

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester A 2018 /19**

Part I Course Overview

Course Title:	Contemporary Business Communication 當代商務溝通
Course Code:	GE2212
Course Duration:	One Semester
Credit Units:	3
Level:	A2, B2
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input checked="" type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	N/A
Exclusive Courses: <i>(Course Code and Title)</i>	N/A

Part II Course Details

1. Abstract

(A 150-word description about the course)

The content of this course involves basic knowledge and skills about communication occurring within person, between two individuals, within group, between groups, within organization, between organizations, and between organization and media/public. This course will introduce theories and perspectives on communication that can guide communication practices in any organizations including both profit and non-profit firms.

This course will employ a case-based/scenario-based and experiential learning pedagogy. Students will engage in discussion of real business cases to develop critical thinking. Students will engage in dynamic discussion, simulation exercises, and working in a team setting with others who are from different academic intellectual background. The teamwork setting will resemble real life collaboration models, which provides first-hand experience for working with diverse groups. In addition, through role play and debates on important issues, students will practice professional communication skills and also be encouraged to come up with creative communication tools or skills to handle real life problems.

This course aims to provide fundamental knowledge and skills in business and interpersonal communication in any forms of organizations, such as business, government, and non-profit making ones. This course will explore the field of ideas relating to human modes of communication and personal relationships in the shaping of our business environment. This course will focus on understanding and practices of (1) frameworks and theories of interpersonal communication and social interaction in business context, (2) overarching structures such as culture, mass media and gender, and their roles in shaping interpersonal interactions in both internal and external communication, and (3) contemporary digital modes and cross-cultural communication in global business environment. This course is suitable for undergraduates from all disciplines.

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.	Analyse and apply critically contemporary business and interpersonal communication skills (written, spoken and listening) in specific situations (internal corporate and	30%	✓		

	external public environments, at workplace and in personal life).				
2.	Apply and demonstrate skills on various contemporary digital modes and cross-cultural communication (including face-to-face, video-conferencing, emails, and shared databases etc).	20%		✓	
3.	Critically analyse and evaluate the effect of overarching structures such as culture, mass media and gender in the business communication process and adjust their communication accordingly.	20%		✓	
4.	Demonstrate an ability to communicate and work effectively in culturally, academically and intellectually diverse teams; develop innovative ideas/approaches for cross-cultural communication and communication in a diverse workforce.	30%			✓
		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	
In-class lecture	A research essay assignment aims to sharpen student's self-directed learning, critical thinking and research skills. Students in writing a chosen topic will have to demonstrate how much they have learned from the lectures, discussions and their own literature review, and they also have to present their thoughts and arguments in logical and organised manners, thereby it will strengthen their academic research and writing skills.	✓	✓	✓	✓	
Individual contribution & weekly in-class exercise / quiz	Students will apply what they have learned through Individual contribution & weekly in-class exercise / quiz. They will be required to write short paragraphs of their comments, opinions and questions about the topic, and/or sample multiple choice and quiz	✓	✓	✓		

	questions. Students are given opportunity to reflect what they have learned before they leave the class.					
Business cases analyses, video analyses and group discussion	Textbook cases and / or student's self-developed cases will be discussed to enable students to apply theories into practices. Students will be challenged by the instructors and other students on how well they have addressed the objectives of the lectures through which their critical and analytical thinking can be strengthened.	✓		✓	✓	
Essential readings	To enhance student's theoretical and research abilities, relevant literature will be introduced by individual instructor and students are required to review them for class discussion and assignment preparations. Through literature review, not only it will enhance student's knowledge on the related theories and concepts, it also helps them to develop an active learning approach and to get rid of chasing for 'model answers' mentality.	✓	✓	✓		
Group project & team presentation	Students grouped into teams will work together to develop a business communication case. Through the project development process, the students have to apply what they have learned from the lectures, discussion and literature reviewed; they are also required to apply basic social research skills such as data collection, interpret information and numerical data, and organise them in a well-structured and coherent manner. They will be required to effectively present the case to the class justify their proposed solutions to the interpersonal and business communication problems. The entire project process shall offer students a good opportunity to develop their teamwork, communication and project management skills	✓	✓	✓	✓	
Final examination	The examination is an important part of a student's learning process, particularly in that it requires revisiting concepts, approaches and terminology through organizing the subject matter. It enables the student to demonstrate his command of the subject and benefit from a perspective containing a "bigger picture" having been exposed to the entire course when going back and reviewing portions covered earlier in the semester.	✓	✓	✓	✓	

