

Information on a Course
offered by Department of English
with effect from Semester A in 2009/ 2010

This form is for completion by the *Course Co-ordinator/Examiner*. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

Part I

Course Title: English Communication Skills for Business I

Course Code: EN2161

Course Duration: One semester

Credit Units: 2

Level: B2

Medium of Instruction: English

Prerequisites: *(Course Code and Title)* : Nil

Precursors: *(Course Code and Title)* : Nil

Equivalent Courses: *(Course Code and Title)* : Nil

Exclusive Courses: *(Course Code and Title)* : Nil

Part II

1. Course Aims:

This course aims to develop students' oral and written English business communication skills.

2. Course Intended Learning Outcomes (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)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Apply basic principles of effective business communication	
2.	Use a range of language functions in English in business-related situations	
3.	Plan and write effective routine letters, memos and e-mails	
4.	Lead and participate effectively in business meetings and write agendas and minutes of meetings	
5.	Plan and give a short business presentation	
6.	Participate actively in class and group activities	

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

ILO No	TLAs	Hours/week (if applicable)
CILO 1	<p><i>Apply basic principles of effective business communication</i></p> <ul style="list-style-type: none">• The teaching and learning activities encompass three major aspects including foundations of business and organizational communication, and planning and composing business messages.• Students will need to apply this skill set when writing memos, letters and agenda & minutes of a meeting, taking part in a meeting simulation and giving an oral presentation.	2 weeks (Applied throughout the course)

CILO 2	<p><i>Learn and use a range of language functions in English in business-related situations</i></p> <ul style="list-style-type: none"> • Students receive input on various business and professional genres and will use these genres to write e-mails, memos and letters, and agenda & minutes of a meeting, take part in a meeting simulation, and to give an oral presentation. 	<i>Throughout the semester</i>
CILO 3	<p>Plan and write effective business letters, memos, e-mails</p> <ul style="list-style-type: none"> • Students apply the identified language and structures and genres related to various types of correspondence to plan and write routine letters, memos and e-mails. 	4 Weeks
CILO 4	<p>Lead and participate effectively in business meetings and write agendas and minutes of meetings</p> <ul style="list-style-type: none"> • Students lead and participate effectively in meetings by applying the identified language functions and genre structures related to meetings in meeting simulations. • Students write agendas and minutes of meetings using reported speech and appropriate genre. 	4 weeks
CILO 5	<p>Plan and give a short business presentation</p> <ul style="list-style-type: none"> • Students put into application the skills they have learnt and plan and give an effective business presentation with power point slides. Students use the identified language functions and appropriate genre of business presentation. 	3 weeks
CILO 6	<p>Preparation for each TLA</p> <ul style="list-style-type: none"> • Students participate actively in class activities and group discussions in preparation for each TLA using English 	In each tutorial

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

ILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
Course work		70%	
CILO 1, 2, 3	Coursework: Assignment 1 - write a memo Students individually plan and write a routine memo	20%	Individual work
CILO 1, 2, 3	Coursework: Assignment 2 - write a letter Students individually plan and write a routine letter	20%	Individual work
CILO 1, 2, 4	Coursework Assignment 3A - Meeting (Role Play Simulation) Students in groups lead and participate effectively in a business meeting simulation	20%	Group work but assessed individually and in groups
CILO 1, 2, 4	Coursework Assignment 3B - Minutes of a Meeting Students in groups write minutes of a meeting	10%	Group work
CILO 1, 2, 5	Coursework: Assignment 4 - Oral Presentation Students individually plan and give an oral presentation using power point slides in class	20%	Individual work
CILO 6	Course work: Participation Students' class attendance and punctuality for class and participation in class & group activities using English while preparing for each TLA are Assessed	10%	Individual work
		100%	
Exam CILO 1-5	Final examination	30%	Individual work
Total	Coursework and exam	100%	

5. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A-...F). Grading is based on student performance in assessment tasks/activities and examination.

Percentage distribution of marks for coursework and examination: 70% Coursework, 30% Exam.

