

# EN4576: PROFESSIONAL ENGLISH FINAL YEAR PROJECT

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Professional English Final Year Project

### Subject Code

EN - English

### Course Number

4576

### Academic Unit

English (EN)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

Two Semesters

### Credit Units

0-6

### Level

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

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

EN4572 Creative professions projects

EN4510 Professional communication projects

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

The course blends theory and practice to emphasise the analysis of the English language as it is used in workplace settings. The course involves the team-based execution of a professional communication project, including the production of one or more texts, such as handbooks, social media campaigns, market research reports, websites, brochures, etc. assigned by the host organization and submitted. This practical experience is analysed from the perspective of relevant theories of communication, culture, or linguistics. The project is completed in collaboration with a host organisation, which provides an authentic workplace experience.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Apply professional communication theories in practice		x	x	x
2	Demonstrate an understanding of a broad spectrum of communication purposes and practices		x	x	x
3	Analyse the communication needs of a project and implement solutions		x	x	x
4	Successfully execute workplace projects by putting communication skills into practice, individually and in groups.		x	x	x
5	Identify, apply and produce genres relevant to the host's brief and communication objectives		x	x	x
6	Build and maintain effective teams to organise and execute a 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.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Class meetings	Students will attend class meetings during which they will take up important areas of workplace communication and make connections between theory and practice.	1, 3, 4

2	Meetings with academic supervisor	Students will meet regularly with their academic supervisor for progress reports and guidance.	1, 5, 6	
3	Methodology in action activities	Students will work closely with the host organization to apply and adapt the communication theory and skills and utilise a range of critical and practical methodologies acquired throughout the curriculum.	5, 6	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Needs analysis Students write an analysis of the host's communication needs and describe the brief as presented to them by the host.	1, 2, 3	20	---	No
2	Progress log and portfolio Students in each group take it in turns to write a progress report, including challenges encountered and solutions identified, with reference to relevant theories and concepts in communication. The portfolio focuses on professional communication genres.	1, 2, 3, 4, 5, 6	20	---	No
3	Exhibition and year-book entry Students present their project outcomes.	1, 2, 3, 4, 5, 6	30	---	No

4	Peer evaluation Students provide peer evaluation to their groupmates.	3, 4, 5, 6	10	"NA"	No
5	Supervisor's evaluation report The host organisation submits an evaluation report.	1, 2, 3, 4, 5, 6	20	"NA"	No

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Additional Information for ATs**

In accordance with university policy, students are permitted to use AI. However, all use must be declared in the submitted work.

**Assessment Rubrics (AR)****Assessment Task**

Needs analysis

**Criterion**

Task fulfillment

**Excellent (A+, A, A-)**

The host organisation and project background, host objectives, and other relevant factors (e.g., host's constraints and preferences) are very thoroughly and accurately described and analysed.

A very carefully thought through, feasible and appropriately detailed preliminary plan for the project is presented.

**Good (B+, B, B-)**

The host organisation and project background, host objectives, and other relevant factors (e.g., host's constraints and preferences) are thoroughly and accurately described and analysed.

A carefully thought through, feasible and appropriately detailed preliminary plan for the project is presented.

**Fair (C+, C, C-)**

The host organisation and project background, host objectives, and other relevant factors (e.g., host's constraints and preferences) are generally thoroughly and accurately described and analysed, with some omissions and/or inaccuracies.

A generally satisfactory preliminary plan for the project is presented with some issues regarding clarity of thought, feasibility or detail.

**Marginal (D)**

The host organisation and project background, host objectives, and other relevant factors (e.g., host's constraints and preferences) are described and analysed, with significant weaknesses in the accuracy or detail.

A preliminary plan for the project is presented but significant weaknesses exist in clarity of thought, feasibility and/or level of detail.

**Failure (F)**

No needs analysis is submitted, or the analysis fails to present an accurate and/or thorough analysis of the host organisation and project background, host objectives, and/or other relevant factors (e.g., host's constraints and preferences).

No plan for the project is submitted, or it has very serious weaknesses in terms of clarity of thought, detail and/or feasibility.

