

EN4574: COMMUNICATION STRATEGIES IN BUSINESS PROJECTS

Effective Term

Semester B 2022/23

Part I Course Overview

Course Title

Communication Strategies in Business Projects

Subject Code

EN - English

Course Number

4574

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

EN3526 Communication Strategies in Business Projects

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to develop students' awareness of the role of communication in the development of business projects and equip them with research, project management, and communication skills to navigate the production of business reports and oral presentations. Students will learn how to respond to clients' requests, manage a team project, conduct market research in a defined sector and market, and master rhetorical strategies across modes associated with business and professional communication in the digital era. Topics include: workplace interaction, specialised discourse, analysis of business genres involved in project development, rhetorical strategies across different modes, metadiscourse, project management, SWOT analysis and other market research tools. The course will prepare students to think critically, communicate effectively, and broaden their understanding of language studies and their potential application.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand the role of communication in the development of business projects;	x	x	x
2	Analyse business genres involved the development of business projects;	x	x	x
3	Discover and master rhetorical conventions across modes to produce business reports and deliver effective business presentations;	x	x	x
4	Conduct market research and use language as a tool for inquiring, learning, innovative and creative thinking within the business contexts;	x	x	x
5	Coordinate a team to effectively manage the different stages of the project.	x	x	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	Lectures	Students receive input on business theories and various business and professional genres that serve as a basis for completion of their assignments.	1, 2, 3, 4	
2	Field research preparation	In small groups, students will read and analyse sample reports to reflect on and develop various stages of the writing a business report. Meanwhile, students will receive input on various business and professional genres that serve as a basis for their assignments including oral presentations and written reports.	2, 3, 4, 5	
3	In-class workshops	Students work in groups to apply the knowledge learnt during the course to analyse and produce business genres. The instructor may engage external speakers to provide market insights.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Progress Report	1, 2, 3, 4, 5	20	Assessed Individually
2	Final Business Report	1, 2, 3, 4, 5	30	Group Task
3	Oral Presentation	1, 2, 3, 4, 5	20	Assessed Individually
4	Test	1, 2	20	Assessed Individually
5	Participation & task completion	1, 2, 3, 4, 5	10	Assessed Individually

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Progress Report

Criterion

Content & Organization

Excellent (A+, A, A-)

Relevant issues are extremely well presented; Realistic, feasible and profitable solutions are extremely well presented; Information and facts are extremely well presented; Facts are extremely well explained and accurate; Ideas and arguments are arranged extremely logically & effectively.

Good (B+, B, B-)

Relevant issues are well presented; Realistic, feasible and profitable solutions are well presented; Information and facts are well presented; Facts are well explained and accurate; Ideas and arguments arranged logically & effectively.

Fair (C+, C, C-)

Relevant issues are satisfactorily presented; Partially realistic, feasible and profitable solutions are satisfactorily presented; Information and facts are satisfactorily presented; Facts are satisfactorily explained and accurate; Ideas and arguments arranged satisfactorily logically & effectively.

Marginal (D)

Relevant issues are partially underdeveloped; Partially realistic, feasible and profitable solutions are presented; Information and facts are partially developed; Facts are partially explained and accurate; Ideas and arguments partially arranged logically & effectively.

Failure (F)

Relevant issues are significantly underdeveloped; Partially realistic, feasible and profitable solutions are poorly presented; The presentation of information and facts is significantly underdeveloped; Facts are inadequately explained and inaccurate; Ideas and arguments are significantly underdeveloped.

Assessment Task

Progress Report

Criterion

Language

Excellent (A+, A, A-)

Demonstrates excellent grammatical/lexical range and accuracy.

Good (B+, B, B-)

Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.

Fair (C+, C, C-)

Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.

Marginal (D)

Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.

Failure (F)

Fails to use language to complete the task or does not submit the task.

Assessment Task

Final Business Report

Criterion

Content

Excellent (A+, A, A-)

The content is extremely well selected and developed; Relevant information is included for analysis and extremely well presented; The analysis is extremely comprehensive and accurate;The purpose of the report is fully achieved.

Good (B+, B, B-)

The content is well selected and developed; Relevant information is included for analysis and well presented; The analysis is comprehensive and accurate;The purpose of writing the report is achieved.