6. Keyword Syllabus:

Principles of Business Communication, Language Functions in Business Contexts, Routine Letters, Emails and Memos, Effective Meeting Skills, Agenda and Minutes of a Meeting and Oral Presentations

7. Required Course Material

a. Textbook

Guffey, M. E. & Du-Babcock (2008). *Essentials of Business Communication* (Asian edition). Singapore: Thomson Learning.

b. Manual

Tutorial activities and other related course materials

c. Video

Getting it Right Presentation Skills (in-house production)

8. References

- Bovee, C & Thill, J (2004). *Business Communication Today*. (8th ed.) New York: McGraw Hill, Inc.
- Ober, S. (2006). *Contemporary Business Communication* (7th ed), New York. Houghton Mifflin Co.
- Andrews & Andrews (1998). *Business Communication*. New York: Macmillan.
- Bilbow, G. (2004). *Business Writing for Hong Kong* (3rd ed.) Hong Kong: Longman
- Adam J.H. (ed.) (1990). *Longman Dictionary of Business English* (New edition) Harlow: Longman.
- Alexander L G (1993). *Longman Advanced Grammar* Harlow: Harlow: Longman
- Sinclair J. et. al. (1987). *Collins Cobuild English Language Dictionary*. London: William Collins Sons & Co. Ltd.
- Sinclair J. et. al. (1991). *Collins Cobuild English Guides, Prepositions*. London: Harper Collins.
- Sinclair J. et. al. (1993). *Collins Cobuild English Guides, 3 Articles* London: Harper Collins.
- Roget's Thesaurus (any edition)

Returned by:

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Date: 1 July 2009

**Grading of Student Achievement
EN2161: Assignment 1- Memo Assessment Form: (20%)**

Items to be assessed	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Overall Comments	An excellent document, requiring minimal revision – your supervisor would send this document with very minimal changes, if any ; he/she would be impressed.	Requires minor revision – your supervisor would return this document to you for minor editing; it would get the job done; he/she would be quite satisfied.	Requires considerable revision – your supervisor would ask you to revise it considerably before sending it.	Requires a major overhaul – your supervisor would ask you to rewrite the document before he/she would send it.	Requires complete rewriting – the document does not show an understanding of the assignment
Format 10%	Grade: A+, A, A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Memo format	Includes all parts of the memo format- hardly any errors	A few errors in memo format	Some errors in memo format	Quite a lot of errors in memo format	Wrong format ; many errors
Subject Line	Highly appropriate Clearly summarize memo content	Appropriate Adequately summarize memo content	Acceptable summary of memo content	Somewhat unsuitable provided but does not effectively reflect the focal point of the memo	Completely unsuitable is missing or poorly written and fails to reflect the focal point of the memo
Content and Organization 50%	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Opening	Highly appropriate direct approach	Appropriate	Acceptable	Somewhat unsuitable	Completely unsuitable
Body	All relevant facts included with complete supporting details	Most relevant facts included with most supporting details	Some relevant facts and some supporting details included	Few relevant facts and few supporting details included	No relevant facts, and supporting details are missing
Closing	Highly appropriate - clearly request action, summarizes the message, or presents a closing thought	Appropriate – request action, summarizes the message, or presents a closing thought	Somewhat appropriate – action request, summary of message or closing thought	Somewhat unacceptable - action request, summary of message or closing thought is ineffectively stated	Unacceptable – action request, summary of message or closing thought is not included
Organization	Highly appropriate organizational plan used for direct approach	Appropriate organizational plan used for direct approach	Acceptable organizational plan used for direct approach	Somewhat unsuitable organizational plan for direct approach	Completely unsuitable organizational plan for direct approach
Style and Mechanics 40%	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Syntax punctuation, spelling	Hardly any errors. Message is very clear	Some noticeable errors Message is generally clear but it is not clear in some parts	Quite a lot of errors. Message is not clear in a lot of parts	Many errors the whole message is very difficult to understand	So many errors that communication of the intended message has failed.
Readers' need	Attends to readers' need very well throughout	Attends to readers' need quite adequately in most parts	Attends to readers' need adequately in some parts	Does not attend to readers' need adequately in many parts	Does not attend to readers' need
Variety / originality	Written with flair, using a variety of sentence types	Tries to use a variety of sentence types – very little copied from assignment brief	In parts , sentences very similar to those in the case brief	In parts , sentences copied directly from those in the case brief	Most sentences copied directly from case brief
Tone	Uses appropriate tone throughout ; an asset to the company image	Uses appropriate tone in most parts	Uses inappropriate tone in some parts. Includes negative terminology in parts	Uses inappropriate tone in many parts. Includes negative terminology, and hurts the company image	Uses inappropriate tone throughout . Includes negative terminology, and would seriously hurt the company image

EN2161: Assignment 2- Letter Assessment Form: (20%)

