

**City University of Hong Kong
Course Syllabus**

**offered by College/School/Department of English
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: English in Corporate and Professional Communication

Course Code: EN3525

Course Duration: 1 Semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) NIL

Precursors:
(Course Code and Title) NIL

Equivalent Courses:
(Course Code and Title) NIL

Exclusive Courses:
(Course Code and Title) NIL

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to introduce and apply principles of corporate written and spoken communication. It also aims to develop writing and speaking skills for various purposes in corporate situations.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Apply the principles and functions of corporate communication.		X	X	
2.	Analyse effective written and spoken communication in organizations.		X	X	
3.	Write effective business letters, memos, e-mails and short reports.		X	X	X
4.	Apply appropriate written and spoken skills in a variety of corporate situations.		X	X	X
5.	Produce analytical business proposals/plans on business-related topics.			X	X
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4		
CILO 1	<p>Apply the principles and functions of corporate communication</p> <p>The teaching and learning activities encompass three major aspects including foundations of business and organizational</p>	x	x	x	x		Throughout the course

	communication, and planning and composing business messages. Students will need to apply this skill set when writing e-mails, memos, letters, minutes of a meeting and a short business report.							
CILO 2	Analyze effective written and spoken communication in organizations. Students receive input on various business and professional genres that serve as a basis for completion of their letter, short business report, meeting simulation and minutes of a meeting.	x	x	x	x			Throughout the course
CILO 3	Compose effective employment documents, business letters, memos, e-mails and business proposals/plans. Students apply the identified language and structures related to various types of correspondence to plan and write.	x	x	x	x			Throughout the course
CILO 4	Apply appropriate written and spoken skills in a variety of corporate situations. Students put into application the skills they learn and write: emails, memos, letters, a short report, an agenda and minutes of the meeting, and take part in a meeting simulation.	x	x	x	x			Throughout the course
CILO 5	Produce analytical business proposals/plans on business-related topics. The student team, serving as external consultants or market researchers collaboratively write a business proposals/plan.	x	x	x	x			4 weeks

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 100%								

Assignment#1. In-Class Test (email communication)	X	X	X	X	X		15%	Assessed Individually
Assignment#2a&2b. Employment Portfolio: CV and cover letter (2a: 10%); Self-reflection Essay (2b: 10%)	X	X	X	X	X		20%	Individual task
Assignment#3. Business Proposal/plan	X	X	X	X	X		30%	Group Task
Assignment#4. Employment/Interviewing Project	X	X	X	X	X		20%	Group Task: assessed individually
Attendance & Participation. Professional Etiquette including On-Time Attendance, Active Participation, Use of English , Interpersonal Skills/Professionalism, and Peer Evaluation on Group Project. Contribution	X	X	X		X		15% (including 5% evaluation on group project contribution)	Assessed Individually
Examination: _____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In-class test: Emails	Aims, Content, Organization, and Language.	Contains excellent e-mail message requiring no revision and completely achieving its aims; Purpose of message is very clear and the action, if any, is very clearly stated about what the reader has to take; Contains only relevant facts with very detailed and highly comprehensible explanations; The ideas are presented in a very logical and effective manner. Subject line is very effective and fully appropriate to the	Contains good e-mail message requiring minor revision and largely achieving its aims; Purpose of message is clear and the action, if any, is very clearly stated about what the reader has to take; Contains good and comprehensible explanation; The ideas are presented in a logical and effective manner; Subject line is effective and appropriate to the message; Contains some minor mechanical errors;	Requires considerable revision. And partially achieving its aims; Purpose of the message is unclear and the action, of any, is adequately stated about what the reader has to take; Contains some relevant facts with partially comprehensible explanations; The idea are not always presented in a logical and effective and appropriate to the message; Contains A few of mechanical errors; Choice of language is not always appropriate	Requires a major overhaul and does not achieve its aims; Purpose of the message is very unclear and the action, if any, is inadequately and/or ineffectively stated about what the reader has to take; Contains a few relevant facts but explains inadequately; The ideas are rarely presented in a logical and effective manner; Subject line is inappropriate and ineffective; Contains many mechanical error affecting the comprehension of the	Requires complete rewriting and fails to achieve aims in any way. Purpose of the message is not stated; and o action, if any, is stated about what the reader has to take; Does not contain relevant facts and the message is generally incomprehensible; Subject line is either misleading or missing; Contains many serious mechanical errors making it very difficult for readers to understand the message; Choice of language is mostly inappropriate for topic and situation;

