City University of Hong Kong
Course Syllabus

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

Part I   Course Overview

Course Title:

Professional Communication Projects

Course Code:

EN4510

Course Duration:

2 semesters

Credit Units:

6

Level:

B4

Proposed Area:
(for GE courses only)

☐ Arts and Humanities

☐ Study of Societies, Social and Business Organisations

☐ Science and Technology

Medium of Instruction:

English

Medium of Assessment:

English

Prerequisites:
(Course Code and Title)

Nil

Precursors:
(Course Code and Title)

Nil

Equivalent Courses:
(Course Code and Title)

Nil

Exclusive Courses:
(Course Code and Title)

Nil

Part II   Course Details

1.   Abstract

The course is a blend of theory and practice in nature. The module also emphasises evaluation and analysis of the English language communication process.   The course involves the team based practical production of a communication product, such as a training video, staff handbook, public campaign, market research report, database, website, seminar, newsletter or brochure for example, in collaboration with a host organisation provides a direct stimulus for critical thinking, evaluation and reflection of the entire communications process in the professional context.

This course provides a practical basis for critical thinking and its innovative application in practice allowing students to demonstrate their intellectual abilities and practical professional communication skills at a level appropriate for the Honours degree.

The course aims to:

- apply professional communication concepts and techniques involved in the complex process of managing projects and creating documents in the workplace across a range of texts and for various audiences.
- manage and critically evaluate the impact that communication messages have on stakeholders across a range of social and professional contexts
- understand and apply the communicative devices used by professional communicators
- practice writing and presenting professional communication messages across genres and in real workplace settings

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.	**Apply** professional communication theories to practice as a means of understanding the multiple roles involved in professional communication throughout the life cycle of the communication project		X	X	X
2.	**Develop** students' understanding of how English language professional communication is used across a range of professional contexts for a range of communicative purposes		X	X	X
3.	**Explain** how communication projects operate and require communication management skills and practice at an individual and collective level.		X	X	X
4	**Identify** and apply in an innovative way relevant genres of communication to fulfil the host's brief determined by communication objectives		X	X	X

5	**Critically analyze and assess** which communication skills and sets of knowledge are most useful for a given purpose during the project					X	X	X
6	**Experience and discuss** the role of group and individual within the group and how a real life communications project works from beginning to end					X	X	X
7	**Reflect** on the process of communication management and devise the necessary approaches, actions and skill set required to successfully fulfil an effective communications project.					X	X	X

* If weighting is assigned to CILOs, they should add up to 100%. **100%**

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	5	6	**7**	
Briefing sessions	The briefing sessions by the PCP co-ordinator prepare students for the main expectations of the professional communication based projects throughout the project lifecycle and encourages students to generate innovative solutions for their professional communication workplace projects.	✓		✓	✓				2-3 weeks
Weekly meetings with academic supervisor	Project groups meet on a weekly basis with their academic supervisor to update on progress and to facilitate guidance throughout the process of knowledge discovery and workplace innovation.	✓			✓	✓	✓		throughout the semester

Methodology in action activities	Students throughout the project will work closely with the host organization to apply and adapt persuasive communication knowledge and skills that they have discovered throughout the BAES curriculum. During the year long professional communication project experience they will utilise a range of critical and practical methodologies covered in lectures, readings and practised in tutorial sessions across the curriculum					✓	✓	✓	2-3 weeks

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	5	6	7		
Continuous Assessment: 100 %									
Professional Communication Projects Proposal. The student group write a proposal outlining the aims and objectives of the project. Assessed as a group by project supervisor.	✓		✓	✓				10%	Group work, assessed individually
Progress Report. The student group write a progress report outlining to what extent they have fulfilled the brief as outlined on the project proposal in terms of the task and the timeline. In doing this they will reflect on the progress of their professional communication ideas and the extent that they have been applied in practice. Assessed as a group by project supervisor.			✓	✓	✓			10%	Group work, assessed individually

