

EN3592: PROFESSIONAL AND CORPORATE DISCOURSE

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Professional and Corporate Discourse

Subject Code

EN - English

Course Number

3592

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

EN4527 Professional and Corporate Discourse

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to equip students with knowledge in discourse analysis (e.g., corpus analysis and genre analysis) that can be applied to understand the nature of professional and corporate discourse. Also, practical tools (e.g., computational tools for text analysis) will be introduced to students to analyse and/or produce professional and corporate texts. Multiple types of discourse will be explained, including but not limited to customer reviews and disciplinary writing. In this course, students will need to complete a) an individual project to analyse professional and corporate texts and b) a group project to produce a portfolio of disciplinary text analysis. The course objectives will be achieved by giving lectures on major concepts in discourse analysis, providing students with workshops on practical tools, and having reading discussions and in-class activities.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Explain and apply major concepts to analyze and produce professional and corporate discourses.		x	x	x
2 Use practical tools to support analyses and productions of professional and corporate discourses.			x	x
3 Synthesize the concepts and tools to conduct projects for important professional and corporate genres.		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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1 Lectures	Students will learn and discuss key principles and concepts of discourse analysis with an emphasis on professional and corporate contexts.	1, 2	
2 Workshops	Students will participate in workshops that are provided to have step-by-step instructions on practical tools to analyse or produce professional and corporate discourses.	2, 3	

3	Consultations	Students will have individual and/or group consultations with the instructor to address their questions or concerns regarding the course content and projects.	1, 2, 3	
4	Reading discussions	Students will have discussions on reading materials in certain contexts, such as group discussions and online discussions, and guiding questions will be provided.	1, 3	
5	Other in-class activities	Students will learn how to apply specific knowledge to analyse and/or produce professional and corporate discourses.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Analytical report of customer reviews With a corpus of online customer reviews, students will 1) analyse the customers' sentiment for a specific product/service and 2) summarize the major topics discussed by the customers online. An analytical report will be written to report the project findings.	1, 2, 3	30	Individual work	No

2	Portfolio of Text Analysis Students will 1) conduct a corpus-based analysis for a professional genre; 2) develop teaching/learning activities based on the findings.	1, 2, 3	40	Group work	No
3	Quiz The quiz aims to evaluate students' understanding of theoretical concepts and practical techniques to analyse professional discourses.	1, 2, 3	20	Individual work	No
4	Participation The participation will be based on the engagement in all learning contexts, both online and offline.	1, 2, 3	10	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Analytical report of customer reviews

Criterion

Content

Excellent (A+, A, A-)

A persuasive analysis; An appropriate amount of detail; No missing mandatory sections; An excellent use of secondary sources

Good (B+, B, B-)

A reasonable analysis with minor issues; An appropriate amount of detail; No missing mandatory sections; A good use of secondary sources

Fair (C+, C, C-)

A fair analysis with a few major issues; Insufficient details but without affecting overall comprehension; No missing mandatory section but with some weak work on one or two sections; A fair use of secondary sources

Marginal (D)

A limited analysis with multiple major issues; Insufficient details which affect overall comprehension; Missing mandatory sections OR some weak work on most sections; A limited use of secondary sources

Failure (F)

A poor analysis; No details; Fails to follow the assignment description; No secondary sources

Assessment Task

Analytical report of customer reviews

Criterion

Organization

Excellent (A+, A, A-)

An excellent structure for all the mandatory sections

- a) Uses effective headings
- b) Shows strong coherence

Good (B+, B, B-)

A clear structure for all the mandatory sections

- a) Uses clear headings
- b) Shows good coherence

Fair (C+, C, C-)

A clear structure for most mandatory sections but with an unclear structure for one section

- a) Uses ineffective headings
- b) Cannot show fair coherence

Marginal (D)

An unclear structure for most mandatory sections

- a) Uses unclear headings
- b) Cannot show coherence

Failure (F)

Fails to organize the paper based on the assignment description

- a) No headings
 - b) No coherence
-

Assessment Task

Analytical report of customer reviews

Criterion

Language & Format

Excellent (A+, A, A-)

An excellent use of various grammatical structures; An excellent use of academic vocabulary; No mistakes in spelling and grammar; No mistakes in citation format and reference list; A formal tone

Good (B+, B, B-)

A good use of various grammatical structures; A good use of academic vocabulary; Occasional mistakes on spelling and grammar; Occasional mistakes on citation format and reference list; A formal tone

Fair (C+, C, C-)

A fair use of various grammatical structures; A fair use of academic vocabulary; Several mistakes on spelling and grammar or systematic grammatical mistakes; Several mistakes on citation format and reference list; A less formal tone

Marginal (D)

