GE2402: ENGLISH FOR BUSINESS COMMUNICATION

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

English for Business Communication

Subject Code

GE - Gateway Education

Course Number

2402

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

GE Area (Primary)

University GE English

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

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

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Account for the concepts of business genres, audiences, and purposes	10	x		
2	Describe how 'intertextuality' between shared spoken and written genres drives and builds meaningful communication	10	x		
3	Communicate effectively in both face-to-face and virtual environments	10	x	x	
4	Use accommodation strategies in communication with first and second language speakers of English in a global business context	10	x	x	
5	Improve English communicative performance and enhance proficiency in speaking, listening, reading and writing in a real-world business setting	20	x	x	
6	Apply the learnt skills to produce effective communications in business contexts	40	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	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.	1, 2, 5	Throughout the course
2	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 peda¬gogy described. This knowledge about how genres work lays the foundation for students to produce their own speaking and writing texts in Activity 3.	1, 2, 3, 4, 5	Throughout the course
3	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 feed¬back and assessment.	1, 2, 3, 4, 5, 6	Throughout the course

4	4: Self-evaluation	The task remains the same in Activity 4 where students are encouraged to reflect on their own knowledge and skills devel¬opment unit by unit.	1, 2	Throughout the course

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	Short business proposal Students in groups collect data, plan and write a short proposal	1, 2, 5, 6	20	Group work
2	Decision-making meeting Students in groups propose and negotiate ideas in a virtual/face-to-face meeting to reach an agreement	1, 2, 3, 4, 5, 6	25	Group work; individually assessed
3	Email Students individually plan and write the content of a short business email	1, 2, 3, 4, 5, 6	20	Individual work
4	Persuasive pitch Students individually present creative ideas and persuade the audience	1, 2, 3, 4, 5, 6	25	Individual work
5	In-class participation Students are expected to contribute to in-class discussions and complete short writing and speaking exercises	1, 2, 3, 4, 5, 6	10	Individual work

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Short business proposal

Criterion

Task fulfilment Audience awareness Organisation Lexico-grammatical range and accuracy

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

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.

Assessment Task

Decision-making meeting

Criterion

Participation and interaction Language

Excellent (A+, A, A-)

Participation takes place in a wide range of interactions throughout. Language errors are extremely rare and have no impact on comprehension.

Good (B+, B, B-)

Participation takes place in many interactions. Some language errors occur but do not affect comprehension.

Fair (C+, C, C-)

Participation is intermittent; limited to shorter turns and/or a few extended turns. Some language errors occur and affect compression to a limited extent.

Marginal (D)

Only one/two turns taken. There are frequent language errors which disrupt comprehension.

Failure (F)

Very passive and minimal utterances. Language errors are frequent and seriously disrupt comprehension.

Assessment Task

Email

Criterion

Task fulfilment Audience awareness Organisation Lexico-grammatical range and accuracy

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

Some parts of the content are irrelevant 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.

Marginal (D)

Many parts of the content are 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.

Failure (F)

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.

Assessment Task

Persuasive pitch

Criterion

Task fulfilment Organisation Delivery Language

Excellent (A+, A, A-)

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 comprehension.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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 limited extent.

Marginal (D)

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.

Failure (F)

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

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Assessment Task

Participation

Criterion

Attendance Interaction

Excellent (A+, A, A-)

Missed zero classes. Participation takes place in a wide range of in-class activities.

Good (B+, B, B-)

Missed no more than one class. Participation takes place in many in-class activities.

Fair (C+, C, C-)

Missed no more than two classes. Participation takes place sometimes in in-class activities.

Marginal (D)

Missed no more than three classes. Participation takes place only occasionally.

Failure (F)

Missed four or more classes. No participation in any in-class activities.

Part III Other Information

Keyword Syllabus

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

Reading List

Compulsory Readings

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

Additional Readings

	Title
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.

Annex (for GE courses only)

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:

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

1, 2

PILO 3: Demonstrate critical thinking skills

4, 6

PILO 5: Produce structured, well-organised and fluent text

6

PILO 6: Demonstrate effective oral communication skills

3, 5

PILO 7: Demonstrate an ability to work effectively in a team

3, 5

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

4

PILO 9: Value ethical and socially responsible actions

1

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

6

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