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: 65%						
Individual participation and weekly in-class exercise / quizzes	✓	✓	✓	✓	25%	In-class exercise /quizzes & reflections designed to help develop student's basic abilities in comprehension, application and synthesis of the key theories and concepts. Students are able to receive continuous feedback throughout the course.
Group project presentation	✓	✓			15%	Students – in groups are required to present their interpersonal and business communication cases. The articulating abstract concepts and systematic delineation of complicated solutions to business communication will be assessed.
Group project report	✓	✓	✓		25%	Students have to submit a group report which documents their proposed solutions to interpersonal and business communication problems. It will examine student's abilities in applying concepts learnt in the course and their skills in researching updated materials from business and academic resources.
Examination: 35% (duration: 2 hours , if applicable)						
Final examination	✓	✓	✓	✓	35%	The exam will test students' understanding and application of the concepts and theories of interpersonal skills and business communication. Students are required to think critically, reflectively, and analytically about the role of effective interpersonal skills in business context including negotiation, team building, conflict and project management.
					100%	

* The weightings should add up to 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. Individual participation and weekly in-class exercise / quizzes		<p>Demonstrating very positive and proactive attitudes in class discussions; showing superior preparation of the Essential readings before coming to class; and very active interaction in class with unique ideas and insightful questions.</p> <p>Student is always punctual and attends full-time with no missing attendance. Student demonstrates excellent understanding in grasping content knowledge (and sometimes more than required) with good explanations and elaboration. Students are able to follow instructions and completes the in-class exercise / quizzes all of the time</p>	<p>Demonstrating good & positive attitudes in class discussions; showing good preparation of the Essential readings before coming to class; and active interaction in class with some stimulating ideas and insightful questions.</p> <p>Student is always punctual and attends full-time with only a few days late and/or missing attendance (less than 70%). Student demonstrates good understanding in grasping most of the content knowledge. Student is at ease with the content but occasionally missing explanations and elaboration.</p>	<p>Demonstrating good attitudes in class discussions; showing adequate preparation of the Essential readings before coming to class; and some interaction in class but no stimulating ideas and little insightful questions.</p> <p>Student shows difficulty in arriving class on time and with some missing attendance. Student demonstrates fair understanding and able to grasps some of the content knowledge. Student is uncomfortable with information and is able to answer only rudimentary question. Students are able to follow some of the instructions only and completes the</p>	<p>Demonstrating non-positive attitudes in class discussions; showing inadequate preparation of the Essential readings before coming to class; and little interaction in class with no stimulating ideas or insightful questions.</p> <p>Student is always late in arriving class on time and with numerous missing attendance. Student shows difficulty in understanding and does not have a grasp of information. Student cannot answer a majority of questions about subject. Student has great difficulty in following instructions and unable to complete the in-class exercise / quizzes most of the time.</p>	<p>Demonstrating negative attitude in class discussions; showing poor preparation of the Essential readings before coming to class; and no interaction in class at all.</p> <p>Student fails to attend the majority of classes and fails to submit the works.</p>

			Students are able to follow most of the instructions and completes the in-class exercise / quizzes most of the time.	in-class exercise / quizzes some of the time.		
2. Group project presentation		The presentation shows outstanding articulation of the interpersonal and communication process.. The presentation shows outstanding breadth and depth of application of concepts & tools learnt from this course. There is professional outlook of presentation materials with grammatical and syntax error free content. Presenters show excellent presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is able to engage audience effectively most of the time. The presentation is delivered with excellent use of effective visual aids and time management.	The presentation shows good articulation of the interpersonal and communication process. The presentation shows good breadth and depth of application of concepts & tools learnt from this course. There is good outlook of presentation materials with few grammatical and syntax errors found in the content. Presenters show good presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is able to engage audience some of the time. The presentation is delivered with good	The presentation shows fair articulation of the interpersonal and communication process. The presentation shows fair breadth and depth of application of concepts & tools learnt from this course. There is fair outlook of presentation materials with some grammatical and syntax errors found in the content. Presenters show fair presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is only able to engage audience for limited moments. The presentation is delivered with fair	The presentation shows few articulation of the interpersonal and communication process. The presentation shows minimal breadth and depth of application of concepts & tools learnt from this course. There is acceptable outlook of presentation materials with numerous grammatical and syntax errors found in the content. Some presenters show problematic presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is not able to engage audience for most of the time. The	The presentation shows poor articulation of the interpersonal and communication process. The presentation does not show breadth and depth of application of concepts & tools learnt from this course. There is problematic outlook of presentation materials with numerous grammatical and syntax errors found in the content. Presenters show poor presenting and teamwork skills (including language proficiency eye-contact with audience, verbal delivery). The presenting group is not able to engage audience. The

