

**City University of Hong Kong
Course Syllabus**

**offered by College/School/Department of English
with effect from Semester A 2019/20**

Part I Course Overview

Course Title: English in Corporate and Professional Communication

Course Code: EN3525

Course Duration: 1 Semester

Credit Units: 3

Level: B3

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:
(for GE courses only)

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

(A 150-word description about the course)

This course aims to introduce and apply principles of corporate written and spoken communication. It also aims to develop writing and speaking skills for various purposes in corporate situations.

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 the principles and functions of corporate communication.		X	X	
2.	Analyze effective written and spoken communication in organizations.		X	X	
3.	Write effective business letters, memos, e-mails, employment documents, and business proposals/plans.		X	X	X
4.	Apply appropriate written and spoken communication skills in a variety of corporate situations.		X	X	X
5.	Produce analytical business proposals/plans on business-related topics.			X	X
		100%			

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

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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			
CILO 1	<p>Apply the principles and functions of corporate communication</p> <p>The teaching and learning activities encompass three major aspects including foundations of business and</p>	x	x	x	x			Throughout the course

	<p>organizational communication, and planning and composing business messages.</p> <p>Students will need to apply this communication skill set when writing e-mails, memos, letters, employment documents, and business proposals/plans.</p>							
CILO 2	<p>Analyze effective written and spoken communication in organizations.</p> <p>Students receive input on various business and professional genres that serve as a basis for completion of their email messages, letters, employment documents, and business proposals/plans.</p>	x	x	x	x			Throughout the course
CILO 3	<p>Compose effective employment documents, business letters, memos, e-mails and business proposals/plans.</p> <p>Students apply the identified language and structures related to various types of correspondence to plan and write.</p>	x	x	x	x			Throughout the course
CILO 4	<p>Apply appropriate written and spoken communication skills in a variety of corporate situations.</p> <p>Students put into application of the communication skills they learn and write: emails, memos, letters, employment documents, business proposals/plans, and take part in a mocked job interview.</p>	x	x	x	x			Throughout the course
CILO 5	<p>Produce analytical business proposals/plans on business-related topics.</p> <p>The student teams, serving as external consultants or market researchers collaboratively write business proposals/plans.</p>	x	x	x	x			4 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			
Continuous Assessment: 100%							
Assignment#1. In-Class Test (email communication)	X	X	X	X	X	20%	Assessed Individually
Assignment#2. Employment Portfolio	X	X	X	X	X	20%	Individual task
Assignment#3. Business Proposal/plan	X	X	X	X	X	30%	Group Task
Assignment#4. Employment/Interviewing Project	X	X	X	X	X	15%	Group Task: assessed individually
Participation. Professional Etiquette including On-Time Attendance, Active Participation, Use of English , Interpersonal Skills/Professionalism, and Peer Evaluation on Group Project. Contribution	X	X	X		X	15% (including 5% evaluation on group project contribution)	Assessed Individually
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)
1. In-class test: Emails	Aims, Content, Organization, and Language.	Contains excellent e-mail message requiring no revision and completely achieving its aims; Purpose of message is very clear and the action, if any, is very clearly stated about what the reader has to take; Contains only relevant facts with very detailed and highly comprehensible explanations; The ideas are presented in a very logical and effective manner. Subject line is very effective and fully appropriate to the message; Contains hardly any mechanical	Contains good e-mail message requiring minor revision and largely achieving its aims; Purpose of message is clear and the action, if any, is very clearly stated about what the reader has to take; Contains relevant facts with good and comprehensible explanation; The ideas are presented in a logical and effective manner; Subject line is effective and appropriate to the message; Contains some minor mechanical errors; Choice of language is appropriate for topic	Requires considerable revision. And partially achieving its aims; Purpose of the message is unclear and the action, if any, is inadequately stated about what the reader has to take; Contains some relevant facts with partially comprehensible explanations; The idea are not always presented in a logical and effective and appropriate to the message; Contains A few of mechanical errors; Choice of language is not always appropriate for topic and situation; Tone is not always appropriate	Requires a major overhaul and does not achieve its aims; Purpose of the message is very unclear and the action, if any, is inadequately and/or ineffectively stated about what the reader has to take; Contains a few relevant facts but explains inadequately; The ideas are rarely presented in a logical and effective manner; Subject line is inappropriate and ineffective; Contains many mechanical error affecting the comprehension of the message; Choice of	Requires complete rewriting and fails to achieve aims in any way. Purpose of the message is not stated; and o action, if any, is stated about what the reader has to take; Does not contain relevant facts and the message is generally incomprehensible; Subject line is either misleading or missing; Contains many serious mechanical errors making it very difficult for readers to understand the message; Choice of language is mostly inappropriate for topic and situation; Tone is inappropriate for