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**Assessment Task**

Needs analysis

**Criterion**

Content and organization

**Excellent (A+, A, A-)**

Has a very clear and effective structure and flow.

Demonstrates excellent grammatical/lexical range and accuracy.

**Good (B+, B, B-)**

Has a clear and effective structure and flow.

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

**Fair (C+, C, C-)**

Has a generally clear and effective structure and flow.

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

**Marginal (D)**

Significant weaknesses exist in terms of structure and flow.

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

**Failure (F)**

Weaknesses in the structure and flow seriously impair the readability.

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

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**Assessment Task**

Needs analysis

**Criterion**

Language

**Excellent (A+, A, A-)**

Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.

**Good (B+, B, B-)**

Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.

**Fair (C+, C, C-)**

Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension.

**Marginal (D)**

Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

**Failure (F)**

Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and seriously disrupting comprehension.

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**Assessment Task**

Progress log and portfolio

**Criterion**

Task fulfillment

**Excellent (A+, A, A-)**

Entries are made and fully address the issues assigned.

**Good (B+, B, B-)**

Almost all entries are made and address the issues assigned.

**Fair (C+, C, C-)**

Entries are made with some omissions and generally address the issues assigned.

**Marginal (D)**

A significant number of entries are missing and/or they do not adequately address the issues assigned.

**Failure (F)**

No progress log is submitted or there are too few entries to assess progress on the project.

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**Assessment Task**

Progress log

**Criterion**

Analysis

**Excellent (A+, A, A-)**

Entries systematically relate aspects of progress on the project to relevant theories and concepts in professional communication in an accurate and insightful way.

**Good (B+, B, B-)**

Entries usually relate aspects of progress on the project to relevant theories and concepts in professional communication and are generally accurate.

**Fair (C+, C, C-)**

Entries frequently relate aspects of progress on the project to relevant theories and concepts in professional communication, although some minor inaccuracies may arise.

**Marginal (D)**

Entries largely neglect to relate progress to theories or concepts in professional communication and/or reveal significant inaccuracies.

**Failure (F)**

Theories and concepts are not dealt with to a significant extent.

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**Assessment Task**

Progress log

**Criterion**

Content and organization

**Excellent (A+, A, A-)**

Has a very clear and effective structure and flow.

Demonstrates excellent grammatical/lexical range and accuracy.

**Good (B+, B, B-)**

Has a clear and effective structure and flow.

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

**Fair (C+, C, C-)**

Has a generally clear and effective structure and flow.

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

**Marginal (D)**

Significant weaknesses exist in terms of structure and flow.

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

**Failure (F)**

Weaknesses in the structure and flow seriously impair the readability.

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

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**Assessment Task**

Exhibition and year-book entry

**Criterion**

Task fulfillment

**Excellent (A+, A, A-)**

The exhibition and year-book entry give an appropriately detailed and thoroughly evidenced overview of the project and its outcomes.

**Good (B+, B, B-)**

The exhibition and the year-book entry give a generally detailed and evidenced overview of the project and its outcomes.

**Fair (C+, C, C-)**

The exhibition and the year-book entry describe the project with some limitations on the level of detail, specificity of evidence and/or clarity of overview.

**Marginal (D)**

The exhibition and the year-book entry do not provide an effective overview of the project and/or fails to provide detail and evidence of its outcomes.

**Failure (F)**

No exhibition or year-book entry is given or the exhibition or entry does not communicate the project outcomes.

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**Assessment Task**

Exhibition and year-book entry

**Criterion**

Content and organization

**Excellent (A+, A, A-)**

Has a very clear and effective structure and flow.

Students show high level of creativity and accurate use of multimodal resources to organize the content and convey meanings.

Pronunciation and intonation are highly accurate, effective and comprehensible.

**Good (B+, B, B-)**

Has a clear and effective structure and flow.

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

Students show creativity and use of multimodal resources to organize the content and convey meanings.

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

Pronunciation and intonation are accurate, effective and comprehensible.

**Fair (C+, C, C-)**

Has a generally clear and effective structure and flow.

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

Students do not show much creativity and appropriate use of multimodal resources to organize the content and convey meanings.