		The presentation overall demonstrates high level of originality and feasibility of ideas.	use of effective visual aids and time management. The presentation overall demonstrates good level of originality and feasibility of ideas.	use of effective visual aids and time management. The presentation overall demonstrates fair level of originality and feasibility of ideas.	presentation is delivered with minimum effective visual aids and time management. The presentation overall demonstrates barely acceptable level of originality and feasibility of ideas.	presentation is delivered with problematic visual aids and poor time management. The presentation overall demonstrates unacceptable level of originality and feasibility of ideas.
Group project report		The work demonstrates in-depth theoretical / conceptual analysis with appropriate and effective application of the concepts, theories and tools learnt in the course. Arguments are well supported with sufficient statistics, expert opinions, primary and/or secondary data from reputable source. The work demonstrates outstanding originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows extensive well researched up-to-date relevant materials from an extensive range of both additional business and academic sources. The paper is well-structured piece of work that included all required items with the	The work demonstrates some in-depth theoretical / conceptual analysis with appropriate application of the concepts, theories and tools learnt in the course. Some arguments are supported with statistics, expert opinions, primary and/or secondary data from reputable source. The work demonstrates good originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows some good researched up-to-date relevant materials from an extensive range of both additional	The work demonstrates some theoretical / conceptual analysis with fair application of the concepts, theories and tools learnt in the course. A few arguments are supported with statistics, expert opinions, primary and/or secondary data from reputable source. The work demonstrates fair originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows a few researched up-to-date relevant materials from a narrow range of both additional business and academic sources.	The work demonstrates minimal theoretical / conceptual analysis with few applications of the concepts, theories and tools learnt in the course. Arguments are not supported with relevant statistics, expert opinions, primary and/or secondary data from reputable source. The work demonstrates minimum originality comprehensiveness, quality and soundness (feasibility) of arguments. The work shows bare minimum efforts spent in researching up-to-date relevant materials from very limited range of both additional business and academic	The work has no theoretical / conceptual analysis with few applications of the concepts, theories and tools learnt in the course. Arguments are not supported with relevant statistics, expert opinions, primary and/or secondary data at all. The work does not show originality, comprehensiveness, quality and soundness (feasibility) of arguments. The work shows no efforts spent in researching up-to-date relevant materials from additional business and academic sources. The paper is not well-structured piece of work and most items are missing in the work.