Assessment Task								Weighting	Remarks
Oral Group presentations (15 minute presentation). Students arranged in their project groups will be asked to present an analysis of their year long project that they have devised and planned for a commercial or not for profit organisation. Group work, assessed as a group by project supervisor and one assigned assessor (anonymous to the group).			✓	✓			✓		20%	Group work, assessed individually
Exhibition Booth. Students present their projects in a public exhibition booth format on CityU campus. Group work, assessed as a group by two assigned assessors (anonymous to the group).			✓	✓		✓			20%	Group work, assessed individually
Analysis Paper. Individual students compose a paper critically reflecting on their role in the communications management and production process underlying their year long project. In writing this paper they are encouraged to reflect on the most useful professional communication theories and skills that they have encountered and actively applied during their years of study and also to evaluate their role as a group member and an individual within the project.	✓			✓	✓		✓		20%	Individual work assessed on individual basis
Host evaluation feedback. Host representatives are		✓	✓						20%	Group work, assessed individually

asked to assess the group's effort mid-point through the professional communications project.									
	Examination: ____% (duration: , if applicable)								

The weightings should add up to 100%.

	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)
Professional Projects Proposal	XX	♦ Objectives of the project are extremely well outlined signaling an outstanding determination to generate and implement professional solutions to activate and manage the project. ♦ The content of the proposal is very well selected and professionally developed. ♦ All relevant information and key aspects of the project's strategy and tactics are comprehensively included for analysis, including a comprehensive timeline. ♦ The information is comprehensively explained in terms of proposed project activities. ♦ The information and content provided is effectively conveyed in coherent and	♦ Objectives of the project are well outlined ♦ The content is well selected and professionally developed signaling a determination to generate and implement professional solutions to activate and manage the project. ♦ Most relevant information and key aspects of the project's strategy and tactics are	♦ Objectives of the project are partly outlined. ♦ The content selected is somewhat sufficient signaling a moderate determination to generate and implement professional solutions to activate and manage the project. ♦ Only part of the information and key aspects of the project's strategy and tactics are	♦ Objectives of the project are poorly outlined. ♦ The content selected is insufficient signaling a lack of determination to generate and implement professional solutions to activate and manage the project. ♦ The content selected for analysis is sketchy and inadequate. ♦ Only very limited information and key aspects of the project's strategy and tactics are	♦ Objectives of the project are very badly outlined and totally inadequate. ♦ The content selected for analysis is totally inadequate with no evidence of any determination to generate and implement professional solutions to activate and manage the project. ♦ Very limited or inaccurate information and key aspects of the project's strategy and tactics is incorporated for analysis, with no

		accurate English.	included for analysis, including a workable timeline. ♦ The information is sufficiently analyzed and explained in terms of proposed activities. ♦ The information and content are clearly conveyed in reasonably accurate English.	included for analysis, including a sufficient timeline. ♦ Only part of the information is analyzed and explained in terms of proposed activities. ♦ Only part of the information and content is conveyed in moderately accurate English.	included for analysis, including a poorly structured timeline. ♦ The analysis in terms of proposed activities is not informative or comprehensive. ♦ The information and content conveyed is limited and delivered in poorly understood English.	timeline. ♦ The analysis is not at all comprehensible. ♦ The information and message conveyed are not comprehensible. ♦ Unable to summarize key information and content, and unable to use understandable English

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Professional Projects Progress Report	XX	♦ Progress of the project is extremely well outlined. ♦ The content of the report is very well structured and developed showing evidence of outstanding creative and professional knowledge generation. ♦ All relevant information and key aspects of the progress regarding the project's strategy and tactics are comprehensively included for analysis, including a detailed evaluation of adhering to the proposed timeline. ♦ Any mismatch between proposed work plan and slippage is comprehensively accounted for. ♦ The information and content provided is effectively conveyed in coherent and accurate English.	♦ Progress of the project is well outlined. ♦ The content of the report is well structured and developed showing evidence of good creative and professional knowledge generation. ♦ Most relevant information and key aspects of the progress regarding the project's strategy and tactics are included for analysis, including a good evaluation of adhering to	♦ Progress of the project is partly outlined. ♦ The content of the report is sufficiently structured and developed showing evidence of a fair level of creative and professional knowledge generation. ♦ Only some of the relevant information and key aspects of the progress regarding the project's strategy and tactics are included for analysis, including a limited evaluation	♦ Progress of the project is poorly outlined. ♦ The content of the report is insufficiently structured and developed showing limited evidence of creative and professional knowledge generation. ♦ Only very limited information and key aspects of the progress regarding the project's strategy and tactics are included for analysis, including a poor evaluation of adhering to the proposed timeline. ♦ Mismatches between proposed	♦ Progress of the project is not outlined at all. ♦ The content of the report is totally insufficient in structure and development showing no evidence of creative and professional knowledge generation. ♦ Extremely limited information and aspects of the progress regarding the project's strategy and tactics are included for analysis, including an extremely poor evaluation of adhering to the proposed timeline. ♦ Mismatches

