

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester B 2021/2022**

Part I Course Overview

Communication Strategies in Business Projects

Course Title:

EN4574

Course Code:

1 semester

Course Duration:

3

Credit Units:

B4

Level:

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:

(for GE courses only)

English

Medium of Instruction:

English

Medium of Assessment:

Nil

Prerequisites:

(Course Code and Title)

Nil

Precursors:

(Course Code and Title)

EN3526 Communication Strategies in Business Projects

Equivalent Courses:

(Course Code and Title)

Nil

Exclusive Courses:

(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to introduce students to business theories used to conduct field research and to produce a business/consulting report. Drawing on theories such as Porter's five-force model, SWOT analysis, and business report writing strategies, students will learn how to respond to clients' requests, manage a team project, and conduct market research in a defined sector and market. In so doing, the course provides students with opportunities to explore how to use English as a market research tool for inquiry, learning, innovative thinking and communicating within their chosen industry. Consequently, the course helps students to produce analytical business reports on business-related topics and effectively work as a team. Furthermore, the course will also help students to discover and master rhetorical conventions associated with business and professional communication in the digital era. Students will also develop their ability to think critically, communicate effectively with different stakeholders and act professionally.

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. | Understand and apply the business theories and business communication strategies to conduct field research and produce a business report. | | X | X | X |
| 2. | Use English as a market research tool for inquiry, learning, innovative thinking and communicating within their chosen industry. | | X | X | X |
| 3. | Coordinate a team for the production of the report using business communication strategies and genres to effectively manage the different stages of the project. | | X | X | X |
| 4. | Discover a range of language functions and multimodal affordances to produce analytical business reports oral presentations in English. | | | X | X |
| 5 | Discover and master rhetorical conventions and visual elements associated with business communications, such as tables and graphs. | | X | X | X |

* 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 | 5 | |
| Lectures | Students receive input on business theories and various business and professional genres that serve as a basis for completion of their industry analysis report. Students will need to apply this skill set when writing the industry analysis report. | X | | | | X | |
| Field research preparation | In small groups, students will read and analyse sample reports to reflect on and develop various stages of the writing a consulting report. Meanwhile, students will receive input on various business and professional genres that serve as a basis for their industry analysis report including oral presentations and written reports. | | X | X | X | | |
| In-class workshops on preparing final- report oral presentations & discussion | Students apply the standard and essential parts and visual aids in oral presentations and industry analysis report. | | X | X | X | X | |

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| In-class writing and interactive workshops on writing consulting reports | The student team, serving as external consultants or market researchers, analyse field research data (primary and secondary) and collaboratively write a short business report that evaluates the company position in the market and recommend strategies for maintaining the competitiveness of the company. | X | X | X | X | X | | |
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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 | | |
| Continuous Assessment: 100 % | | | | | | | |
| Progress Report | X | X | X | X | X | 15% | Assessed Individually |
| Final Business Report | X | X | X | X | X | 30% | Group Task |
| Oral Presentation | X | X | X | X | X | 20% | Assessed Individually |
| In-Class Test | X | X | X | X | X | 15% | Assessed Individually |
| Participation & Professional Etiquette | X | X | X | X | X | 20% | 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) |
|-----------------------|------------------------|--|--|---|---|---|
| Progress Report | Content & Organization | <ul style="list-style-type: none"> <input type="checkbox"/> Relevant issues are extremely well presented; <input type="checkbox"/> Realistic, feasible and profitable solutions are extremely well presented; <input type="checkbox"/> Information and facts are extremely well presented; <input type="checkbox"/> Facts are extremely well explained and accurate; Ideas and arguments are arranged extremely logically & effectively. | <ul style="list-style-type: none"> <input type="checkbox"/> Relevant issues are well presented; <input type="checkbox"/> Realistic, feasible and profitable solutions are well presented; <input type="checkbox"/> Information and facts are well presented; <input type="checkbox"/> Facts are well explained and accurate; Ideas and arguments arranged logically & effectively. | <ul style="list-style-type: none"> <input type="checkbox"/> Relevant issues are satisfactorily presented; <input type="checkbox"/> Partially realistic, feasible and profitable solutions are satisfactorily presented; <input type="checkbox"/> Information and facts are satisfactorily presented; <input type="checkbox"/> Facts are satisfactorily explained and accurate; Ideas and arguments arranged satisfactorily logically & effectively. | <ul style="list-style-type: none"> <input type="checkbox"/> Relevant issues are partially underdeveloped; <input type="checkbox"/> Partially realistic, feasible and profitable solutions are presented; <input type="checkbox"/> Information and facts are partially developed; <input type="checkbox"/> Facts are partially explained and accurate; Ideas and arguments partially arranged logically & effectively. | <ul style="list-style-type: none"> <input type="checkbox"/> Relevant issues are significantly underdeveloped; <input type="checkbox"/> Partially realistic, feasible and profitable solutions are poorly presented; <input type="checkbox"/> The presentation of information and facts is significantly underdeveloped; <input type="checkbox"/> Facts are inadequately explained and inaccurate; Ideas and arguments are significantly underdeveloped. |
| | Language | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates excellent grammatical/lexical range and accuracy. | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning. | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility. | <ul style="list-style-type: none"> <input type="checkbox"/> Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis. | <ul style="list-style-type: none"> <input type="checkbox"/> Fails to use language to complete the task or does not submit the task. |
| Final Business Report | Content | <ul style="list-style-type: none"> <input type="checkbox"/> The content is extremely well selected and developed; <input type="checkbox"/> Relevant information is included for analysis | <ul style="list-style-type: none"> <input type="checkbox"/> The content is well selected and developed; <input type="checkbox"/> Relevant information is included for analysis and well presented; | <ul style="list-style-type: none"> <input type="checkbox"/> The content is satisfactorily selected and developed; <input type="checkbox"/> Relevant information is included for analysis | <ul style="list-style-type: none"> <input type="checkbox"/> The content is partially selected and developed; <input type="checkbox"/> Relevant information is included for analysis | <ul style="list-style-type: none"> <input type="checkbox"/> The content is significantly underdeveloped; <input type="checkbox"/> Relevant information is included for analysis, but the |