		errors; Choice of language is highly appropriate for topic and situation; Tone is highly appropriate for reader-writer relationship. Message is highly readable.	and situation; Tone is appropriate for reader-writer relationship; Message is mostly readable.	for reader-writer relationship; Styles does not make for easy reading.	language is often inappropriate for topic and situation; Tone is largely inappropriate for reader-writer relationship.	reader-writer relationship; Styles makes it unreadable and incomprehensible.
2: Employment Portfolio including CV, Cover Letter, and Reflection Essay	Aims, Content, Organization, and Language.	<p>Aims and Content <i>CV, Cover Letter:</i> Excellent documents require no revision and fully achieve aims; Contain only relevant facts with excellent explanations; The ideas and information are presented in a very logical and effective manner.</p> <p><i>Reflection Essay:</i> Demonstrates an in-depth reflection on the concepts and strategies presented in</p>	<p>Aims and Content <i>CV, Cover Letter:</i> Good documents require minor revision and largely achieve aims; Contain relevant facts with good explanations; The ideas are mostly presented in a logical and effective manner.</p> <p><i>Reflection Essay:</i> Demonstrates a good reflection on the concepts and strategies presented in the unit materials; Clear and detailed</p>	<p>Aims and Content <i>CV, Cover Letter:</i> Fair documents require considerable revision and achieve aims partially; Contain some relevant facts with adequate explanations; Some parts of the ideas are not presented in a logical or effective manner.</p> <p><i>Reflection Essay:</i> Demonstrates a fair reflection on the concepts and strategies presented in</p>	<p>Aims and Content <i>CV, Cover Letter:</i> The documents require a major overhaul and do not achieve aims; Contain few relevant facts with inadequate explanations; many parts of messages are incomprehensible. The ideas are neither logically nor effectively presented.</p> <p><i>Reflection Essay:</i> Demonstrate limited reflection on the concepts and</p>	<p>Aims and Content <i>CV, Cover Letter:</i> The documents require complete rewriting and fail to achieve aims; Do not contain relevant facts, and the message is generally incomprehensible; The ideas are presented in a very illogical and ineffective manner.</p> <p><i>Reflection Essay:</i> Fails to demonstrate any essence of reflection on the concepts and</p>