			the proposed timeline. ♦ Mismatches between proposed work plan and slippage is accounted for. ♦ The information and content are clearly conveyed in reasonably accurate English.	of adhering to the proposed timeline. ♦ Mismatches between proposed work plan and slippage is accounted for in a limited manner. ♦ Only some of the information and content are clearly conveyed in moderately accurate English.	work plan and slippage is accounted for in an very inadequate manner. ♦ Very little information and content are conveyed with very inaccurate English.	between proposed work plan and slippage is accounted for in an extremely inadequate manner or not accounted for at all. ♦ Hardly any information and content are conveyed and with extremely inaccurate English.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Professional Project Group Presentations	XX	♦ Present comprehensive overview of project details ♦ Content and structure of presentation is extremely well devised and presented in a very comprehensive way as group provides insightful	♦ Present good overview of project details ♦ Content and structure of presentation is well devised as	♦ Present fair overview of project details ♦ Content and structure of presentation is sketchily devised	♦ Present poor overview of project details ♦ Content and structure of presentation is poorly devised as	♦ Present very insufficient overview of project details ♦ Content and structure of presentation is

		summary of the project challenges and achievements presented in a very comprehensive way based on their outstanding ability to generate new knowledge and innovative solutions to inform practice. ♦ Presentation delivered in highly professional way with clear and confident delivery. ♦ Presentation demonstrates excellent collaborative effort on behalf of group as all members contribute to presentation. ♦ The information and content provided is effectively conveyed in very coherent and accurate English.	group highlight aspects of the project challenges and achievements presented in a comprehensive way. ♦ Presentation delivered in highly professional way with clear and confident delivery. ♦ Presentation demonstrates good collaborative effort on behalf of group as most members contribute to presentation. ♦ The information and content	as group highlight some aspects of the project challenges and achievements presented in a fair way. ♦ Presentation delivered in fairly professional way with hesitant delivery. ♦ Presentation demonstrates some collaborative effort on behalf of group as some members contribute to presentation. ♦ The information and content provided is conveyed in an	group highlight only some aspects of the project challenges and achievements presented in a very limited way. ♦ Presentation delivered in unprofessional way with very hesitant delivery. ♦ Presentation demonstrates little collaborative effort on behalf of group as only few members contribute to presentation. ♦ The information and content provided is mostly conveyed in an unclear way and largely with inaccurate English.	extremely badly devised as group highlight only very few aspects of the project challenges and achievements presented in a very poor way. ♦ Presentation delivered in a highly unprofessional way with extremely hesitant delivery. ♦ Presentation demonstrates no collaborative effort on behalf of group as one or two members contribute to presentation. ♦ The information and content provided is wholly conveyed in an unclear way and with totally

			provided is well conveyed in coherent and accurate English.	unclear way at times and with moderately accurate English.		inaccurate English.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Exhibition Booth	XX	♦ present a highly informative account of their project overall and engage with the visitor in a very enthusiastic and highly professional manner. ♦ Presentation of display boards excellent in terms of content and visual layout. ♦ The information and content provided on the display boards and in conversation is wholly conveyed in effectively conveyed in very coherent way and in very accurate English.	♦ present an informative account of their project overall and engage with the visitor in an engaging and professional manner. ♦ Presentation of display boards good in terms of content and visual layout. ♦ The information and	♦ present a reasonable account of their project and engage with the visitor in a reasonably engaging and a reasonably professional manner. ♦ Presentation of display boards fair in terms of content and visual layout. ♦ The information and content provided on the display boards and in	♦ present a limited account of their project and engaged with the visitor in a hesitant and a limited professional manner. ♦ Presentation of display boards poor in terms of content and visual layout. ♦ The information and content provided on the display boards and in conversation is conveyed in a poor way	♦ present a limited account of their project and engaged with the visitor in a very hesitant and a highly limited professional manner. ♦ Presentation of display boards very poor in terms of content and visual layout. ♦ The information and content provided on the display boards and in conversation is conveyed in an

