

EN4563: WRITING FOR MANAGEMENT

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Writing for Management

Subject Code

EN - English

Course Number

4563

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

- To provide instruction in the requirements for successful written communication at management level
- To develop skills in creating different document types relevant to contemporary business contexts

- To provide practical training in writing an effective document, from sentence structure and style, to formatting and design

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Write & edit professional documents with a range of functions appropriate for a management context			x	x
2	Develop persuasive strategies for management communication considering issues of aim and audience		x	x	
3	Write an informative and persuasive report arguing for action to address organizational problems or opportunities			x	x
4	Write a brief from senior management directing team project members to discover solutions to a problem				x

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 real-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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	In-class editing test	1	
2	Writing a proposal	2	
3	Writing a business report	3	
4	Write a business brief – group work	4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 Editing Task The content; language style, tone and accuracy; organisation; and format are assessed	1	20	

2	Proposal Completeness and accuracy of the content, coherence in organization and format, accuracy in language and appropriateness of the style & tone are assessed in the context of a simulated business case study	2	30	
3	Report The accuracy of the content, coherence in organization and accuracy in language of the proposal are assessed	3	30	
4	Brief (Terms of Reference) Students analyse an authentic business management situation in a case study; appropriateness of the format, content, language style and tone, and organization of the document are assessed.	4	20	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Assignment 1 In-class Editing a Document – Individual task 20%

Criterion

Accuracy and clarity of content 50%

Excellent (A+, A, A-)

High level of accuracy and understanding of language use; minimal errors

Good (B+, B, B-)

Moderate level of accuracy and understanding of language use; some errors

Fair (C+, C, C-)

Average level of accuracy and understanding of language use; moderate number of errors

Marginal (D)

Weak level of accuracy and understanding of language use; frequent errors

Failure (F)

Poor level of accuracy and understanding of language use; multiple errors

Assessment Task

1. Assignment 1 In-class Editing a Document – Individual task 20%

Criterion

Style & Tone 50%

Excellent (A+, A, A-)

Edited document demonstrates highly original flair and variety in language

Good (B+, B, B-)

Edited document demonstrates moderate level of flair and variety in language

Fair (C+, C, C-)

Edited document demonstrates limited flair and variety in language

Marginal (D)

Edited document demonstrates very limited flair and variety in language

Failure (F)

Edited document demonstrate no flair or variety in language

Assessment Task

2. Assignment 2 Business proposal – Individual task 30%

Criterion

Content

Excellent (A+, A, A-)

Has all the issues raised; all solutions are feasible and profitable; very informative and comprehensive; all information is accurate and complete

Good (B+, B, B-)

Has addressed most of the issues raised; most solutions are feasible and profitable; generally informative and comprehensive; most information is accurate and complete

Fair (C+, C, C-)

Has addressed some of the issues raised; some solutions are feasible and profitable; informative and comprehensive to a certain extent; some information is accurate and complete

Marginal (D)

Has only addressed a few issues raised; only a few solutions are feasible and profitable; not quite informative and comprehensive; only little information is accurate and complete

Failure (F)

Has almost not addressed any issues raised; almost no solutions are feasible and profitable; not informative and comprehensive; almost no information is accurate and complete

Assessment Task

2. Assignment 2 Business proposal – Individual task 30%

Criterion

Organization

Excellent (A+, A, A-)

a very well- organized structure; all ideas, sections and sub-sections are logically developed; introductory statements are put in all appropriate places; all ideas are well supported by data and appropriate graphics; all sections, sub-sections and pages are numbered correctly

Good (B+, B, B-)

a generally well-organized structure; most ideas, sections and sub-sections are logically developed; introductory statements are put in most appropriate places; most ideas are well supported by data and appropriate graphics; most sections, sub-sections and pages are numbered correctly

Fair (C+, C, C-)

Shows some signs of a well-organized structure; some ideas, sections and sub-sections are logically developed; introductory statements are put in some appropriate places; some ideas are well supported by data and appropriate graphics; some sections, sub-sections and pages are numbered correctly

Marginal (D)

Shows a few signs of a well-organized structure; a few ideas, sections and sub-sections are logically developed; introductory statements are put in a few appropriate places; a few ideas are well supported by data and appropriate graphics; a few sections, sub-sections and pages are numbered correctly

Failure (F)

Shows almost no signs of a well-organized structure; almost no ideas, sections and sub-sections are logically developed; almost no introductory statements are put in appropriate places; almost no ideas are supported by data and appropriate graphics; almost no sections, and sub-sections and pages are numbered correctly

Assessment Task

2. Assignment 2 Business proposal – Individual task 30%

Criterion

Language and Style

Excellent (A+, A, A-)

Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 80-100% accurate; style and tone are very appropriate

Good (B+, B, B-)

Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 65-79% accurate; style and tone are quite appropriate

Fair (C+, C, C-)

Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 50-64% accurate; style and tone are fairly appropriate

Marginal (D)

Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is about 40-49% accurate; style and tone are not quite appropriate

Failure (F)

Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is below 40% accurate; style and tone are not appropriate

Assessment Task

3. Assignment 3 Report – Individual Task 30%

Criterion

Content 40%

Excellent (A+, A, A-)

Content is very well selected and developed. All relevant information is included for analysis. Information is comprehensively analyzed and explained. Information and message is effectively conveyed. Purpose of writing the report is fully achieved.

