

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Writing for Management
Course Code:	EN4563
Course Duration:	1 Semester
Credit Units:	3
Level:	B4
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

- 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

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.	Write & edit professional documents with a range of functions appropriate for a management context			√	√
2.	Develop persuasive strategies for management communication considering issues of aim and audience		√	√	
3.	Write an informative and persuasive report arguing for action to address organizational problems or opportunities			√	√
4.	Write a brief from senior management directing team project members to discover solutions to a problem				√
		100%			

* If weighting is assigned to CILOs, they should add up to 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	
	In-class editing test	√				
	Writing a proposal		√			
	Writing a business report			√		
	Write a business brief – group work				√	

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		
Continuous Assessment: 100%						
<i>Editing Task</i> The content; language style, tone and accuracy; organisation; and format are assessed	√				20%	
<i>Proposal</i> 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		√			30%	
<i>Report</i> The accuracy of the content, coherence in organization and accuracy in language of the proposal are assessed			√		30%	
<i>Brief (Terms of Reference)</i> 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.				√	20%	
Examination: 0%						

* 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)
1. Assignment 1 In-class Editing a Document – Individual task 20%	Accuracy and clarity of content 50%	High level of accuracy and understanding of language use; minimal errors	Moderate level of accuracy and understanding of language use; some errors	Average level of accuracy and understanding of language use; moderate number of errors	Weak level of accuracy and understanding of language use; frequent errors	Poor level of accuracy and understanding of language use; multiple errors
	Style & Tone 50%	Edited document demonstrates highly original flair and variety in language	Edited document demonstrates moderate level of flair and variety in language	Edited document demonstrates limited flair and variety in language	Edited document demonstrates very limited flair and variety in language	Edited document demonstrate no flair or variety in language
2. Assignment 2 Business proposal – Individual task 30%	Content	Has all the issues raised; all solutions are feasible and profitable; very informative and comprehensive; all information is accurate and complete	Has addressed most of the issues raised; most solutions are feasible and profitable; generally informative and comprehensive; most information is accurate and complete	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	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	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
	Organization	a very well-organized structure; all ideas, sections and sub-sections are logically developed; introductory	a generally well-organized structure; most ideas, sections and sub-sections are logically developed; introductory	Shows some signs of a well-organized structure; some ideas, sections and sub-sections are logically developed; introductory statements are put	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	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

		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	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	in some appropriate places; some ideas are well supported by data and appropriate graphics; some sections, sub-sections and pages are numbered correctly	few appropriate places; a few ideas are well supported by data and appropriate graphics; a few sections, sub-sections and pages are numbered correctly	appropriate places; almost no ideas are supported by data and appropriate graphics; almost no sections, and sub-sections and pages are numbered correctly
	Language and Style	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	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	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	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	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
3. Assignment 3 Report – Individual Task 30%	Content 40%	Content is very well selected and developed. All relevant information is included for analysis. Information is comprehensively analyzed and explained. Information and message is	Content is well selected and developed. The information included for analysis is sufficient. Information is sufficiently analyzed and explained. Information and message is clearly	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	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	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

		effectively conveyed. Purpose of writing the report is fully achieved.	conveyed. Purpose of writing the report is achieved.	information and message is clearly conveyed. Purpose of writing the report is partially achieved.	report is not clearly stated.	report is not achieved in any way.
	Language and style 40%	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.	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.	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.	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.	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.
	Format & Organization 20%	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	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	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	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 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

		very effectively developed. Conclusion is provided and is very effectively expressed. Paragraphs and ideas are very coherently linked.	provided and is effectively expressed. Paragraphs and ideas are coherently linked.	adequately developed. Conclusion is provided. Paragraphs and ideas are somewhat coherently linked.	report is included but not logically developed. Conclusion is provided but poorly written. Paragraphs and ideas are generally not coherently linked.	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.
4. In-Class Assignment 4 – Brief 30% Group task	Overall comments	Excellent, requiring minimal revision – your supervisor would send this document with very minimal changes, if any; he/she would be impressed.	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.	Requires considerable revision – your supervisor would ask you to revise it considerably before sending it.	Requires a major overhaul – your supervisor would ask you to rewrite the document before he/she would send it.	Requires complete rewriting – the document does not show an understanding of the assignment.
	Format 10%	Includes all parts of the format –hardly any errors	A few errors in format	Some errors in format	Quite a lot of errors in format	Many errors in format
	Content & Organization 50% (Opening)	Highly appropriate approach	Appropriate	Acceptable	Somewhat unsuitable	Completely unsuitable
	(Body)	All relevant facts included with complete supporting details	Most relevant facts included with most supporting details	Some relevant facts and some supporting details included	Few relevant facts and few supporting details included	No relevant facts, and supporting details are missing
	(Closing)	Highly appropriate, motivates the reader to take the action	Appropriate, motivates the reader to take the action	Not very appropriate - the action the reader has to take is not clearly stated	Unacceptable to some extent the action the reader has to take is either not included or quite ineffectively stated	Unacceptable - the action the reader has to take is not included

	(Organization)	Highly appropriate organizational plan used for indirect approach	Appropriate organizational plan used for indirect approach	Acceptable organizational plan used for indirect approach	Somewhat unsuitable organizational plan for indirect approach	Completely unsuitable organizational plan for indirect approach
	Style & Mechanics 40% (Syntax punctuation, spelling)	Hardly any errors. Message is very clear	Some noticeable errors Message is generally clear but it is not clear in some parts	Quite a lot of errors. Message is not clear in a lot of parts	Many errors: the whole message is very difficult to understand	So many errors that purpose of the intended message has failed.
	(Variety / originality)	Written with flair, using a variety of sentence types	Tries to use a variety of sentence types – very little copied from assignment brief	In parts, sentences very similar to those in the case brief	In parts, sentences copied directly from those in the case brief	Most sentences copied directly from case brief
	(Tone)	Uses appropriate tone throughout; an asset to the company image	Uses appropriate tone in most parts	Uses inappropriate tone in some parts. Includes negative terminology in parts.	Uses inappropriate tone in many parts. Includes negative terminology, and hurts the company image	Uses inappropriate tone throughout. Includes negative terminology, and would seriously hurt the company image

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

1. Keyword Syllabus

(An indication of the key topics of the course.)

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.

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.	Marsen, S. (2007). <i>Professional Writing: The complete guide for business, industry and IT</i> . 2 nd edition. Basingstoke: Palgrave.
----	--

2.2 Additional Readings

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

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