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

Pronunciation and intonation are generally accurate, effective and comprehensible with some errors which occasionally interfere with comprehensibility.

**Marginal (D)**

Significant weaknesses exist in terms of structure and flow.

Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis. Students do not use creativity and multimodal resources to organize the content and convey meanings.

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

**Failure (F)**

Weaknesses in the structure and flow seriously impair the readability.

Students fail to submit appropriate content for both exhibition and year-book entry.

**Assessment Task**

Peer evaluation

**Criterion**

Task fulfillment

**Excellent (A+, A, A-)**

The peer evaluation demonstrates an incisive and insightful understanding of the group's trajectory and the individual's role within it.

**Good (B+, B, B-)**

The peer evaluation demonstrates a strong understanding of the group's trajectory and the individual's role within it.

**Fair (C+, C, C-)**

The peer evaluation provides a generally accurate account of the group's trajectory with some limitations on the accuracy or the individual's understanding of his/her role within the group.

**Marginal (D)**

The peer evaluation presents a partial and/or unreflected account of the group's trajectory and the individual's role within it.

**Failure (F)**

No peer evaluation is submitted, or it fails to account meaningfully this dimension of the course.

**Assessment Task**

Supervisor's evaluation report

**Criterion**

Work performance and development of professional competencies, skills and attributes

**Excellent (A+, A, A-)**

Excellent work quality. All responsibilities are fulfilled and tasks assigned are performed to an excellent standard, often exceeding expectations.

Key workplace attributes such as but not limited to initiative, responsibility, interpersonal skills, communication skills, and professionalism and presentation are developed and honed to a very high level.

**Good (B+, B, B-)**

High quality of work. Most responsibilities are fulfilled and tasks assigned are performed to a high standard.

Key workplace attributes such as but not limited to initiative, responsibility, interpersonal skills, communication skills, and professionalism and presentation are developed and honed to a high level.

**Fair (C+, C, C-)**

Quality of work is satisfactory. Most responsibilities are fulfilled and tasks assigned are generally completed to satisfaction. Shows effort in developing and honing attributes such as initiative, responsibility, interpersonal skills, communication skills, and professionalism and presentation.

**Marginal (D)**

Quality of work is inconsistent and inadequate. Some responsibilities not fulfilled and close supervision needed for tasks assigned to be completed to satisfaction.

Significant inadequacies in the development of attributes such as initiative, responsibility, interpersonal skills, communication skills, and professionalism and presentation.

**Failure (F)**

Quality of work is not completed to satisfaction. Serious shortcomings in work quality. Tasks assigned not completed or is far below expectations.

Little evidence of development of attributes such as initiative, responsibility, interpersonal skills, communication skills, and professionalism and presentation.

## Part III Other Information

**Keyword Syllabus**

events organisation, publication, marketing, copywriting, public relations, desktop publishing, communication management, organisational communication, corporate communication, business communication, intercultural communication, mediated communication, promotional communication, public communication, collaborative writing, audience analysis, public relations, advertising, promotional campaigns, genre analysis.

**Reading List****Compulsory Readings**

Title	
1	A collection of articles will be assigned.

**Additional Readings**

Title	
1	Lewis, J. P. (2007) The project manager's desk reference: a comprehensive guide to project planning, scheduling, evaluation, and systems. New York: McGraw-Hill
2	DeFillippi, R J., Arthur, M. B. Lindsay, V. J. (2006) Knowledge at work: creative collaboration in the global economy. Malden, Mass: Blackwell Publishing.
3	Rubin, R. B., Rubin, A. M., Piele, L. J. (2005) Communication Research: strategies and sources. Belmont, CA : Thomson/Wadsworth

4	Moss, D., MacManus, T., Vercic, D. (editors) (1997), Public relations research : an international perspective. London; Boston : International Thomson Business Press.
5	Woolever, K.R. (2005) Writing for the technical professions. New York: Pearson/Longman
6	VanAlystynne J. S. , Tritt. M. D. (2002) Professional and technical writing strategies : communicating in technology and science. Upper Saddle River, N.J. : Prentice Hall
7	Dinsmore, P. C. (1999) Winning in business with enterprise project management. New York : AMACOM