		<p>the unit materials; Clear and detailed examples are provided; Each aspect of the issues in relation is thoroughly addressed.</p> <p>Organization & Language Writing is clear, concise, and well organized with excellent sentence/paragraph construction; Contain hardly any mechanical errors; Choice of language is very appropriate; Thoughts are expressed in a very coherent and logical manner; Shows strong evidence of synthesis of ideas presented and insights gained; The</p>	<p>examples are provided; Each aspect of the issues in relation to the reflection is appropriately addressed.</p> <p>Organization & Language Writing is mostly clear, concise, and organized with good sentence/paragraph construction; Contain a few noticeable mechanical errors; Choice of language is mostly appropriate; Thoughts are expressed in a coherent and logical manner; Shows evidence of synthesis of ideas presented and insight gained; The document is mostly in</p>	<p>the unit materials; Each aspect of the issues in relation to the reflection is adequately addressed.</p> <p>Organization & Language Writing is generally clear, concise, and organized with appropriate sentence/paragraph construction but exhibits editorial problems; Choice of language is not always appropriate; Thoughts are generally expressed in a coherent and logical manner; Shows some evidence of synthesis of ideas presented and insights gained. The documents contain many mechanical</p>	<p>strategies presented in the unit materials; Viewpoints are unsupported or supported with flawed arguments; Limited examples are provided; Each aspect of the issues in relation to the reflections is inadequately addressed.</p> <p>Organization & Language Writing is generally unclear, disorganized, and exhibits serious editorial problems; Thoughts are generally expressed in an illogical manner; Choice of language is often inappropriate; Shows limited evidence of synthesis</p>	<p>strategies presented in the unit materials; Viewpoints are missing, and unsupported; No examples are provided; Each aspect of the issues in relation to the reflection is not addressed.</p> <p>Organization & Language Writing is very unclear and disorganized and exhibits very serious editorial problems; Thoughts are expressed in a very incoherent and illogical manner; Shows no evidence of synthesis of ideas presented and insights gained; The documents</p>
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		documents are in a highly readable and fluent style.	a readable and fluent style.	errors; Style does not make for easy reading.	of ideas presented and insights gained; The documents exhibit many mechanical errors that affect the comprehension of the message; Style makes it difficult to read.	exhibits very serious mechanical errors that affect the comprehension of the message; Style makes it unreadable.
3. Business Proposal/Plan	Aims, Content, Organization, and Language.	Contains excellent business proposal/plan requiring little revision; Aims are fully achieved; Purpose and scope are clearly identified. All relevant information is included for analysis and presented in a very effective manner; Sections are organized in a completely logical and effective manner. Transitions very effectively achieved;	Contains good business proposal/plan requiring some revision; Aims are mostly achieved. Purpose and scope largely clear; Most relevant information is included for analysis and presented in an effective manner; Transitions are mostly effective; The format is Mostly followed; Most components of business are included; Use of graphics are mostly effective;	Requires considerable revision; Aims are partially achieved. Purpose and scope not clear; Insufficient relevant information is included for analysis and presentation of the ideas is often ineffective. Many sections organized in an illogical or ineffective manner. Transitions in many parts are ineffective. The format only followed occasionally. Some components of	Requires substantial rewriting; Aims are barely achieved. Purpose and scope are mostly unclear. Little relevant information is included for analysis and presentation of the ideas is ineffective; Most sections are organized in an illogical or ineffective manner; Transitions in most parts are ineffective; The format is rarely followed. Few components of	Requires complete rewriting; Aims are not achieved at all; Purpose and scope are totally unclear. Very little relevant information is included for analysis and presentation of the ideas is very ineffective; Nearly all sections are organized in an illogical or ineffective manner; Transitions are ineffective throughout; The format is not followed at all; Very few

		<p>The format is followed throughout; All components of proposal/plan are included; Uses of graphics are highly effective; Reference and citation conventions are followed throughout. Contains hardly any mechanical errors. Choice of language is entirely appropriate for topic and situation; Tone is entirely appropriate for reader-writer relationship; The document is highly readable and in fluent style.</p>	<p>Reference and citation conventions are mostly followed; Contains some noticeable mechanical errors; Choice of language is mostly appropriate for topic and situation; Tone is mostly appropriate for reader-writer relationship; The document is mostly readable and in fluent style.</p>	<p>business proposal/plan are not included. Uses of graphics are often ineffective; Reference and citation conventions are not often followed; Contains many mechanical errors affecting the comprehension of the message; Choice of language is not always appropriate for topic and situation. Tone is not always appropriate for reader-writer relationship. Style does not make for easy reading.</p>	<p>business proposal/plan are rarely included; Uses of graphics are mostly ineffective; Reference and citation conventions are rarely followed. Contains many mechanical errors affecting the comprehension of the message; Choice of language is often inappropriate for topic and situation; Tone is largely inappropriate for reader-writer relationship; Style makes it difficult to read.</p>	<p>components of business proposal/plan are included; Uses of graphics are poorly handled; Reference and citation conventions are not followed. Contains many mechanical errors making it very difficult for readers to understand the message; Choice of language is very inappropriate for topic and situation; Tone is very inappropriate and ineffective for reader-writer relationship; Style makes it unreadable and incomprehensible.</p>
4. Employment/Interviewing Project	Aims, Content, Organization, and Language.	Demonstrates highly proficient and very appropriately utilizes interview skills in an	Demonstrates proficient and appropriately utilizes interview skills in an	Demonstrates average proficient and average demonstration of interview skills in a	Demonstrates limited proficient interview skills and lacks confidence; The	Demonstrates poor interview skills with little confidence displayed; Fail to