| | | | | | | |
|-------------------|------------------------|--|--|---|--|---|
| | | <p>included for analysis and extremely well presented;</p> <ul style="list-style-type: none"> <input type="checkbox"/> The analysis is extremely comprehensive and accurate; <input type="checkbox"/> The purpose of the report is fully achieved. | <ul style="list-style-type: none"> <input type="checkbox"/> The analysis is comprehensive and accurate; <input type="checkbox"/> The purpose of writing the report is achieved. | <p>and satisfactorily presented;</p> <ul style="list-style-type: none"> <input type="checkbox"/> The analysis is satisfactorily comprehensive and accurate; <input type="checkbox"/> The purpose of writing the report is satisfactorily achieved. | <p>and partially presented;</p> <ul style="list-style-type: none"> <input type="checkbox"/> The analysis is partially comprehensive and accurate; <input type="checkbox"/> The purpose of writing the report is partially achieved. | <p>presentation is underdeveloped;</p> <ul style="list-style-type: none"> <input type="checkbox"/> The analysis is underdeveloped; <input type="checkbox"/> The purpose of writing the report is not achieved. |
| | Organization | <ul style="list-style-type: none"> <input type="checkbox"/> The use of the report format is extremely effective; <input type="checkbox"/> The use of headings and subheadings is extremely effective; <input type="checkbox"/> The definition of the scope of the study is extremely clear; <input type="checkbox"/> Introduction and conclusion are extremely well presented and developed; <input type="checkbox"/> Paragraphs & ideas are extremely coherent and well presented. | <ul style="list-style-type: none"> <input type="checkbox"/> The use of the report format is effective. <input type="checkbox"/> The use of headings and subheadings is effective; <input type="checkbox"/> The definition of the scope of the study is clear; <input type="checkbox"/> Introduction and conclusion are well presented and developed; <input type="checkbox"/> Paragraphs & ideas are coherent and well presented. | <ul style="list-style-type: none"> <input type="checkbox"/> Report format is satisfactorily used; <input type="checkbox"/> The use of headings and subheadings is satisfactorily effective; <input type="checkbox"/> The definition of the scope of the study is satisfactorily clear; <input type="checkbox"/> Introduction and conclusion are satisfactorily presented and developed; <input type="checkbox"/> Paragraphs & ideas are satisfactorily presented and coherent. | <ul style="list-style-type: none"> <input type="checkbox"/> Report format is partially used correctly; <input type="checkbox"/> The use of headings and subheadings is partially effective; <input type="checkbox"/> The definition of the scope of the study is partially clear; <input type="checkbox"/> Introduction and conclusion are partially presented and developed; <input type="checkbox"/> Paragraphs & ideas are partially presented and coherent. | <ul style="list-style-type: none"> <input type="checkbox"/> Report format is not used correctly; <input type="checkbox"/> The use of headings and subheadings is not effective; <input type="checkbox"/> The definition of the scope of the study is underdeveloped; <input type="checkbox"/> The presentation of the introduction and conclusion is underdeveloped; <input type="checkbox"/> Paragraphs & ideas are underdeveloped. |
| | Language | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates excellent grammatical/lexical range and accuracy. | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning. | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility. | <ul style="list-style-type: none"> <input type="checkbox"/> Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis. | <ul style="list-style-type: none"> <input type="checkbox"/> Fails to use language to complete the task or does not submit the task. |
| Oral Presentation | Content & Organization | <ul style="list-style-type: none"> <input type="checkbox"/> Relevant information is | <ul style="list-style-type: none"> <input type="checkbox"/> Relevant information is well presented; | <ul style="list-style-type: none"> <input type="checkbox"/> Relevant information is satisfactorily presented; | <ul style="list-style-type: none"> <input type="checkbox"/> Relevant information is partially presented; | <ul style="list-style-type: none"> <input type="checkbox"/> The presentation of relevant information is underdeveloped; |