A limited use of various grammatical structures; A limited use of academic vocabulary; Frequent mistakes on spelling and grammar; Frequent mistakes on citation formats and reference lists; An informal tone

Failure (F)

Fails to use various grammatical structures; Fails to use academic vocabulary; Frequent mistakes on spelling and grammar, which affects the overall comprehension; No citation and/or reference lists; An informal tone

Assessment Task

Portfolio of text analysis

Criterion

Content

Excellent (A+, A, A-)

An excellent portfolio; An appropriate amount of detail; No missing mandatory sections; An excellent use of secondary sources

Good (B+, B, B-)

A good portfolio with minor issues; An appropriate amount of detail; No missing mandatory sections; A good use of secondary sources

Fair (C+, C, C-)

A fair portfolio with a few major issues; Lack of some details but without affecting the overall quality of the work; No missing mandatory section but with some weak work on one or two sections; A fair use of secondary sources

Marginal (D)

A limited portfolio with multiple major issues; Insufficient details, which affects the overall quality of the work; Missing mandatory sections OR some weak work on most sections; A limited use of secondary sources

Failure (F)

A poor portfolio; No details; Fails to follow the assignment description; No secondary sources

Assessment Task

Portfolio of text analysis

Criterion

Language

Excellent (A+, A, A-)

An excellent use of grammar and vocabulary for academic audience; No mistakes in spelling, word choice, and grammar; An appropriate academic or professional tone

Good (B+, B, B-)

A good use of grammar and vocabulary for academic audience; A few minor mistakes in spelling, word choice, or grammar;
A moderately appropriate academic or professional tone

Fair (C+, C, C-)

A fair use of grammar and vocabulary for academic audience; Some systematic mistakes in spelling, word choice, or grammar; A limited academic or professional tone

Marginal (D)

A limited use of grammar and vocabulary for academic audience; Frequent mistakes in spelling, word choice, or grammar;
A marginal academic or professional tone

Failure (F)

A poor use of grammar and vocabulary for academic audience; Frequent mistakes in spelling, word choice, and grammar;
Fails to use academic or professional tone

Assessment Task

Web-based portfolio for product promotion

Criterion

Organization & Format

Excellent (A+, A, A-)

An excellent structure for all the mandatory section; An excellent use of APA format

Good (B+, B, B-)

A good structure for all the mandatory section with only some minor issues; A good use of APA format with occasional mistakes

Fair (C+, C, C-)

A fair structure for most mandatory sections but with a few major issues; A fair use of APA format with some mistakes

Marginal (D)

An unclear structure for most mandatory sections with multiple major issues; A unclear use of APA format with multiple mistakes

Failure (F)

Fails to follow the assignment description; Fails to follow APA format

Assessment Task

Quiz

Criterion

Knowledge and analytical techniques

Excellent (A+, A, A-)

Demonstrates excellent knowledge and analytical skills related to the course content in the quiz

Good (B+, B, B-)

Demonstrates good knowledge and analytical skills related to the course content in the quiz

Fair (C+, C, C-)

Demonstrates limited knowledge and analytical skills related to the course content in the quiz

Marginal (D)

Demonstrates marginal knowledge and analytical skills related to the course content in the quiz

Failure (F)

Unable to demonstrate relevant knowledge and analytical skills related to the course content in the quiz

Assessment Task

Participation

Criterion

Engagement

Excellent (A+, A, A-)

Consistently active interactions with the instructor and classmates; Excellent contributions to teaching and learning activities in online and offline contexts

Good (B+, B, B-)

Active interactions with the instructor and classmates in most classes; Good contributions to teaching and learning activities in online and offline contexts

Fair (C+, C, C-)

Some but not consistently active interactions with the instructor and classmates; Fair contributions to teaching and learning activities in online and offline contexts

Marginal (D)

Only occasional interactions with the instructor and classmates; Limited contributions to teaching and learning activities in online and offline contexts

Failure (F)

Fails to show interactions with the instructor and/or classmates; Fails to show any contributions to teaching and learning activities in online and offline contexts

Part III Other Information

Keyword Syllabus

- Professional discourse
- Disciplinary texts
- Professional communication
- Linguistic/text analysis
- Corpus approaches to discourse analysis
- Rhetoric and rhetorical situation

Reading List

Compulsory Readings

Title	
1	Cheng, W. (2012). Exploring corpus linguistics: language in action. Routledge.
2	Crawford, W. J., & Eniko Csomay. (2015). Doing corpus linguistics. Routledge.

Additional Readings

	Title
1	Gunnarsson, B.-L. (2009). Professional discourse. Continuum.
2	Paltridge, B. (2022). Discourse analysis. Second edition. London: Bloomsbury