Good (B+, B, B-)

Content is well selected and developed. The information included for analysis is sufficient. Information is sufficiently analyzed and explained. Information and message is clearly conveyed. Purpose of writing the report is achieved.

Fair (C+, C, C-)

Content selected for analysis is somewhat sufficient. Only part of the field research data is included for analysis. Only part of the information is analyzed and explained. Only part of the information and message is clearly conveyed. Purpose of writing the report is partially achieved.

Marginal (D)

Content selected for analysis is sketchy and inadequate. Only limited data is incorporated for analysis. Analysis is not informative or comprehensive. Information and message conveyed is limited. Purpose of writing the report is not clearly stated.

Failure (F)

Content selected for analysis is totally inadequate. Very limited or inaccurate data is incorporated for analysis. Analysis is not at all comprehensible. Information and message conveyed is very limited. Purpose of writing the report is not achieved in any way.

Assessment Task

3. Assignment 3 Report – Individual Task 30%

Criterion

Language and style 40%

Excellent (A+, A, A-)

Language (sentence structure, grammar: tenses, articles, prepositions, parts of speech, etc.) is highly accurate, with 80%–100% accuracy. Vocabulary used is very concise, precise, and varied. Style and tone are highly appropriate.

Good (B+, B, B-)

Language (sentence structure, grammar: tenses, articles, prepositions, parts of speech, etc.) is accurate, with 65%–79% accuracy. Vocabulary used is concise, precise, and varied. Style and tone are appropriate.

Fair (C+, C, C-)

Language (sentence structure, grammar: tenses, articles, prepositions, parts of speech, etc.) is somewhat accurate, with 50%–64% accuracy. Vocabulary used is somewhat concise, precise, and varied. Style and tone are somewhat appropriate.

Marginal (D)

Language (sentence structure, grammar: tenses, articles, prepositions, parts of speech, etc.) is inaccurate, with 40%–49% accuracy; exhibit a great deal of editorial problems. Vocabulary used is limited and repetitive. Style and tone are generally inappropriate.

Failure (F)

Language (sentence structure, grammar: tenses, articles, prepositions, parts of speech, etc.) is very inaccurate, with 39% or less accuracy; exhibit very serious editorial problems. Vocabulary used is not concise, varied, or comprehensible. Style and tone are totally inappropriate.

Assessment Task

3. Assignment 3 Report – Individual Task 30%

Criterion

Format & Organization 20%

Excellent (A+, A, A-)

Report format is correctly and effectively used.
Subject line is very effective.
Headings and subheadings are very effectively used.
Scope of the study is very clearly and effectively defined.
Introduction to the memo report is very effectively developed.
Conclusion is provided and is very effectively expressed.
Paragraphs and ideas are very coherently linked.

Good (B+, B, B-)

Report format is correctly used.
Subject line is effective.
Headings and subheadings are effectively used.
Scope of the study is clearly defined.
Introduction to the memo report is included and adequately developed.
Conclusion is provided and is effectively expressed.
Paragraphs and ideas are coherently linked.

Fair (C+, C, C-)

Report format is somewhat correctly used. Subject line is somewhat effective.
Headings and subheadings are used but exhibit inconsistency.
Scope of the study is somewhat defined.
Introduction to the memo report is included but not adequately developed.
Conclusion is provided. Paragraphs and ideas are somewhat coherently linked.

Marginal (D)

Only part of the report format is correctly used.
Subject line is provided but does not effectively reflect the focal point of the report.
Headings and subheadings exhibit inconsistency.
Scope of the study is poorly defined.
Part of the introduction to the report is included but not logically developed.
Conclusion is provided but poorly written.
Paragraphs and ideas are generally not coherently linked.

Failure (F)

Report format is incorrectly used.
Subject line is missing or poorly written and fails to reflect the focal point of the report.
Headings and subheadings are incorrectly used.

Scope of the study is either not defined or very poorly defined.
Introduction to the report is either missing or included but not developed logically.
Conclusion is either missing or provided but very poorly written.
Paragraphs and ideas are not at all coherently linked.

Assessment Task

4. In-Class Assignment 4 – Brief 30% Group task

Criterion

Overall comments

Excellent (A+, A, A-)

Excellent, requiring minimal revision – your supervisor would send this document with very minimal changes, if any; he/she would be impressed.

Good (B+, B, B-)

Requires minor revision – your supervisor would return this to you for minor editing; it would get the job done; he/she would be quite satisfied.

Fair (C+, C, C-)

Requires considerable revision – your supervisor would ask you to revise it considerably before sending it.

Marginal (D)

Requires a major overhaul – your supervisor would ask you to rewrite the document before he/she would send it.