Items to be assessed	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Overall Comments	An excellent document, requiring minimal revision – your supervisor would send this document with very minimal changes, if any ; he/she would be impressed.	Requires minor revision – your supervisor would return this document to you for minor editing; it would get the job done; he/she would be quite satisfied.	Requires considerable revision – your supervisor would ask you to revise it considerably before sending it.	Requires a major overhaul – your supervisor would ask you to rewrite the document before he/she would send it.	Requires complete rewriting – the document does not show an understanding of the assignment.
Format 10%	Grade: A+, A, A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Letter format	Includes all parts of the letter format- hardly any errors	A few errors in letter format	Some errors in letter format	Quite a lot of errors in letter format	Wrong format ; many errors
Content and Organization 50%	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Opening	Highly appropriate direct approach All relevant facts included with complete supporting details	Appropriate Most relevant facts included with most supporting details	Acceptable Some relevant facts and some supporting details included	Somewhat unsuitable Few relevant facts and few supporting details included	Completely unsuitable No relevant facts, and supporting details are missing
Body	Highly appropriate - clearly request action, summarizes the message, or presents a closing thought	Appropriate – request action, summarizes the message, or presents a closing thought	Somewhat appropriate – action request, summary of message or closing thought	Somewhat unacceptable - action request, summary of message or closing thought is ineffectively stated	Unacceptable – action request, summary of message or closing thought is not included
Closing	Highly appropriate organizational plan used for direct approach	Appropriate organizational plan used for direct approach	Acceptable organizational plan used for direct approach	Somewhat unsuitable organizational plan for direct approach	Completely unsuitable organizational plan for direct approach
Organization					
Style and Mechanics 40%	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Syntax punctuation, spelling	Hardly any errors. Message is very clear	Some noticeable errors Message is generally clear but it is not clear in some parts	Quite a lot of errors. Message is not clear in a lot of parts	Many errors the whole message is very difficult to understand	So many errors that communication of the intended message has failed.
Readers' need	Attends to readers' need very well throughout	Attends to readers' need quite adequately in most parts	Attends to readers' need adequately in some parts	Does not attend to readers' need adequately in many parts	Does not attend to readers' need
Variety / originality	Written with flair, using a variety of sentence types	Tries to use a variety of sentence types – very little copied from assignment brief	In parts , sentences very similar to those in the case brief	In parts , sentences copied directly from those in the case brief	Most sentences copied directly from case brief
Tone	Uses appropriate tone throughout; an asset to the company image	Uses appropriate tone in most parts	Uses inappropriate tone in some parts. Includes negative terminology in parts	Uses inappropriate tone in many parts. Includes negative terminology, and hurts the company image	Uses inappropriate tone throughout. Includes negative terminology, and would seriously hurt the company image

EN2161 Assignment 3A Meeting Assessment Form: (20%)

Items to be assessed	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Content 35%					
Ideas	Very useful ideas	Useful ideas	Somewhat useful ideas	Poor ideas	Very poor ideas
Objectives	Completely achieved meeting objective(s)	Largely achieved meeting objective(s)	Somewhat met some of the meeting objective(s)	Hardly achieved any meeting objectives	Did not achieve meeting objective(s) at all
Contribution	Totally adequate contribution for role	Adequate contribution for role	Somewhat adequate contribution for role	Inadequate contribution for role	Hardly any contribution for role
Agenda	Strictly followed agenda	In most parts agenda followed	Sometimes agenda not followed	Frequently agenda not followed	In most parts agenda not followed
Length of meeting	Very suitable length of meeting	Suitable length of meeting	Slightly too short meeting	Meeting too short/ unable to complete some agenda items	Meeting far too short / unable to complete most agenda items
Ability to carry out role	Very competently carried out role as chair/ participant	Competently carried out role as chair/ participant	Somewhat acceptable role as chair/ participant	Ineffective role as chair/ participant	Very ineffective role as chair/ participant
Presentation of ideas 35%	Grade: A+, A, A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Presentation	Very clear and effective presentation of ideas	Clear and effective presentation of ideas most of the time	Somewhat unclear and ineffective presentation of ideas at times	Mostly unclear and ineffective presentation of ideas at most times	Completely unclear and ineffective presentation of ideas throughout meeting
Interaction	Very effective and natural interaction	Effective and somewhat natural interaction	Somewhat effective but unnatural interaction at times	Ineffective and unnatural interaction at times	Ineffective and unnatural interaction throughout meeting
Body language	Very suitable body language	Suitable body language at most times	Somewhat suitable body language at most times	Unsuitable body language at times	Unsuitable body language at most times
Eye contact	Very good eye contact	Adequate eye contact at most times	Limited eye contact in parts - over dependence on notes.	Very little eye contact – reading from notes most of the time	No eye contact – reading from notes throughout meeting
Voice quality- (pitch, volume, speed)	Voice quality very good	Voice quality good	Voice quality somewhat ineffective in parts	Voice quality poor in many parts	Voice quality very poor in most parts
Language 30%	Grade: A+, A, A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Grammar and word choice	Hardly any language errors-	Some noticeable language errors	Many language errors	So many language errors that it affects listener's comprehension of the message	So many language errors that it is very difficult for listener to understand the message –
Language of meetings	Very adequate use of meeting language	Mostly adequate use of meeting language	Some use of meeting language	Hardly any use of meeting language	No use of meeting language
Pronunciation	Pronunciation and enunciation very clear and accurate	Pronunciation and enunciation quite clear and accurate	Pronunciation and enunciation unclear and inaccurate at times	Pronunciation and enunciation unclear and inaccurate at most times	Pronunciation and enunciation unclear and inaccurate throughout the meeting
Fluency	Very fluent in spoken English with hardly any pauses or short periods of silence	Fluent in spoken English with hardly any pauses or short periods of silence	Somewhat fluent in spoken English but there are few pauses or short periods of silence	Not fluent in spoken English and rather frequent pauses or short periods of silence	Not fluent in spoken English and too many pauses or long periods of silence

