

# EN3525: ENGLISH IN CORPORATE AND PROFESSIONAL COMMUNICATION

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

English in Corporate and Professional Communication

### Subject Code

EN - English

### Course Number

3525

### Academic Unit

English (EN)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

The goal of this course is to provide students with the knowledge and skills needed to communicate in English in corporate and professional contexts. It does this by fulfilling two related aims. Firstly, the course aims to provide students with an understanding of influential discourse analytical frameworks used in the analysis of corporate and professional communication. Secondly, the course aims to develop in students the ability to apply these frameworks to particular areas of professional and corporate practice. Students will develop an understanding of common corporate and professional genres, workplace interactions, and collaborative composing processes. In addition, they will develop the ability to critically evaluate the communicative requirements of specific corporate and professional contexts and will be able to apply this ability not only to contexts encountered on the course but also to novel communicative situations that they will encounter in future.

### Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe, explain and apply principles of applied linguistics and discourse analysis incorporate and professional communication contexts		x	x	
2	Analyse corporate and professional texts in terms of their communicative purpose, audience, generic structure and lexicogrammatical realization		x	x	
3	Apply the principles learned to critically evaluate communicative situations in corporate and professional contexts		x	x	x
4	Apply the principles learned to create effective texts for specific domains of corporate and professional practice		x	x	x
5	Conduct themselves in an appropriately professional manner in collaborative and individual work			x	x

#### 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.

**Teaching and Learning Activities (TLAs)**

	<b>TLAs</b>	<b>Brief Description</b>	<b>CILO No.</b>	<b>Hours/week (if applicable)</b>
1	Interactive lectures	Students are provided with input on key concepts in applied linguistics and discourse/genre analysis. Based on this input they do tasks that require them to interactively identify, describe and evaluate key concepts and relate them to example corporate and professional texts and contexts.	1, 2, 3, 4	Throughout the course
2	In-class workshops	Students engage in analysis, collaborative writing, and role-play tasks in which they experience simulated corporate and professional communication activities.	1, 2, 3, 4, 5	Throughout the course
3	Assigned readings	Students prepare for class by reading relevant assigned texts.	1, 2, 3, 4	Throughout the course

**Assessment Tasks / Activities (ATs)**

	<b>ATs</b>	<b>CILO No.</b>	<b>Weighting (%)</b>	<b>Remarks</b>
1	Assignment#1. Professional/corporate writing and reflective report	1, 2, 3, 4, 5	30	Individual assessment
2	Assignment#2. Text analysis project	1, 2, 3, 4, 5	30	Groupwork task
3	Participation and Professional Etiquette including On-Time Attendance, Active Participation, Interpersonal Skills/ Professionalism, and Peer Evaluation on Group Project Contribution	3, 5	10	Group Task

**Continuous Assessment (%)**

70

**Examination (%)**

30

**Examination Duration (Hours)**

2

**Additional Information for ATs**

End of course examination. The examination will assess students' understanding of key concepts taught on the course, the ability to analyze corporate and professional texts, and the ability to produce corporate and professional texts.

**Assessment Rubrics (AR)**

**Assessment Task**

1A. Professional/ corporate writing

**Criterion**

Organization and content

**Excellent (A+, A, A-)**

- An excellent selection of content that comprehensively achieves the aims of the text.
- Excellent organization with a clear, coherent, flow of ideas at the level of text and paragraph all of the time.

**Good (B+, B, B-)**

- A good selection of content that soundly achieves the aims of the text.
- Good organization with a clear, coherent, flow of ideas at the level of text and paragraph most of the time.

**Fair (C+, C, C-)**

- An adequate selection of content that adequately achieves the aims of the text.
- Adequate organization but the flow of ideas at the level of text and paragraph is clear and coherent only some of the time.

**Marginal (D)**

- An inadequate selection of content with the aims of the text not adequately achieved.
- Inadequate organization with little clarity and coherence at the level of text and paragraph.

**Failure (F)**

- Poor selection of content with the aims of the text not achieved.
- Poor organization with a lack of clarity and coherence at the level of text and paragraph.

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**Assessment Task**

1A. Professional/ corporate writing

**Criterion**

Use of English

**Excellent (A+, A, A-)**

- Excellent use of English with very few errors of grammar and vocabulary.
- Choice of language is always appropriate to the register of the text and always conveys an appropriate professional/ corporate identity.

**Good (B+, B, B-)**

- Good use of English with some errors of grammar and vocabulary, though these do not affect the clarity of the writing.
- Choice of language is mostly appropriate to the register of the text and mostly conveys an appropriate professional/ corporate identity.

**Fair (C+, C, C-)**

- Adequate use of English with errors of grammar and vocabulary that sometimes affect the clarity of the writing.

- Choice of language is only sometimes appropriate to the register of the text and only sometimes conveys an appropriate professional/ corporate identity.

**Marginal (D)**

- Some evidence of adequate use of English, but shortcomings affect the clarity of the writing.  
- Choice of language may be inappropriate at times with respect to register and professional/ corporate identity.

**Failure (F)**

- Poor use of English, with errors of grammar and vocabulary that frequently affect the clarity of the writing.  
- Choice of language is often inappropriate with respect to register and professional/ corporate identity.

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**Assessment Task**

1B. Reflective report

**Criterion**

Content

**Excellent (A+, A, A-)**

- Shows full understanding of the communicative context, including the audience for and purpose of the text.  
- Provides an excellent explanation of rhetorical and linguistic choices in terms of the purpose and context of the writing.