Failure (F)

Requires complete rewriting – the document does not show an understanding of the assignment.

Assessment Task

4. In-Class Assignment 4 – Brief 30% Group task

Criterion

Format 10%

Excellent (A+, A, A-)

Includes all parts of the format –hardly any errors

Good (B+, B, B-)

A few errors in format

Fair (C+, C, C-)

Some errors in format

Marginal (D)

Quite a lot of errors in format

Failure (F)

Many errors in format

Assessment Task

4. In-Class Assignment 4 – Brief 30% Group task

Criterion

Content & Organization 50% (Opening)

Excellent (A+, A, A-)

Highly appropriate approach

Good (B+, B, B-)

Appropriate

Fair (C+, C, C-)

Acceptable

Marginal (D)

Somewhat unsuitable

Failure (F)

Completely unsuitable

Assessment Task

4. In-Class Assignment 4 – Brief 30% Group task

Criterion

(Body)

Excellent (A+, A, A-)

All relevant facts included with complete supporting details

Good (B+, B, B-)

Most relevant facts included with most supporting details

Fair (C+, C, C-)

Some relevant facts and some supporting details included

Marginal (D)

Few relevant facts and few supporting details included

Failure (F)

No relevant facts, and supporting details are missing

Assessment Task

4. In-Class Assignment 4 – Brief 30% Group task

Criterion

(Closing)

Excellent (A+, A, A-)

Highly appropriate, motivates the reader to take the action

Good (B+, B, B-)

Appropriate, motivates the reader to take the action

Fair (C+, C, C-)

Not very appropriate - the action the reader has to take is not clearly stated

Marginal (D)

Unacceptable to some extent the action the reader has to take is either not included or quite ineffectively stated

Failure (F)

Unacceptable - the action the reader has to take is not included

Assessment Task

4. In-Class Assignment 4 – Brief 30% Group task

Criterion

(Organization)

Excellent (A+, A, A-)

Highly appropriate organizational plan used for indirect approach

Good (B+, B, B-)

Appropriate organizational plan used for indirect approach

Fair (C+, C, C-)

Acceptable organizational plan used for indirect approach

Marginal (D)

Somewhat unsuitable organizational plan for indirect approach

Failure (F)

Completely unsuitable organizational plan for indirect approach

Assessment Task

4. In-Class Assignment 4 – Brief 30% Group task

Criterion

Style & Mechanics 40%
(Syntax punctuation, spelling)

Excellent (A+, A, A-)

Hardly any errors.
Message is very clear

Good (B+, B, B-)

Some noticeable errors
Message is generally clear but it is not clear in some parts

Fair (C+, C, C-)

Quite a lot of errors.
Message is not clear in a lot of parts

Marginal (D)

Many errors: the whole message is very difficult to understand

Failure (F)

So many errors that purpose of the intended message has failed.

Assessment Task

4. In-Class Assignment 4 – Brief 30% Group task

Criterion

(Variety / originality)

Excellent (A+, A, A-)

Written with flair, using a variety of sentence types

Good (B+, B, B-)

Tries to use a variety of sentence types – very little copied from assignment brief

Fair (C+, C, C-)

In parts, sentences very similar to those in the case brief

Marginal (D)

In parts, sentences copied directly from those in the case brief

Failure (F)

Most sentences copied directly from case brief

Assessment Task

4. In-Class Assignment 4 – Brief 30% Group task

Criterion

(Tone)

Excellent (A+, A, A-)

Uses appropriate tone throughout; an asset to the company image

Good (B+, B, B-)

Uses appropriate tone in most parts

Fair (C+, C, C-)

Uses inappropriate tone in some parts. Includes negative terminology in parts.

Marginal (D)

Uses inappropriate tone in many parts. Includes negative terminology, and hurts the company image

Failure (F)

Uses inappropriate tone throughout. Includes negative terminology, and would seriously hurt the company image

Part III Other Information

Keyword Syllabus

Editing texts: presentation of content; format, organisation, structure & content; language style, tone & conventions;
 Proposals: data collection; format, organisation, structure, and content; language conventions, persuasive strategy.
 Reports: presentation of data; format, organisation, structure & content; language style, tone & conventions.

Reading List

Compulsory Readings

Title	
1	Marsen, S. (2007). Professional Writing: The complete guide for business, industry and IT. 2nd edition. Basingstoke: Palgrave.

Additional Readings

Title	
1	Blicq, R. (1993). Technically Write. (4th ed.). New Jersey: Prentice Hall.
2	Blicq, R. S., & L.A. Moretto. (2002). Writing reports to get results. (3rd ed.). New Jersey: Wiley Interscience.
3	Bovee, C., Thill, J.V., & B.E. Schatzman. (2003). Business Communication Today. (7th ed.). upper Saddle River, New Jersey: Prentice Hall.
4	Hedge, T. (1988). Writing. Oxford: Oxford University Press.
5	Krizian, A.C., Merrier, P., and C. L. Jones. (2005). Business Communication. (6th ed.). Ohio: Thomson South-western.