Fair (C+, C, C-)

The content is satisfactorily selected and developed; Relevant information is included for analysis and satisfactorily presented; The analysis is satisfactorily comprehensive and accurate;The purpose of writing the report is satisfactorily achieved.

Marginal (D)

The content is partially selected and developed; Relevant information is included for analysis and partially presented; The analysis is partially comprehensive and accurate; The purpose of writing the report is partially achieved.

Failure (F)

The content is significantly underdeveloped; Relevant information is included for analysis, but the presentation is underdeveloped; The analysis is underdeveloped;The purpose of writing the report is not achieved.

Assessment Task

Final Business Report

Criterion

Organization

Excellent (A+, A, A-)

The use of the report format is extremely effective; The use of headings and subheadings is extremely effective; The definition of the scope of the study is extremely clear;Introduction and conclusion are extremely well presented and developed; Paragraphs & ideas are extremely coherent and well presented.

Good (B+, B, B-)

The use of the report format is effective.The use of headings and subheadings is effective; The definition of the scope of the study is clear; Introduction and conclusion are well presented and developed; Paragraphs & ideas are coherent ad well presented.

Fair (C+, C, C-)

Report format is satisfactorily used; The use of headings and subheadings is satisfactorily effective; The definition of the scope of the study is satisfactorily clear; Introduction and conclusion are satisfactorily presented and developed; Paragraphs & ideas are satisfactorily presented and coherent.

Marginal (D)

Report format is partially used correctly; The use of headings and subheadings is partially effective; The definition of the scope of the study is partially clear; Introduction and conclusion are partially presented and developed;Paragraphs & ideas are partially presented and coherent.

Failure (F)

Report format is not used correctly; The use of headings and subheadings is not effective; The definition of the scope of the study is underdeveloped; The presentation of the introduction and conclusion is underdeveloped; Paragraphs & ideas are underdeveloped.

Assessment Task

Final Business Report

Criterion

Language

Excellent (A+, A, A-)

Demonstrates excellent grammatical/lexical range and accuracy.

Good (B+, B, B-)

Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.

Fair (C+, C, C-)

Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.

Marginal (D)

Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.

Failure (F)

Fails to use language to complete the task or does not submit the task.

Assessment Task

Oral Presentation

Criterion

Content & Organization

Excellent (A+, A, A-)

Relevant information is extremely well presented; Visuals are extremely appropriate and effective; Extremely effective time management and good question-and-answer participation; Extremely clear structure with identifiable introduction, closely follow outline in the middle, and strong conclusion to reinforce the aim and objectives.

Good (B+, B, B-)

Relevant information is well presented; Visuals are appropriate and effective; Effective time management and good question-and-answer participation; Clear structure with identifiable introduction, closely follow outline in the middle, and strong conclusion to reinforce the aim and objectives.

Fair (C+, C, C-)

Relevant information is satisfactorily presented; Visuals are satisfactorily appropriate and effective; Time management is satisfactorily effective and good question-and-answer participation; Satisfactorily clear structure with identifiable introduction, closely follow outline in the middle, and adequate conclusion to reinforce the aim and objectives.

Marginal (D)

Relevant information is partially presented; Visuals are partially appropriate and effective; Time management and question-and-answer participation are partially satisfactory; The structure is partially clear with identifiable introduction, partially following outline in the middle, and adequate conclusion to reinforce the aim and objectives.

Failure (F)

The presentation of relevant information is underdeveloped; Visuals are neither appropriate nor effective; Neither time management nor question-and-answer participation are satisfactory; The structure is underdeveloped and the different sections are not identifiable.

Assessment Task

Oral Presentation

Criterion

Language

Excellent (A+, A, A-)

Demonstrates excellent grammatical/lexical range and accuracy.

Good (B+, B, B-)

Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.

Fair (C+, C, C-)

Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.

Marginal (D)

Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.

Failure (F)

Fails to use language to complete the task or does not submit the task.

Assessment Task

Oral Presentation

Criterion

Presentation skills

Excellent (A+, A, A-)

Excellent delivery (pace, fluency, posture, gestures, eye contact); Transitions are extremely adequate and effective.

Good (B+, B, B-)

Good delivery (pace, fluency, posture, gestures, eye contact); Transitions are adequate and effective.