		<p>use of proper terminologies required in professional report writing. The majority of work is student's own work with sentences are grammatically correct, well punctuated and without syntax errors. Documentation of reference materials are conducted adequately and correctly (in required referencing style) throughout the main content and in the form of reference list.</p>	<p>business and academic sources. The paper is well-structured piece of work that included most of the required items with some use of proper terminologies required in professional report writing. The majority of work is student's own work with most sentences are grammatically correct, well punctuated and without syntax errors. Documentation of reference materials are mostly conducted correctly (in required referencing style) throughout the main content and in the form of reference list.</p>	<p>The paper is not well-structured piece of work and some items are missing in the work with few proper terminologies used in professional report writing. The content of student's own work is limited. Numerous sentences are not grammatically correct, with punctuated and syntax errors found. Documentation of reference materials are mostly conducted incorrectly (in required referencing style) throughout the main content and in the form of reference list.</p>	<p>sources. The paper is not well-structured piece of work and major items are missing in the work with few proper terminologies used in professional report writing. The content of student's own work is very limited. Numerous sentences are not grammatically correct, with lots of punctuated and syntax errors found. Documentation of reference materials are conducted incorrectly (in required referencing style) throughout the main content and in the form of reference list.</p>	<p>The paper is seriously lack of proper terminologies required in professional report writing. The content of student's own work is very limited or not able to meet the minimum requirement of word count. Numerous sentences are not grammatically correct, with lots of punctuated and syntax errors found. Documentation of reference materials are conducted incorrectly (in required referencing style) throughout the main content and in the form of reference list.</p>
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<p>Final examination</p>		<p>Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base. Answers the specific central question that was asked. Incorporates pertinent and detailed information from both class discussion and assigned readings (whenever applicable), providing needed evidence. Maintains focus/avoids being sidetracked by tangents. Presents all information clearly and concisely and in an organized manner. Does much more than merely restate the question and offer a brief response. Avoids distracting grammar/spelling/etc. problems</p>	<p>Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions. Answers the specific central question asked, but not as well as an "A" essay. Incorporates some information from class discussion and assigned readings, providing some necessary evidence, but less thoroughly and/or relevantly than an "A" essay. Usually maintains focus, but may occasionally digress from the specific topic. Presents information fairly clearly and concisely, and may have minor organization problems. Does more than merely restate the question and offer a brief response. May</p>	<p>A student who has profited from the course; some understanding of the subject with some ability to think analytically and to offer adequate responses to the questions. Addresses the specific central question asked in part, but does not relate directly to the question or does not address all required elements. Does not adequately incorporate information from class discussion and assigned readings, and may rely on unsupported statements or generalities. Sometimes strays from the specific topic (more often than a "B" essay). Presents information in a manner that is sometimes unclear, and/or has significant organization problems. May merely restate the question and offer a</p>	<p>Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression. Does not directly answer the specific central question asked. Does not incorporate information from class discussion and assigned readings, or does so minimally and / or irrelevantly. Substantially digresses from the specific topic. Has significant problems with clarity, concision, and organization, making the information presented difficult for the reader to understand. May merely restate the question and offer an irrelevant or undeveloped response. May contain substantial distracting grammar / spelling/etc. problems that muddle the information presented.</p>	<p>Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature. Does not answer the specific central question in any way. Does not incorporate information from pertinent class discussion and/or assigned readings. Provides no information that can be understood or related to the specific topic. May lack any recognizable organization. May contain enough distracting grammar/spelling/etc. problems to make it substantially incomprehensible.</p>
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			contain a few distracting grammar / spelling/etc. problems	brief, undeveloped response May contain a few or a significant number of distracting grammar / spelling/etc. problems		
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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.)

leadership communication, interpersonal communication, business communication strategy, diversity and Intercultural communication, technologically mediated communication, group and organizational communication, networking, negotiation and conflict communication, external relations communication

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.	de Janasz, S. C., Dowd, K. O., & Schneider, B. Z. (2014). Interpersonal skills in organizations, International Edition, USA: McGraw Hill.
2.	Barrett, D. J. (2014.) Leadership communication, 4th Edition, USA: McGraw Hill.
3.	Hynes, G. E. (2011). Managerial communication, 5th Edition, USA: McGraw Hill.

2.2 Additional Readings

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

1.	Chaney, L. H. & Martin, J. S. (2003.) Intercultural Business Communication. Prentice-Hall Inc. Upper Saddle River.
2.	Gudykunst, W. B. (2003.) Cross-Cultural and Intercultural Communication. Sage Publication.
3.	Lusting M. W. & Koester, J. (2009.) Intercultural Competence: Interpersonal Communication Across Cultures. Addison Wesley Longman Inc.
4.	O Norales, F. (2006.) Cross-Cultural Communication: Concepts, Cases and Challenges. Cambria Press.
5.	Schmidt, W. et al. (2007.) Communicating Globally: Intercultural Communication and International Business. Sage Publications.
6.	Thill, J & Bovee, C., Excellence in Business Communication, latest edition, Prentice Hall.
7.	Varner, I. & Beamer, L (2011.) Intercultural communication in the global workplace. McGraw-Hill Higher Education, Chicago: Irwin.