		message; Contains hardly any mechanical errors; Choice of language is highly appropriate for topic and situation; Tone is highly appropriate for reader-writer relationship. Message is highly readable.	Choice of language is appropriate for topic and situation; Tone is appropriate for reader-writer relationship; Message is mostly readable.	for topic and situation; Tone is not always appropriate for reader-writer relationship; Styles does not make for easy reading.	message; Choice of language is often inappropriate for topic and situation; Tone is largely inappropriate for reader-writer relationship.	Tone is inappropriate for reader-writer relationship; Styles makes it unreadable and incomprehensible.
2a:CV and Cover Letter	Aims, Content, Organization, and Language.	An excellent document requires no revision and fully achieves its aims; Contains only relevant facts with excellent explanations; The ideas are presented in a very logical and effective manner; Contains hardly any mechanical errors; Choice of language is very appropriate for topic and situation;	A good document requiring minor revision and largely achieves its aims; Contains relevant facts with good explanations; The ideas are mostly presented in a logical and effective manner. Contains a few noticeable mechanical errors; Choice of language is mostly appropriate for topic and	Requires considerable revision and achieves aims partially; Contains some relevant facts with adequate explanations; Some parts of the ideas are not presented in a logical or effective manner; Choice of language is not always appropriate for topic and	Requires a major overhaul and does not achieve its aims; Contains few relevant facts with inadequate explanation; many parts are incomprehensible. The ideas are neither logically nor effectively presented; Exhibit many mechanical errors that affect the comprehension of the	Requires complete rewriting and fails to achieve aims in any way; Does not contain relevant facts, and the message is generally incomprehensible; The ideas are presented in a very illogical and ineffective manner; Exhibits very serious mechanical errors that affect the comprehension of the message; Choice of

		Tone is very appropriate for reader-writer relationship; The document is in a highly readable and fluent style.	situation; Tone is mostly appropriate for reader-writer relationship; The document is mostly in a readable and fluent style.	for reader-writer relationship; Contains many mechanical errors; Style does not make for easy reading.	message; Choice of language is often inappropriate for topic and situation; Tone is largely inappropriate for reader-writer relationship; Style makes it difficult to read.	language is inappropriate for topic and situation; Tone is inappropriate for reader-writer relationship; Style makes it unreadable.
2b. Self-Reflection Essay	Objectives, Content, Organization, and Language	Demonstrates an in-depth reflection on the concepts and/or strategies presented in the unit materials; Viewpoints and interpretations are insightful and well supported. Clear and detailed examples are provided; Each aspect of the issues in relation is thoroughly addressed; Writing is clear, concise, and well organized with excellent	Deflection on the concepts and/or strategies presented in the unit materials; Viewpoints and interpretations are insightful and well supported. Clear and detailed examples are provided; Each aspect of the issues in relation to the reflection is appropriately addressed; Writing is mostly clear, concise, and organized with	Deflection on the concepts and/or strategies presented in the unit materials; viewpoints and interpretations are partially supported. Some examples are provided; Each aspect of the issues in relation to the reflection is adequately addressed; Writing is generally clear, concise, and organized with appropriate	Deflection on the concepts and/or strategies presented in the unit materials; Viewpoints and interpretation are unsupported or supported with flawed arguments; Limited examples are provided; Each aspect of the issues in relation to the reflections is inadequately addressed; Writing is generally unclear	Fails to Demonstrate a lack of reflection on the concepts and/or strategies presented in the unit materials; Viewpoints and interpretations are missing, inappropriate, and unsupported; Examples are not provided. Each aspect of the issues in relation to the reflection is not addressed; Writing is very unclear and disorganized and

