EN3592: PROFESSIONAL AND CORPORATE DISCOURSE

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Professional and Corporate Discourse

Subject Code
EN - English
Course Number
3592

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
EN4527 Professional and Corporate Discourse

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to equip students with knowledge in discourse analysis (e.g., genre analysis, speech acts) that can be applied to understand the nature of professional and corporate discourse. Also, practical tools (e.g., website building platform, tools for text analysis) will be introduced to students to analyse and/or produce professional and corporate texts. Multiple types of corresponding discourse will be explained, including but not limited to customer reviews and multimodal advertisements. In this course, students will need to complete a) an individual project to analyse professional and corporate texts and b) a group project to produce a multimodal web-based portfolio for product/service promotion. The course objectives will be achieved by giving lectures on major concepts in discourse analysis, providing students with workshops on practical tools, and having reading discussions and in-class activities.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Be able to explain and apply major concepts to analyze and produce professional and corporate discourses.		x	x	x
2	Be able to use practical tools to support analyses and productions of professional and corporate discourses.			x	x
3	Be able to synthesize the concepts and tools to conduct projects for important professional and corporate genres.		x	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)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lectures are given to explain key principles and concepts of discourse analysis with an emphasis on professional and corporate contexts.	1, 2	
2	Workshops	Workshops are provided to have specific instructions on practical tools to analyse and produce professional and corporate discourses.	2, 3	

3	Activities with textual and multimodal resources	Students will interact with textual (e.g., CEO letters, press release) and multimodal resources (e.g., commercial advertisements, websites) in diverse contexts, for example workshops, activities, and discussions.	1, 2, 3	
4	Reading discussions	Students have discussions on reading materials in certain contexts, such as group discussions and online discussions, and guiding questions will be provided.	1, 3	
5	Other in-class activities	These activities provide students learning opportunities to apply specific knowledge to analyse and/or produce professional and corporate discourses.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	Analytical report of customer reviews With a corpus of online customer reviews, students will 1) analyse the customers' sentiment for a specific product/service and 2) summarize the major topics discussed by the customers online. An analytical report will be written to report the project findings.	1, 2, 3	50	Individual work

2	Web-based portfolio for product promotion Students will promote a specific product/service on a website. Students will build a website with different webpages to 1) publish a press release for the product launch/promotion and 2) create a commercial advertisement for their selected product/service.	1, 2, 3	40	Group work
3	Participation The participation will be based on the engagement in all learning contexts, both online and offline.	1, 2, 3	10	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Analytical report of customer reviews

Criterion

Content

Excellent (A+, A, A-)

A persuasive analysis; An appropriate amount of detail; No missing mandatory sections; An excellent use of secondary sources

Good (B+, B, B-)

A reasonable analysis with minor issues; An appropriate amount of detail; No missing mandatory sections; A good use of secondary sources

Fair (C+, C, C-)

A fair analysis with a few major issues; Insufficient details but without affecting overall comprehension; No missing mandatory section but with some weak work on one or two sections; A fair use of secondary sources

Marginal (D)

A limited analysis with multiple major issues; Insufficient details which affect overall comprehension; Missing mandatory sections OR some weak work on most sections; A limited use of secondary sources

Failure (F)

A poor analysis; No details; Fails to follow the assignment description; No secondary sources

Assessment Task

Analytical report of customer reviews

Criterion

Organization

Excellent (A+, A, A-)

An excellent structure for all the mandatory sections
a) Uses effective headings
b) Shows strong coherence

Good (B+, B, B-)

A clear structure for all the mandatory sections
a) Uses clear headings
b) Shows good coherence

Fair (C+, C, C-)

A clear structure for most mandatory sections but with an unclear structure for one section
a) Uses ineffective headings
b) Cannot show fair coherence

Marginal (D)

An unclear structure for most mandatory sections
a) Uses unclear headings
b) Cannot show coherence

Failure (F)

Fails to organize the paper based on the assignment description
a) No headings
b) No coherence

Assessment Task

Analytical report of customer reviews

Criterion

Language & Format

Excellent (A+, A, A-)

An excellent use of various grammatical structures; An excellent use of academic vocabulary; No mistakes in spelling and grammar; No mistakes in citation format and reference list; A formal tone

Good (B+, B, B-)

A good use of various grammatical structures; A good use of academic vocabulary; Occasional mistakes on spelling and grammar; Occasional mistakes on citation format and reference list; A formal tone