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|--|---------------------|---|--|--|--|--|
| | | <p>extremely well presented;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visuals are extremely appropriate and effective; <input type="checkbox"/> Extremely effective time management and good question-and-answer participation; <input type="checkbox"/> Extremely clear structure with identifiable introduction, closely follow outline in the middle, and strong conclusion to reinforce the aim and objectives. | <ul style="list-style-type: none"> <input type="checkbox"/> Visuals are appropriate and effective; <input type="checkbox"/> Effective time management and good question-and-answer participation; <input type="checkbox"/> Clear structure with identifiable introduction, closely follow outline in the middle, and strong conclusion to reinforce the aim and objectives. | <ul style="list-style-type: none"> <input type="checkbox"/> Visuals are satisfactorily appropriate and effective; <input type="checkbox"/> Time management is satisfactorily effective and good question-and-answer participation; <input type="checkbox"/> Satisfactorily clear structure with identifiable introduction, closely follow outline in the middle, and adequate conclusion to reinforce the aim and objectives. | <ul style="list-style-type: none"> <input type="checkbox"/> Visuals are partially appropriate and effective; <input type="checkbox"/> Time management and question-and-answer participation are partially satisfactory; <input type="checkbox"/> The structure is partially clear with identifiable introduction, partially following outline in the middle, and adequate conclusion to reinforce the aim and objectives. | <ul style="list-style-type: none"> <input type="checkbox"/> Visuals are neither appropriate nor effective; <input type="checkbox"/> Neither time management nor question-and-answer participation are satisfactory; <input type="checkbox"/> The structure is underdeveloped and the different sections are not identifiable. |
| | Language | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates excellent grammatical/lexical range and accuracy. | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning. | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility. | <ul style="list-style-type: none"> <input type="checkbox"/> Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis. | <ul style="list-style-type: none"> <input type="checkbox"/> Fails to use language to complete the task or does not submit the task. |
| | Presentation skills | <ul style="list-style-type: none"> <input type="checkbox"/> Excellent delivery (pace, fluency, posture, gestures, eye contact); Transitions are extremely adequate and effective. | <ul style="list-style-type: none"> <input type="checkbox"/> Good delivery (pace, fluency, posture, gestures, eye contact); Transitions are adequate and effective. | <ul style="list-style-type: none"> <input type="checkbox"/> Satisfactorily delivery (pace, fluency, posture, gestures, eye contact); Transitions are satisfactorily adequate and effective. | <ul style="list-style-type: none"> <input type="checkbox"/> Partially acceptable delivery (pace, fluency, posture, gestures, eye contact); Transitions are partially adequate and effective. | <ul style="list-style-type: none"> <input type="checkbox"/> Significantly poor delivery (pace, fluency, posture, gestures, eye contact); Transitions are inadequate. |

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.)

Business Projects; Business Communication; SWOT analysis; Market Research; Porter's model; Multimodal Business Communication;

2. Reading List

2.1 Compulsory Readings (Tentative List)

(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.)

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| 1. | Barringer, B. (2014). <i>Barringer: Preparing Effective Business Plans: An Entrepreneurial Approach. Global Edition</i> . London: Pearson. |
| 2. | Helms, M. M; Nixon, J. (2010). Exploring SWOT analysis - where are we now?: A review of academic research from the last decade. <i>Journal of Strategy and Management</i> . Vol. 3, Iss. 3, 215-251. DOI:10.1108/17554251011064837 |
| 3. | Guffey, M. E. & Loewy, D. (2016). <i>Essentials of Business Communication</i> . Boston: Cengage Learning |
| 4. | Porter, M. (1979). How competitive forces shape strategy? <i>Harvard Business Review</i> , 57(2), 137-145. |

2.2 Additional Readings (Tentative List)

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

| | |
|----|---|
| 1. | Bovée, Courtland L. & Thill, John V. (2018). <i>Business communication today</i> . New York: Pearson. |
| 2. | Clippinger, D. A. (2019). <i>Business report guides</i> . New York, New York: Business Expert Press. |
| 3. | Poynter, R. (2010). <i>The handbook of online and social media research: tools and techniques for market researchers</i> . Chichester: John Wiley & Sons, Incorporated. |
| 4. | Poynter, R., Williams, N. & York, S. (2014). <i>The handbook of mobile market research: tools and techniques for market researchers</i> . Chichester: John Wiley & Sons, Incorporated. |
| 5. | Wheelen, T., & Hunger, J. (1992). Environmental scanning and industry analysis. In T. Wheelen, & J. Hunger (Eds.), <i>Strategic management and business policy</i> (pp. 88-121). Menlo Park, CA: Addison-Wesley Publishing. |