City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2022/2023

Part I   Course Overview

Course Title:	English for Business Communication
Course Code:	GE2402
Course Duration:	One semester
Credit Units:	3
Level:	B2

Proposed Area:
(for GE courses only)

☐ Arts and Humanities

☐ Study of Societies, Social and Business Organisations

☐ Science and Technology

√ GE English

Medium of Instruction:	English
Medium of Assessment:	English

Prerequisites:
(Course Code and Title)

Grade D in HKAL Use of English or Grade 4 in HKDSE or;
successful completion of English Academic Proficiency Courses
(EL0220, EL0222, EL0223 and EL0225 – 6 credits) or;
English for Academic Purposes (EL0200 – 6 credits) or;
English for Academic Purposes 2 (LC0200B/EL0200B – 3 credits) or;
Grade B or above in English for Academic Purposes 1 (LC0200A/EL0200A – 3 credits)

Precursors:
(Course Code and Title)   None

Equivalent Courses:
(Course Code and Title)   None

Exclusive Courses:
(Course Code and Title)   None

Part II   Course Details

1.   Abstract

GE2402 English for Business Communication provides guidance on how global workplaces in Asia operate when using English as a lingua franca. *It **introduces*** students to various business spoken and written genres that are now commonly produced in such workplaces enabled by technology in business transactions. The genres include emails, meetings, pitches, proposals, presentations, job advertisements, resumes, cover letters, interviews, webpage texts, webchat exchanges and text messages. They are delivered through ***in-class activities*** that provide a series of authentic and memorable workplace scenarios based in an Asian-based company working globally and with a UK telecommunications company. *The **aim*** is to prepare students to become professional communicators as they do face-to-face and virtual business together in English. *The **assessments*** include writing a short proposal, giving a persuasive pitch with creative ideas, negotiating ideas and making decisions in a business meeting, and writing an email.

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.	Account for the concepts of business genres, audiences, and purposes	10%	√		
2.	Describe how 'intertextuality' between shared spoken and written genres drives and builds meaningful communication	10%	√		
3.	Communicate effectively in both face-to-face and virtual environments	10%	√	√	
4.	Use accommodation strategies in communication with first and second language speakers of English in a global business context	10%	√	√	
5.	Improve English communicative performance and enhance proficiency in speaking, listening, reading and writing in a real-world business setting	20%	√	√	
6.	Apply the learnt skills to produce effective communications in business contexts	40%	√	√	√
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	
1: Readings and 'The story so far …'.	Students complete the background readings with the help of a dictionary specially compiled for the readings. These readings set the scene and support the topics and Activities 2 and 3.	√	√			√		Throughout the course
2: Input: Understanding and modelling spoken and written genres.	In these teacher-led tasks, the authentic and project-related reading and listening texts provide explicit input on understanding how these genres are organised together with their specific linguistic features. This is done by explicitly modelling and deconstructing these genres and draws on the language learning pedagogy described. This knowledge about how genres work lays the foundation for students to produce their own speaking and writing texts in Activity 3.	√	√	√	√	√		Throughout the course
3: Output: Spoken and written skills development tasks.	In these student-led tasks, students produce a series of business speeches and texts as part of the simulated case study requirements. They are scaffolded in their construction of these speeches and texts by their teachers who provide constant feedback and support. Students are encouraged to work collaboratively in groups on these output tasks and are encouraged to provide peer feedback and assessment.	√	√	√	√	√	√	Throughout the course
4: Self-evaluation	The task remains the same in Activity 4 where students are encouraged to reflect on their own knowledge and skills development unit by unit.	√	√					Throughout the course

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		
Continuous Assessment: 100%								
Short business proposal Students in groups collect data, plan and write a short proposal	√	√			√	√	20%	Group work
Decision-making meeting Students in groups propose and negotiate ideas in a virtual/face-to-face meeting to reach an agreement	√	√	√	√	√	√	25%	Group work; individually assessed
Email Students individually plan and write the content of a short business email	√	√	√	√	√	√	20%	Individual work
Persuasive pitch Students individually present creative ideas and persuade the audience	√	√	√	√	√	√	25%	Individual work
In-class participation Students are expected to contribute to in-class discussions and complete short writing and speaking exercises	√	√	√	√	√	√	10%	Individual work
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	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Short business proposal	**Task fulfilment Audience awareness Organisation Lexico-grammatical range and accuracy**	Content is relevant to the task. An appropriate style is used consistently The organisation conforms to the expectations of the genre. Language errors are extremely rare and have no impact on comprehension.	Content is generally relevant to the task. An appropriate style is used with some inconsistencies. The organisation generally conforms to the expectations of the genre with some deviations. Some language errors occur but do not affect comprehension.	Some parts of the content are irrelevant to the task. The style has many inconsistencies. The organisation broadly conforms to the expectations with many deviations. Some language errors occur and affect compression to a limited extent.	Many parts of the content are irrelevant to the task. An inappropriate style is used generally The organisation deviates significantly from the norms for the genre. There are frequent language errors which disrupt comprehension.	Content is irrelevant to the task throughout. An inappropriate style is used throughout. The organisation is not genre appropriate. Language errors are frequent and seriously disrupt comprehension.
Decision-making meeting	**Participation and interaction Language**	Participation takes place in a wide range of interactions throughout. Language errors are extremely rare and have no impact on comprehension.	Participation takes place in many interactions. Some language errors occur but do not affect comprehension.	Participation is intermittent; limited to shorter turns and/or a few extended turns. Some language errors occur and affect compression to a limited extent.	Only one/two turns taken. There are frequent language errors which disrupt comprehension.	Very passive and minimal utterances. Language errors are frequent and seriously disrupt comprehension.
Email	**Task fulfilment Audience**	Content is relevant to the task.	Content is generally relevant to the task.	Some parts of the content are irrelevant	Many parts of the content are	Content is irrelevant to the task throughout.