		<p>sentence/paragraph construction. Thoughts are expressed in a very coherent and logical manner; Shows strong evidence of synthesis if ideas presented and insights gained.</p>	<p>good sentence/paragraph construction; Thoughts are expressed in a coherent and logical manner; Shows evidence of synthesis of ideas presented and insight gained.</p>	<p>sentence/paragraph construction but exhibits editorial problems; Thoughts are generally expressed in a coherent and logical manner; Shows some evidence of synthesis of ideas presented and insights gained.</p>	<p>and, disorganized, and exhibits serious editorial problems; Thoughts are generally expressed in an illogical manner; Shows limited evidence of synthesis of ideas presented and insights gained.</p>	<p>exhibits very serious editorial problems; Thoughts are expressed in a very incoherent and illogical manner; Shows no evidence of synthesis of ideas presented and insights gained.</p>
3. Business Proposal/Plan	Aims, Content, Organization, and Language.	<p>Contains excellent business proposal/plan requiring little revision; Aims are fully achieved; Purpose and scope are clearly identified. All relevant information is included for analysis and presented in a very effective manner; Sections are organized in a</p>	<p>Contains good business proposal/plan requiring some revision; Aims are mostly achieved. Purpose and scope largely clear; Most relevant information is included for analysis and presented in an effective manner; Transitions are mostly effective; The format is</p>	<p>Requires considerable revision; Aims are partially achieved. Purpose and scope not clear; Insufficient relevant information is and presentation of the ideas is often ineffective. Many sections organized in an illogical or ineffective manner. Transitions in many</p>	<p>Requires substantial rewriting; Aims are barely achieved. Purpose and scope are mostly unclear. Little relevant information is included for analysis and presentation of the ideas is ineffective; Most sections are organized in an illogical or ineffective manner; Transitions in most</p>	<p>Requires complete rewriting; Aims are not achieved at all; Purpose and scope are totally unclear. Very little relevant information is included for analysis and presentation of the ideas is very ineffective; Nearly all sections are organized in an illogical or ineffective manner; Transitions are</p>

		<p>completely logical and effective manner. Transitions very effectively achieved; The format is followed throughout; All components of proposal/plan are included; Uses of graphics are highly effective; Reference and citation conventions are followed throughout. Contains hardly any mechanical errors. Choice of language is entirely appropriate for topic and situation; Tone is entirely appropriate for reader-writer relationship; The document is highly readable and in fluent style.</p>	<p>Mostly followed; Most components of business are included; Use of graphics are mostly effective; Reference and citation conventions are mostly followed; Contains some noticeable mechanical errors; Choice of language is mostly appropriate for topic and situation; Tone is mostly appropriate for reader-writer relationship; The document is mostly readable and in fluent style.</p>	<p>parts are ineffective. The format only followed occasionally. Some components of business proposal/plan are not included. Uses of graphics are often ineffective; Reference and citation conventions are not often followed; Contains many mechanical errors affecting the comprehension of the message; Choice of language is not always appropriate for topic and situation. Tone is not always appropriate for reader-writer relationship. Style does not make for easy reading.</p>	<p>parts are ineffective; The format is rarely followed. Few components of business proposal/plan are rarely included; Uses of graphics are mostly ineffective; Reference and citation conventions are rarely followed. Contains many mechanical errors affecting the comprehension of the message; Choice of language is often inappropriate for topic and situation; Tone is largely inappropriate for reader-writer relationship; Style makes it difficult to read.</p>	<p>ineffective throughout; The format is not followed at all; Very few components of business proposal/plan are included; Uses of graphics are poorly handled; Reference and citation conventions are not followed. Contains many mechanical errors making it very difficult for readers to understand the message; Choice of language is very inappropriate for topic and situation; Tone is very inappropriate and ineffective for reader-writer relationship; Style makes it unreadable and</p>
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						incomprehensible.
4. Employment/Interviewing Project	Aims, Content, Organization, and Language.	Demonstrates highly proficient and very appropriately utilizes interview skills in an enthusiastic and engaging manner; Overall appearance is business-like and very well-groomed; Exhibits very professional behavior and acts very friendly and courteous to all involved in interview; Speaks very clearly and distinctly with no lapse in sentence structure and with correct pronunciation; Volume conveys business tone; Sits up straight with excellent posture and looks relaxed and	Demonstrates proficient and appropriately utilizes interview skills in an enthusiastic and engaging manner; Generally, the appearance is business-like and nicely groomed; Exhibits appropriate professional behavior and acts friendly and courteous to all involved in interview; Speaks clearly and distinctly with minimum lapse in sentence structure and with correct pronunciation; Volume conveys business tone; Sits up straight with good posture and looks	Demonstrates average proficient and average demonstration of interview skills in a generally confident manner; The appearance is somewhat business-like and grooming attempt is evident; Exhibits acceptable professional behavior and acts friendly and courteous to all involved in interview; Speaks somewhat clearly with some mistakes on pronunciation and language use; Volume is acceptable; Sits up straight with	Demonstrates limited proficient interview skills and lacks confidence; The appearance reveals poor grooming and not business-like; Exhibits limited professional behaviour and shows attempt to be friendly and courteous to all involved in interview; Speaking is unclear and difficult to understand what is being said (i.e. mumbling); Volume is inappropriate for interview (i.e. spoke too loudly, too softly); Maintain	Demonstrates poor interview skills with little confidence displayed; Fail to present a business-like appearance and untidy; Fails to exhibit professional behavior and acts very unfriendly and not courteous to all involved in interview; Speaking is very unclear and very difficult to understand what is being said (i.e. constant mumbling); Volume is very inappropriate for interview (i.e. spoke too loudly, too softly); Maintain no eye contact with persons involved in