Fair (C+, C, C-)

Satisfactorily delivery (pace, fluency, posture, gestures, eye contact); Transitions are satisfactorily adequate and effective.

Marginal (D)

Partially acceptable delivery (pace, fluency, posture, gestures, eye contact); Transitions are partially adequate and effective.

Failure (F)

Significantly poor delivery (pace, fluency, posture, gestures, eye contact); Transitions are inadequate.

Assessment Task

Test

Criterion

Content

Excellent (A+, A, A-)

90-100% of the multiple-choice answers are correct and the open-ended answers are extremely comprehensive and accurate supported by relevant examples;

Good (B+, B, B-)

50-70% of the multiple-choice answers are correct and open-ended answers are comprehensive and accurate supported by relevant examples;

Fair (C+, C, C-)

30-50% of the multiple-choice answers are correct and open-ended answers are satisfactorily provided;

Marginal (D)

20-30% of the multiple-choice answers are correct and open-ended answers are partially underdeveloped;

Failure (F)

Less than 20% of the multiple-choice answers are correct and open-ended answers are underdeveloped;

Assessment Task

Test

Criterion

Language

Excellent (A+, A, A-)

Demonstrates excellent grammatical/lexical range and accuracy.

Good (B+, B, B-)

Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.

Fair (C+, C, C-)

Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.

Marginal (D)

Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.

Failure (F)

Fails to use language to complete the task or does not submit the task.

Assessment Task

Participation & task completion

Excellent (A+, A, A-)

Student is extremely engaged in class and the content of the tasks submitted is extremely comprehensive and accurate.

Good (B+, B, B-)

Student is engaged in class and the content of the tasks submitted is comprehensive and accurate;

Fair (C+, C, C-)

Student is satisfactorily engaged in class and the content of the tasks submitted is satisfactorily comprehensive and accurate;

Marginal (D)

Student is partially engaged in class and the content of the tasks when submitted is partially underdeveloped.

Failure (F)

Student is not engaged in class and the content of the tasks when submitted is significantly underdeveloped.

Part III Other Information**Keyword Syllabus**

Business Projects; Business and Professional Communication; SWOT Analysis; Market Research; Multimodal Business Communication; Workplace Interaction; Specialised Discourse; Project Management; Metadiscourse; Genre Analysis; Rhetoric;

Reading List**Compulsory Readings**

	Title
1	Hyland, K. (2005). <i>Metadiscourse : Exploring Interaction in Writing</i> . London: Bloomsbury Publishing Plc.
2	Helms, M. M; Nixon, J. (2010). Exploring SWOT analysis - where are we now?: A review of academic research from the last decade. <i>Journal of Strategy and Management</i> . Vol. 3, Iss. 3, 215-251. DOI:10.1108/17554251011064837
3	Lauren, B. (2018). <i>Communicating Project Management: A Participatory Rhetoric for Development Teams</i> . Taylor & Francis Group.
4	Thill, Bovée, & Bovée, Courtland L. (2021). <i>Excellence in Business Communication</i> . (13th edition, Global edition.). Boston: Pearson Education Limited. (Textbook)
5	Yeung, L. (2017). In search of commonalities: Some linguistic and rhetorical features of business reports as a genre. <i>English for Specific Purposes</i> , 26 (2007) 156–179.

Additional Readings

	Title
1	Barringer, B. (2014). <i>Barringer: Preparing Effective Business Plans: An Entrepreneurial Approach</i> . Global Edition. London: Pearson.
2	Clippinger, D. A. (2019). <i>Business report guides</i> . New York, New York: Business Expert Press.
3	Poynter, R. (2010). <i>The handbook of online and social media research: tools and techniques for market researchers</i> . Chichester: John Wiley & Sons, Incorporated.
4	Poynter, R., Williams, N. & York, S. (2014). <i>The handbook of mobile market research: tools and techniques for market researchers</i> . Chichester: John Wiley & Sons, Incorporated.
5	Porter, M. (1979). How competitive forces shape strategy? <i>Harvard Business Review</i> , 57(2), 137-145.

6	Wheelen, T., & Hunger, J. (1992). Environmental scanning and industry analysis. In T. Wheelen, & J. Hunger (Eds.), Strategic management and business policy (pp. 88-121). Menlo Park, CA: Addison-Wesley Publishing.
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