	awareness **Organisation** **Lexico-grammatical** **range and accuracy**	An appropriate style is used consistently. The organisation conforms to the expectations of the genre. Language errors are extremely rare and have no impact on comprehension.	An appropriate style is used with some inconsistencies. The organisation generally conforms to the expectations of the genre with some deviations. Some language errors occur but do not affect comprehension.	to the task. The style has many inconsistencies. The organisation broadly conforms to the expectations of the genre with many deviations. Some language errors occur and affect compression to a limited extent.	irrelevantto the task. An inappropriate style is used generally. The organisation deviates significantly from the norms for the genre. There are frequent language errors which disrupt comprehension.	An inappropriate style is used throughout. The organisation is not genre appropriate. Language errors are frequent and seriously disrupt comprehension.
Persuasive pitch	**Task fulfilment** **Organisation** **Delivery** **Language**	Content is relevant to the task. A clear and logical progression is maintained at all times. Communication with the audience is consistently sustained, persuasive and spontaneous without reference to notes. Language errors are extremely rare and have no impact on	Content is generally relevant to the task A generally logical progression is maintained. Communication with the audience is generally sustained, persuasive and spontaneous without reference to notes. Some language errors occur but do not affect comprehension.	Some parts of the content are irrelevant to the task. Demonstrate some logical progression. Communication with the audience is sometimes not persuasive, spontaneous and/or relies on some reading from notes. Some language errors occur and affect compression to a	Many parts of the content are irrelevant to the task Demonstrate little control of logical progression. Communication with the audience is hesitant, descriptive, and usually relies on reading from notes. There are frequent language errors which disrupt comprehension.	Content is irrelevant to the task throughout Lack logical progression throughout Failure to communicate with the audience due to persistent reading from notes. Language errors are frequent and seriously disrupt comprehension

		comprehension.		limited extent.	
Participation	**Attendance Interaction**	Missed zero classes. Participation takes place in a wide range of in-class activities.	Missed no more than one class. Participation takes place in many in-class activities.	Missed no more than two classes. Participation takes place sometimes in in-class activities.	Missed no more than three classes. Participation takes place only occasionally.	Missed four or more classes. No participation in any in-class activities.

Note: A detailed rubrics will be provided in class.

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 communication; business genres; business correspondence; internal and external communication; ethics in business communication; presentation skills; business plan writing; routine messages; persuasive messages; bad news messages; meetings, agendas and minutes; collaborative writing

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.)

    Lockwood, J., & Neil, E. (2021). *Developing Global Business Communication in Asia*. Singapore: Routledge

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

1.	Guffey, M. E., Du-Babcock, B., & Loewy, D. (2015).*Essentials of Business Communication.* (Third Ed. /ISBN-13:978-9814687-10-2). Singapore: Cengage. .
2.	Chan, M. (2020). *English for business communication*. Routledge.

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any *(can be more than one CILOs in each PILO)*
PILO 1: Demonstrate the capacity for self-directed learning	Account for the concept of business genres, audiences, and purposes Describe how 'intertextuality' between shared spoken and written genres drives and builds meaningful communication
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	
PILO 3: Demonstrate critical thinking skills	Use accommodation strategies in communication with first and second language speakers of English in a global business context Applythe learnt skills to produce effective spoken and written communications in business contexts
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	Apply the learnt skills to produce effective spoken and written communications in business contexts
PILO 6: Demonstrate effective oral communication skills	Communicate effectively in both face-to-face and virtual environments Improve English communicative performance and enhance proficiency in speaking, listening, reading and writing in a real-world business setting
PILO 7: Demonstrate an ability to work effectively in a team	Communicate effectively in both face-to-face and virtual environments Improve English communicative performance and enhance proficiency in speaking, listening, reading and writing in a real-world business setting
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	Use accommodation strategies in communication with first and second language speakers of English in a global business context
PILO 9: Value ethical and socially responsible actions	Account for the concept of business genres, audiences, and purposes
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	Apply the learnt skills to produce effective spoken and written communications in business contexts

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Persuasive pitch