		<p>confident; Establishes eye contact with interviewers during the interview 90-100% of the time; Never interrupts or hurries the interviewers and thanks them after the interview.</p>	<p>relaxed and confident; Establishes good eye contact with interviewers during the interview 70-80% of the time; minimum interruption to the interviewers and thanks them after the interview.</p>	<p>appropriate posture; Establishes eye contact with interviewers during the interview 50-60% of the time; interrupts or hurries the interviewers 1-2 times during the course of the interview and thanks them after the interview.</p>	<p>limited eye contact with persons involved in the interview process; Keeps the head down most of the time; Does not have good posture; Interrupts or hurries the interviewer 3-5 times and forgets to thank interviewers after the interview.</p>	<p>the interview process; Keeps the head down all the time; Have poor posture; Constantly interrupts or hurries the interviewers and forgets to thank interviewers after the interview.</p>
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Written corporate communication including enquiry/ reply/ persuasive/ bad news letters, e-mails, memos and memo reports; and oral corporate communication including chairing and participating in meetings; compiling meeting agendas and minutes.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Guffey, M.E., Du-Babcock, B., & Loewy, D. (2016). <i>Essentials of Business Communication, Asian 3rd Edition</i> , Cengage Learning Asia Pte Ltd., ISBN: ISBN-13: 978-981-468, Singapore
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Argenti, P. A. (2013). <i>Corporate Communication 6th Edition</i> . New York: Irwin McGraw Hill, Inc.
2.	Bovee, C., & Thill, J. (2011). <i>Business Communication Today</i> (11th ed.). New York: McGraw Hill.
3.	Cornelissen, J. (2011). <i>Corporate Communication: A Guide to Theory and Practice</i> (3 rd ed.). Sage.
4.	Ellet, W. (2007) <i>The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases</i> . Harvard Business School Press.
5.	Locker, K. O. & Kienzler, D. (2012). <i>Business and Administrative Communication with Connect Plus</i> (10 th ed.), New York: McGraw-Hill.
6.	Maier, S. (2012). <i>The Diary: 100 Days and Lessons in Corporate Communications</i> . Marshall Cavendish Business.
7.	Netzley, M., & Snow, C. (2001). <i>Guide to Report Writing</i> . Upper Saddle River, NJ:
8.	Oliver, S. (1997). <i>Corporate Communication: Principles, Techniques and Strategies</i> . London: Kogan Page.
9.	Tuck, A (ed.) (2000). <i>Oxford Dictionary of Business English for Learners of English</i> . UK: OUP.