Fair (C+, C, C-)

A fair use of various grammatical structures; A fair use of academic vocabulary; Several mistakes on spelling and grammar or systematic grammatical mistakes; Several mistakes on citation format and reference list; A less formal tone

Marginal (D)

A limited use of various grammatical structures; A limited use of academic vocabulary; Frequent mistakes on spelling and grammar; Frequent mistakes on citation formats and reference lists; An informal tone

Failure (F)

Fails to use various grammatical structures; Fails to use academic vocabulary; Frequent mistakes on spelling and grammar, which affects the overall comprehension; No citation and/or reference lists; An informal tone

Assessment Task
Web-based portfolio for product promotion

Criterion
Content

Excellent (A+, A, A-)
An excellent portfolio; An appropriate amount of detail; No missing mandatory sections; An effective use of multimodal resources; An excellent use of secondary sources

Good (B+, B, B-)
A good portfolio with minor issues; An appropriate amount of detail; No missing mandatory sections; A good use of multimodal resources; A good use of secondary sources

Fair (C+, C, C-)
A fair portfolio with a few major issues; Lack of some details but without affecting the overall quality of the work; No missing mandatory section but with some weak work on one or two sections; A fair use of secondary sources

Marginal (D)
A limited portfolio with multiple major issues; Insufficient details, which affects the overall quality of the work; Missing mandatory sections OR some weak work on most sections;
A limited use of multimodal resources; A limited use of secondary sources

Failure (F)
A poor portfolio; No details; Fails to follow the assignment description; No multimodal resources; No secondary sources

Assessment Task
Web-based portfolio for product promotion

Criterion
Language

Excellent (A+, A, A-)
An excellent use of grammar and vocabulary for online professional communication; No mistakes in spelling, word choice, and grammar; A professional tone

Good (B+, B, B-)
A good use of grammar and vocabulary for online professional communication; A few minor mistakes in spelling, word choice, or grammar; A professional tone

Fair (C+, C, C-)
A fair use of grammar and vocabulary for online professional communication; Some systematic mistakes in spelling, word choice, or grammar; A less professional tone

Marginal (D)
A limited use of grammar and vocabulary for online professional communication; Frequent mistakes in spelling, word choice, or grammar; A unprofessional tone

Failure (F)

A poor use of grammar and vocabulary for online professional communication; Frequent mistakes in spelling, word choice, and grammar; A unprofessional tone

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Assessment Task

Web-based portfolio for product promotion

Criterion

Organization & Format

Excellent (A+, A, A-)

An excellent structure for all the mandatory webpages; An excellent format for online professional communication

Good (B+, B, B-)

A good structure for all the mandatory webpages with only some minor issues;
A good format for online professional communication

Fair (C+, C, C-)

A fair structure for most mandatory webpages but with a few major issues; A fair format for online professional communication

Marginal (D)

An unclear structure for most mandatory webpages with multiple major issues; A unclear format for online professional communication

Failure (F)

Fails to follow the assignment description; Fails to show any organization/format for online professional communication

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Assessment Task

Participation

Criterion

Engagement

Excellent (A+, A, A-)

Consistently active interactions with the instructor and classmates; Excellent contributions to teaching and learning activities in online and offline contexts

Good (B+, B, B-)

Active interactions with the instructor and classmates in most classes; Good contributions to teaching and learning activities in online and offline contexts

Fair (C+, C, C-)

Some but not consistently active interactions with the instructor and classmates; Fair contributions to teaching and learning activities in online and offline contexts

Marginal (D)

Only occasional interactions with the instructor and classmates; Limited contributions to teaching and learning activities in online and offline contexts

Failure (F)

Fails to show interactions with the instructor and/or classmates; Fails to show any contributions to teaching and learning activities in online and offline contexts

Part III Other Information

Keyword Syllabus

Corporate discourse
Professional communication
Genre analysis
Speech act theory
Corpus approaches to discourse analysis
Multimodal discourse analysis
Rhetoric and rhetorical situation
Press release and advertisement
Website building for online discourse

Reading List

Compulsory Readings

	Title
1	Breeze, R. (2015). Corporate discourse. Bloomsbury Publishing Plc

Additional Readings

	Title
1	Gunnarsson, B.-L. (2009). Professional discourse. Continuum.
2	Paltridge, B. (2022). Discourse analysis. Second edition. London: Bloomsbury