MOODLE; discussion; group project (Note: reading allotmentper student not to exceed 20 pages). **Mandatory lit-re:** Hackman&Johnson (2013: 35-36; 62-67; 147-148) Paxson (2010: 57-70, 78-91) Perloff (2003 : 18) **Home assignment MOODLE**: (question(s) to reflect upon) Hackman&Johnson (2013: 67), questions 1, 2, 9)
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. Exploring leadership as a communicative situation. *Class Opinion poll: 1) value scale: What are the top skills the employers want?*	1		3				**4**	6	Lecture materials, reading assignments available on MOODLE; discussion; group project (Note: reading allotmentper student not to exceed 20 pages). **Mandatory lit-re:** Hackman&Johnson (2013: 35-36; 62-67; 147-148) Paxson (2010: 57-70, 78-91)

									Perloff (2003 : 18) **Home assignment MOODLE**: (question(s) to reflect upon) Hackman&Johnson (2013: 67), questions 1, 2, 9)
3. Developing visual literacy.Signs and their components.Convention vs arbitrariness.Organizational symbols and myths. Mythology at the organizational level: vision statement. Developing a team vision statement.	2		3					**5**	8	Lecture materials, reading assignments available on MOODLE: discussion. Group project. (Note: reading allotment per student not to exceed 20 pages). *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) **Home assignment MOODLE**: (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 and structure. Communication: schema, schemata, memory, frames. Lakoff‛s ideas on metaphoricity. Sources of creativity in language: new combinations and/or associations between existing elements. Psycholinguistic implications of the workings of the human brain.	2		4					**6**	8	Lecture materials, reading assignments available on MOODLE; 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

Topic										References
										(2011: 101-115) **Team project:** Metaphor analysis and identification in songs. *What areten popular songs about?*
5. Language as power. Construction of the text/discourse, identifying power relationships. Powerful and powerless talk. Producing persuasive speech. Dealing with manipulative behaviours.	2		4					**6**	8	Lecture materials, reading assignments available on MOODLE; practical mini-assignments; discussion; **team project**. (Note: reading allotment per student not to exceed 20 pages). **Mandatory lit-re:** Van Dijk (2006); Hackman&Johnson (2013: 147-149) Davies (2008: 156-158) **Home assignment MOODLE**: *(question(s) to reflect upon andpreparation for a group presentation)* Explore the attitudes to one of topical issues of the recent years, e.g., Brexit, globalization, COVID, climate change, gender card, race card, or any other contested issue of your choice. 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? *Major script archetypes*.	2		4					**6**	8	Lecture materials, reading assignments available on MOODLE; discussion. (Note: reading allotment per student not to exceed 20 pages). **Mandatory literature**: Paxson 2010: 154-162), Kress and Leeuwen (2006 / 2020: 175-214, selected pages, student's choice)

										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 MOODLE**: *(question(s) to reflect upon and preparation for discussion)*Identify and analyze referencesand/or archetypes in a music videoand/or film of your choice.
7. Enhancing interpretive skills in mixed media. Scale extension: from Film as ideology (e.g., *The Naked Island*) to going pop: memesand emoji. The consumer as the decision-maker: nurturing consumer's inclinations toward script development.	2		4					**6**	8	Lecture materials, reading assignments available on MOODLE; 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:** Shifman (2012, 2014); Kress and Leeuwen (2006/2020: 239-265, selected pages, student's choice) **Home assignment on MOODLE**: (question(s) to reflect upon)

									1. In your opinion, are films theappropriate 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? Are there any emerging means of communication you are aware of? What are they and how do they function?
8. Leadership in culture as understanding consumers' needsMaslow's Hierarchy of Needs. Basic principles of constructing positiveand negative images to promote brand, product, or personality. Analysis of advertisements (and/or commercials) then and now. Intranslatability, and the concept of localisation: *What's wrong with the translation of Olympus' slogan 'Perfection to the limit' into Lithuanian as „Galimybių riba"*? Examining the shopping carts of electronic shops.	2		4					**6**	8	Lecture materials, reading assignments available on MOODLE; discussion; group project. (Note: reading allotment per student not to exceed 20 pages). **Mandatory lit-re:** Hackman&Johnson (2013:100-111; 204-210) **Supplementary literature:** Krikmann (2006) **Home assignment MOODLE**: *(question to reflect upon) Analyse advertisements of a specific genre.OR* Explore the language component of urban design: namesof places we go to (shops, gyms, bars, hairdresser's). (e.g., *What ideas do names of an apparel shop Gyvenimo bažnyčia, design shop Egoistas, and gyms like Impulsas and Olimpas convey?*) In both cases, consider covert