**Good (B+, B, B-)**

- Shows sound understanding of the communicative context, including the audience for and purpose of the text.  
- Provides a good explanation of rhetorical and linguistic choices in terms of the purpose and context of the writing.

**Fair (C+, C, C-)**

- Shows adequate understanding of the communicative context, including the audience for and purpose of the text.  
- Provides an adequate explanation of rhetorical and linguistic choices in terms of the purpose and context of the writing.

**Marginal (D)**

- Shows inadequate understanding of the communicative context, including the audience for and purpose of the text.  
- Provides an inadequate explanation of rhetorical and linguistic choices in terms of the purpose and context of the writing.

**Failure (F)**

- Shows little understanding of the communicative context, including the audience for and purpose of the text.  
- Provides little explanation of rhetorical and linguistic choices in terms of the purpose and context of the writing.

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**Assessment Task**

1B. Reflective report

**Criterion**

Use of English

**Excellent (A+, A, A-)**

- Excellent use of English with very few errors of grammar and vocabulary.  
- Choice of language is always appropriate to the academic register of the text.

**Good (B+, B, B-)**

- Good use of English with some errors of grammar and vocabulary, though these do not affect the clarity of the writing.  
- Choice of language is mostly appropriate to the academic register of the text.

**Fair (C+, C, C-)**

- Adequate use of English with errors of grammar and vocabulary that sometimes affect the clarity of the writing.
- Choice of language is only sometimes appropriate to the academic register of the text.

**Marginal (D)**

- Some evidence of adequate use of English, but shortcomings affect the clarity of the writing.
- Choice of language may be inappropriate at times with respect to academic register.

**Failure (F)**

- Poor use of English, with errors of grammar and vocabulary that frequently affect the clarity of the writing.
  - Choice of language is often inappropriate with respect to academic register.
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**Assessment Task**

2. Text analysis project

**Criterion**

Content

**Excellent (A+, A, A-)**

- The texts are comprehensively analyzed and explained
- All key features of text are identified
- Shows full understanding of purpose of texts

**Good (B+, B, B-)**

- The texts are soundly analyzed and explained
- Most key features of text are identified
- Shows sound understanding of purpose of texts

**Fair (C+, C, C-)**

- The texts are adequately analyzed and explained
- Sufficient key features of text are identified
- Shows adequate understanding of purpose of text

**Marginal (D)**

- The text is inadequately analyzed and explained
- Insufficient key features of text are identified
- Shows inadequate understanding of purpose of text

**Failure (F)**

- The text is barely analyzed/ The analysis is not at all comprehensible
  - Few key features of text are identified
  - Shows little understanding of purpose of text
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**Assessment Task**

2. Text analysis project

**Criterion**

Use of English

**Excellent (A+, A, A-)**

- Excellent use of English with very few errors of grammar and vocabulary.
- Choice of language is always appropriate to the academic register of the text.

**Good (B+, B, B-)**

- Good use of English with some errors of grammar and vocabulary, though these do not affect the clarity of the writing.
- Choice of language is mostly appropriate to the academic register of the text.

**Fair (C+, C, C-)**

- Adequate use of English with errors of grammar and vocabulary that sometimes affect the clarity of the writing.
- Choice of language is only sometimes appropriate to the academic register of the text.

**Marginal (D)**

- Some evidence of adequate use of English, but shortcomings affect the clarity of the writing.
- Choice of language may be inappropriate at times with respect to academic register.

**Failure (F)**

- Poor use of English, with errors of grammar and vocabulary that frequently affect the clarity of the writing.
- Choice of language is often inappropriate with respect to academic register.

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**Assessment Task**

3. Participation and Professional Etiquette

**Excellent (A+, A, A-)**

- Makes significant contribution to in-class discussion and completes tasks satisfactorily.
- Makes significant contribution to group assessment tasks

**Good (B+, B, B-)**

- Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.
- Makes occasional contribution to group assessment tasks

**Fair (C+, C, C-)**

- Seldom makes adequate contribution to in-class discussion and in class tasks.
- Makes inadequate contribution to group assessment tasks

**Marginal (D)**

- Little evidence of participation in class; completes very few in-class tasks.
- Makes little contribution to group assessment tasks

**Failure (F)**

- Fails to sufficiently participate in in-class activities (including discussion and other tasks)
- Makes no contribution to group assessment tasks

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**Part III Other Information**

**Keyword Syllabus**

Professional communication, corporate communication, genre analysis, intertextuality, multimodality, identity, collaboration, branding and advertising, business/crisis communication, science and health communication, legal discourse.

**Reading List**

**Compulsory Readings**

Title	
1	Nil

**Additional Readings**

Title	
1	Bhatia, V. K. (2017). <i>Critical Genre Analysis: Investigating Interdiscursive Performance in Professional Practice</i> . Abingdon, Oxon: Routledge.
2	Bhatia, V. K., & Bremner, S. (Eds.). (2014). <i>The Routledge Handbook of Language and Professional Communication</i> . Abingdon, Oxon: Routledge.
3	Breeze, R. (2013). <i>Corporate Discourse</i> . London: Bloomsbury Academic.
4	Bremner, S. (2018). <i>Workplace Writing: Beyond the Text</i> . London: Routledge.
5	Schnurr, S. (2013). <i>Exploring Professional Communication: Language in action</i> . Abingdon, Oxon: Routledge.
6	Schnurr, S. & Zayts, O. (2017). <i>Language and Culture at Work</i> . Abingdon, Oxon#; New York, NY: Routledge, an imprint of the Taylor & Francis Group.