		content provided on the display boards and in conversation is wholly conveyed in a clear way and with accurate English.	conversation is conveyed in a fair way and with moderately accurate English.	and with moderately inaccurate English.	extremely poor way and with very inaccurate English

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Analysis Paper	XX	Able to critically analyze the project experience by describing and analyzing the overall process and practices of their group and their individual role using appropriate creative communication theories and concepts, providing excellent and appropriate arguments and evidence, in very clear and accurate English.	Able to analyze the project experience by describing and analyzing most aspects of the process and practices of the project group and their individual role using creative communication theories and concepts, providing good arguments and evidence, in clear and accurate	Able to analyze some of the project experience by describing and analyzing some aspects of the process and practices of the project group and their individual role using few creative communication theories and concepts, providing arguments and evidence, in moderately accurate English.	Only able to analyze few of the project experience by describing and analyzing limited aspects of the process and practices of the project group and their individual role using limited creative communication theories and concepts, providing arguments and evidence, in largely inaccurate English.	Unable to analyze the project, and select examples to analyse or theories to apply and/or to express ideas at all in accurate English.

		English			

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair(C+, C, C-)	Marginal (D)	Failure (F)
Host evaluation feedback	XX	Able to negotiate their position from the outset and manage the project extremely well and professionally, keeping completely on track with the initial project objectives and largely on time with deliverables, communicating verbally and orally in very clear and accurate English	Able to negotiate their position from the outset and manage the project well and professionally, keeping on track with the initial project objectives and on time with deliverables, communicating verbally and orally in clear and accurate English.	Able to negotiate their position from the outset and manage the project reasonably well, keeping moderately on track with the initial project objectives and partly on time with deliverables, communicating verbally and orally in moderately clear and accurate English	Only able to partly negotiate their position from the outset and manage the project inconsistently, failing often to keep on track with the initial project objectives and on time with deliverables, communicating verbally and orally in largely inaccurate English.	Unable to manage the project throughout, and unable to keep on track with the initial project objectives or on time with deliverables and/or unable to express ideas at all in accurate English.

Part III Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**

Professional communication theory and practice; communication production methods; 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.

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.	
2.	
3.	
…	

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

McKeown, N. (1982) *Case studies and projects in communication.* London: Methuen
Lewis, J. P. (2007) *The project manager's desk reference: a comprehensive guide to project planning, scheduling, evaluation, and systems.* New York: McGraw-Hill
Monroe, M. C. (editor) (1999) *What works : a guide to environmental education and communication projects for practitioners and donors.* Gabriola Island, B.C., Canada : New Society; Washington, D.C. : Academy for Educational Development
DeFillippi, R J., Arthur, M. B. Lindsay, V. J.   (2006) *Knowledge at work: creative collaboration in the global economy.* Malden, Mass: Blackwell Publishing.
Rubin, R. B.,   Rubin, A. M.,   Piele, L. J. (2005) *Communication Research: strategies and sources.* Belmont, CA : Thomson/Wadsworth
Moss, D.,   MacManus, T., Vercic, D. (editors) (1997), *Public relations research : an international perspective.* London; Boston : International Thomson Business Press.
Woolever, K.R.   (2005) *Writing for the technical professions.* New York: Pearson/Longman
VanAlystyne J. S. , Tritt. M. D.   (2002) Professional *and technical writing strategies : communicating in technology and science.* Upper Saddle River, N.J. : Prentice Hall
Dinsmore, P. C. (1999) *Winning in business with enterprise project management.* New York : AMACOM