		<p>enthusiastic and engaging manner; Overall appearance is business-like and very well-groomed; Exhibits very professional behavior and acts very friendly and courteous to all involved in interview; Speaks very clearly and distinctly with no lapse in sentence structure and with correct pronunciation; Volume conveys business tone; Sits up straight with excellent posture and looks relaxed and confident; Establishes eye contact with interviewers during the interview 90-100% of the time; Never interrupts or hurries the</p>	<p>enthusiastic and engaging manner; Generally, the appearance is business-like and nicely groomed; Exhibits appropriate professional behavior and acts friendly and courteous to all involved in interview; Speaks clearly and distinctly with minimum lapse in sentence structure and with correct pronunciation; Volume conveys business tone; Sits up straight with good posture and looks relaxed and confident; Establishes good eye contact with interviewers during the interview 70-80% of the time; minimum</p>	<p>generally confident manner; The appearance is somewhat business-like and grooming attempt is evident; Exhibits acceptable professional behavior and acts friendly and courteous to all involved in interview; Speaks somewhat clearly with some mistakes on pronunciation and language use; Volume is acceptable; Sits up straight with appropriate posture; Establishes eye contact with interviewers during the interview 50-60% of the time; interrupts or hurries the interviewers 1-2 times during the course of</p>	<p>appearance reveals poor grooming and not business-like; Exhibits limited professional behaviour and shows attempt to be friendly and courteous to all involved in interview; Speaking is unclear and difficult to understand what is being said (i.e. mumbling); Volume is inappropriate for interview (i.e. spoke too loudly, too softly); Maintain limited eye contact with persons involved in the interview process; Keeps the head down most of the time; Does not have good posture; Interrupts or hurries the interviewer 3-5</p>	<p>present a business-like appearance and untidy; Fails to exhibit professional behavior and acts very unfriendly and not courteous to all involved in interview; Speaking is very unclear and very difficult to understand what is being said (i.e. constant mumbling); Volume is very inappropriate for interview (i.e. spoke too loudly, too softly); Maintain no eye contact with persons involved in the interview process; Keeps the head down all the time; Have poor posture; Constantly interrupts or hurries the interviewers and forgets to thank</p>
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		interviewers and thanks them after the interview.	interruption to the interviewers and thanks them after the interview.	the interview and thanks them after the interview.	times and forgets to thank interviewers after the interview.	interviewers after the interview.
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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.)

Written corporate communication including enquiry/ reply/ persuasive/ bad news letters, e-mails, memos and memo reports; and oral corporate communication including chairing and participating in meetings; compiling meeting agendas and minutes.

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.	Guffey, M.E., Du-Babcock, B., & Loewy, D. (2016). <i>Essentials of Business Communication, Asian 3rd Edition</i> , Cengage Learning Asia Pte Ltd., ISBN: ISBN-13: 978-981-468, Singapore
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2.2 Additional Readings

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

1.	Argenti, P. A. (2013). <i>Corporate Communication 6th Edition</i> . New York: Irwin McGraw Hill, Inc.
2.	Bovee, C., & Thill, J. (2011). <i>Business Communication Today</i> (11th ed.). New York: McGraw Hill.
3.	Cornelissen, J. (2011). <i>Corporate Communication: A Guide to Theory and Practice</i> (3 rd ed.). Sage.
4.	Ellet, W. (2007) <i>The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases</i> . Harvard Business School Press.
5.	Locker, K. O. & Kienzler, D. (2012). <i>Business and Administrative Communication with Connect Plus</i> (10 th ed.), New York: McGraw-Hill.
6.	Maier, S. (2012). <i>The Diary: 100 Days and Lessons in Corporate Communications</i> . Marshall Cavendish Business.
7.	Netzley, M., & Snow, C. (2001). <i>Guide to Report Writing</i> . Upper Saddle River, NJ:
8.	Oliver, S. (1997). <i>Corporate Communication: Principles, Techniques and Strategies</i> . London: Kogan Page.
9.	Tuck, A (ed.) (2000). <i>Oxford Dictionary of Business English for Learners of English</i> . UK: OUP.