Topic										Content
										influence and appeal to values. **Mini-study**: examining the shopping carts of electronic shops.
9. Language and social behaviour. When/whether cultures go different paths: professional milieus of journalism. Cultural behavioural models. Technological and philosophical implications of cultural trends. The notion of mediatization. Further insights into the attributes of social leadership: targeted language use and debates.	2		4					6	8	Lecture materials, reading assignments available on MOODLE; discussion. (Note: reading allotment per student not to exceed 20 pages). **Mandatory lit-re:** Hackman&Johnson (2013: 35-36, 97-98; 197; 326-331; Harraway 1991: 149-181; Kaun & Fast 2014: 19-24 OR Hjarvard 2008, selected pages, student's choice) **Supplementary lit-re:** Hanitzsch (2011) – portions of the article to be distributed among students. Paxson (2010: 211-222) **Home assignment MOODLE**: (question(s) to reflect upon) *Prepare for a debate in class. ONE topic to be negotiated with the students)*
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,	Students are required to attend seminars, complete class and homework assignments and discuss them along the guidelines provided, participate in discussions and deliver projects.

		starting week 2	**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). **Team projects** – in teams of 3-4 students (see Grading Rubric below)
Two team projects throughout semester	10*2	Week 6 and 12	For grading, see **A Grading Rubric for a Presentation during a Team Project** below
Final examination – written assignment	30	During exam session	**An exam paper**. The student will be given one or two open questions and will have to write a reflective essay as an answer to each of the questions. A list of up to 12 questions will be provided by the instructor prior to the exam. **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 the final grade

Grading Rubric for a Presentation during a Team Project Criteria for assessment of presentations in groups projects and work during seminars

Criteria for assessment of presentations in group 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 counterarguments 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 / 10max

A Grading Rubric for Assessing participation during seminars

Assessment

Criteria for assessment of work during seminars	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 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			
				Total / 10max

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Hackman, M., Z. Johnson, Craig E.	2013	*Leadership:A Communication Perspective*	Long Grove [Ill.]	Waveland Press
Lakoff, G., M. Johnson	2003	Metaphors We Live By	London	The University of Chicago Press http://shu.bg/tadmin/upload/storage/161.pdf
Kress, G. and Th. Leeuwen	2006/2020	*Reading Images. The Grammar of Visual Design*	3rd ed.	Routledge
Van Dijk, T.	2006	Discourse and Manipulation. In *Language and Society*, Vol.17(2): 359–383		Sage Publications. Discourses.org
Recommended reading				
Hanitzsch, Th.	2011	Populist Disseminators, Detached Watchdogs, Critical Change Agents and Opportunist Facilitators: Professional Milieus, the Journalistic Field and Autonomy in 18 Countries.	*International Communication Gazette* 73(6), 477–494.	
Fiske, J.	2011	*Introduction to Communication Studies*	London, New York	Routledge
Ramage, John D., John C.Bean, and June Johnson	2014	The Allyn and Bacon Guide to Writing (Concise edition)	7th edition	Pearson
Davies, M.	2008	Opposition in news discourse: *the ideological construction of us and them in the British press*	PhD dissertation. Un-ty of Huddersfield	http://eprints.hud.ac.uk/id/eprint/8352/

Bechter, Cl., Farinelli, G., Daniel, R.-D., Frey, M.	2016	Advertising between Archetype and Brand Personality		www.mdpi.com/2076-3387/6/2/5/pdf
Kaun, A., Fast, K.	2014	*Mediatization of culture and everyday life*	Karlstad University Studies 2014:13	http://sh.diva-portal.org/smash/get/diva2:698718/FULLTEXT02.pdf
https://www.sparkol.co m		Exposition on Jungian archetypes and their manifestation in advertising		
Krikmann, A.	2006	Contemporary Linguistic theories of humour. In *Folklore* 33 (2006), 27-58		https://www.folklore.ee/folklore/vol33/kriku.pdf
Perloff, R.M.	2003	*The Dynamics of Persuasion: Communication and Attitudes in the 21st Century*		Mahwah: New Jersay&London: Lawrence Erlbaum Associates, Publishers
Paxson, P.	2010	*Mass Communications and Media Studies*		Continuum: Paxson and Peyton

Updated 17 January 2024