EN2161 : Assignment 3B Minutes Assessment Form: (10%)

Items to be assessed	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Format, Content & Organization 60%	Resolutions minutes format is correctly and effectively used	Resolutions minutes format is correctly used	Resolutions minutes format is somewhat correctly used	Resolutions minutes format is somewhat incorrectly used	Resolutions minutes format is incorrect
	Headings very effectively used	Headings effectively used	Headings somewhat effectively used	Headings somewhat ineffectively used	Headings ineffectively used/ not used
	Ideas very effectively summarized	Ideas effectively summarized	Ideas somewhat effectively summarized	Ideas not effectively summarized	Ideas not summarized
	All decisions properly stated	Most decisions properly stated	Some decisions properly stated	Many decisions not properly stated	Most decisions not properly stated
	Ideas very coherently linked	Ideas coherently linked	Ideas somewhat coherently linked	Ideas generally not coherently linked	Ideas not at all coherently linked
Language 40%	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
	Hardly any language errors. Message is very clear	Some noticeable language errors. Message is generally clear but it is not clear in some parts	Quite a lot of language errors. Message is not clear in a lot of parts	Many language errors The whole message is very difficult to understand	So many language errors that communication of the intended message has failed.
	Completely appropriate selection and use of reporting verbs	Appropriate selection and use of reporting verbs	Somewhat appropriate selection and use of reporting verbs	Somewhat inappropriate selection and use of reporting verbs	Totally inappropriate selection and use of reporting verbs/ Hardly any use of reporting verbs
	Completely correct use of reported speech	Correct use of reported speech	Somewhat correct use of reported speech	Somewhat incorrect use of reported speech	Totally incorrect use of reported speech/ Hardly any use of reported speech
	Style and tone are highly appropriate	Style and tone are appropriate	Style and tone are somewhat appropriate	Style and tone are generally inappropriate	Style and tone are totally inappropriate

EN2161 Assignment 4 Oral Presentation: (20%)

Content & Organization 25%	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
Introduction <ul style="list-style-type: none"> • Greeting • Attn getter • Topic • Purpose • Preview 	Very effectively sets the stage for the presentation. Has all the required elements.	Effectively sets the stage for the presentation. Has most of the required elements.	Somewhat sets the stage for the presentation. Some elements missing.	Somewhat does not set the stage for the presentation. Quite a few elements missing.	Does not set the stage. Most elements missing
Body	Completely adequate information	Adequate information	Somewhat adequate but just some points glossed over	Somewhat inadequate information. Majority of points glossed over	Inadequate information, all points glossed over
Conclusion	Concludes very strongly	Moderately strong ending	Somewhat weak ending	Weak ending	No ending
LANGUAGE 25%	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
Fluency Grammar Pronunciation Transitionals Tone Vocalized pauses (uh, well uh, um)	<ul style="list-style-type: none"> • Fluent • Grammatically accurate • Natural pronunciation • Transitionals natural • Highly positive & persuasive • No vocalized pauses noticed 	<ul style="list-style-type: none"> • Mostly fluent • Only minor grammar errors • Pronunciation mostly clear • Transitionals adequate • Moderately positive/persuasive • Hardly any vocalized pauses noticed 	<ul style="list-style-type: none"> • Fairly fluent • Frequent grammatical errors • Pronunciation affects listener comprehension • Moderate use of transitionals • Slightly persuasive • Some vocalized pauses noticed 	<ul style="list-style-type: none"> • Limited fluency • Excessive grammatical errors • Pronunciation unclear • Transitionals barely used • Barely persuasive • Many vocalized pauses noticed 	Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed
Delivery 30%	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
Pace	Natural pace	Pace occasionally erratic	Speed interferes with comprehension and/or audience interest	Erratic pace distracts	Pace impedes audience comprehension
Voice/ volume	Natural volume	Volume occasionally variable	Inaudible at times	Volume inadequate	Volume impedes audiences comprehension

EN2161 Assignment 4 Oral Presentation: (20%) [Continued]

Cue cards	Unobtrusive use of cue cards	Some dependence on cue cards/notes	Too dependent on cue cards/notes. Reading in some parts.	Over use of cue cards/notes. Reading in many parts	Totally dependent on cue cards/notes. Reading all the time.
Eye Contact	Constant eye contact	Partial eye contact	Periodic eye contact	Minimal eye contact	No eye contact
Facial Expressions	Very appropriate expression, no deadpan or conflicting expression	Appropriate expressions, Hardly any deadpan or conflicting expressions	Occasionally demonstrates either a deadpan OR conflicting expression during presentation	Occasionally displays both a deadpan and conflicting expression during presentation	Has a deadpan expression and/or shows a conflicting expression during entire presentation
Gestures	Very natural hand gestures are demonstrated	Natural hand gestures are demonstrated	Hand gestures at times unnatural	Hand gestures unnatural most of the time	No gestures are noticed
Posture	Stands up straight with both feet on the ground during entire presentation	Stands up straight with both feet on the ground during most of the presentation	Occasionally slumps during presentation	Slumps quite a lot during the presentation	Slumps during whole presentation
Enthusiasm	Demonstrates a strong positive feeling about topic during entire presentation	Demonstrates a strong positive feeling about topic during most of the presentation	Occasionally shows positive feelings about topic	Shows hardly any interest in the topic during most of the presentation	Shows absolutely no interest in topic during presentation
Time frame	Presentation falls within required time frame			Presentation is more than maximum time	Presentation is less than required time
Qs& As (10%)	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
Handling & content	Strong rapport with questioner; Complete answers	Good interaction with questioner; Mostly complete answers	Weak interaction with questioner; Inadequate answer	Questions handled poorly and/or not fully answered	Failed to answer questions
VISUAL AIDS 10%	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
<ul style="list-style-type: none"> • Relevance • Design • Handling 	Very well executed & managed. Enhances presentation a lot.	Mostly well executed & managed. Enhances presentation.	Partly well executed & managed. Somewhat enhances presentation.	Weakly executed and managed. Adds nothing to presentation.	Poorly executed and managed. Adds nothing to presentation.

Participation (10%)

Grades	Attendance*	Punctuality	Participation	Use of English
A	Attended all classes	Always punctual for class	Always participated actively in class and group activities	Always spoke in English in class
B	Attended 90-99% of the classes	90-99% punctual for class	Frequently participated actively in class and group activities	Frequently spoke in English and seldom spoke in languages other than English in class
C	Attended 80 to 89 % of the classes	80-89% punctual for class	Occasionally participated actively in class and group activities	Often spoke English and occasionally spoke in languages other than English in class
D	Attended 70-79% of the classes	70-79% punctual for class	Almost never participated actively in class and group activities	Frequently spoke in languages other than English and some use of English in class
F	Attended less than 70% of the classes	Less than 70% punctual for class	Never participated actively in class and group activities	Always spoke in languages other than English and never spoke in English in class

* Students are required to attend at least 9 out of 13 regular classes (or at least 70% of regular classes). Students who fail to meet this requirement will be given an overall 'F' grade for the course.

EN2161 Final Exam 30%

Letter Grade	Grade Definitions	Remarks
A+ A A-	Excellent	<ul style="list-style-type: none"> Firm grasp of subject knowledge
B+ B B-	Good	<ul style="list-style-type: none"> Sufficient grasp of subject knowledge
C+ C C-	Adequate	<ul style="list-style-type: none"> Adequate grasp of subject knowledge
D	Marginal	<ul style="list-style-type: none"> Marginal grasp of subject knowledge
F	Failure	<ul style="list-style-type: none"> Little or no grasp of subject knowledge