

Information on a Course
offered by Department of English
with effect from Semester B 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 II

Course Code: EN2162

Course Duration: One semester

Credit Units: 2

Level: B2

Medium of Instruction: English

Prerequisites: *(Course Code and Title)* : EN2161 English Communication Skills for Business I

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' confidence in spoken and written English business communication skills using a case study approach.

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 the principles of effective business communication	
2	Apply and use a range of language functions in English in business-related situations	
3	Plan and write effective persuasive and bad news letters, memos and e-mails	
4	Collect and use research data to plan and write an analytical report on a business-related topic	
5	Plan and give a persuasive team business oral presentation	
6	Apply, plan and use strategies for successful negotiations in business meetings	
7.	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 – 6	<p><i>Apply 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 apply this skill when writing persuasive and bad news letters, memos and e-mails, writing an analytical business report, giving a team business presentation and taking part in a business negotiation simulation. 	Throughout the course

CILO 1-6	<p><i>Apply and use a range of language functions and professional genres in English in business-related situations</i></p> <ul style="list-style-type: none"> Students apply and use input on various business and professional genres and language functions to write persuasive and bad news letters, memos and e-mails, write an analytical business report, give a team business presentation and take part in business negotiation simulation 	Throughout the courser
CILO 1, 2,3	<p><i>Plan and write effective persuasive and bad news letters, memos and e-mails</i></p> <ul style="list-style-type: none"> Students apply the identified language and structures and plan and write persuasive and bad news letters, memos and e-mail using the indirect approach. 	3 weeks
CILO 1, 2, 4	<p><i>Collect and use research data to plan and write an analytical report on a business-related topic</i></p> <ul style="list-style-type: none"> Each student team, serving as market researchers, use the field research data collected and collaboratively apply the identified structure and language characteristics of a business report to plan and write a business report that evaluates the company position in the market and recommend strategies for maintaining the competitiveness of the company. 	4 weeks
CILO 1, 2, 5	<p><i>Plan and give a persuasive team oral business presentation</i></p> <ul style="list-style-type: none"> The student team puts into application the skills and English structures they have learnt to plan and give using power point slides an effective persuasive team business presentation. Students use the identified language functions and appropriate genre for a persuasive business presentation. 	2 weeks
CILO 1, 2, 6	<p><i>Apply, plan and use strategies for successful negotiations in business meetings</i></p> <ul style="list-style-type: none"> Students apply and use the identified language and structure related to negotiation in a meeting simulation. The activities include using the stages of negotiation to plan an effective business meeting that requires considerable negotiation. The teaching and learning activities encompass applying and using the language of negotiations and negotiation strategies in a business meeting to achieve the meeting's purpose. 	4 weeks
CILO 7	<p>Preparation for each TLA Students participate actively in class activities and group discussions in preparation for each TLA using English</p>	In each lesson

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 - Letter Students individually plan and write a persuasive letter.	15%	Individual work
CILO 1, 2, 4	Coursework: Assignment 2 - Memo Business Report Students in groups collect data, plan and write an analytical memo report.	30%	Group work
CILO 1,2, 5	Coursework: Assignment 3 -Team Oral Presentation of report Students in teams plan and give an oral presentation using power point slides in class.	20%	Group work; individually assessed
CILO 1, 2, 6	Course work : Assignment 4 – Negotiation Meeting Simulation Students in groups lead and participate effectively in a business meeting simulation.	25%	Group work; individually assessed
CILO 7	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 and group work; assessed individually
		100%	
Exam CILO 1- 6	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 Context; Persuasive Letters, Memos and E-mails; Bad News Letters, Memos and E-mails; Business Reports; Team Oral Presentations and Negotiation Meetings

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

Negotiation Strategies and Tactics

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
EN2162: Assignment 1- Sales Letter Assessment Form (15%)

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.
Letter format 10%	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
	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	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 , motivates the reader to take the action	Appropriate , motivates the reader to take the action	Not very appropriate - the action the reader has to take is not clearly stated	Unacceptable to some extent the action the reader has to take is either not included or quite ineffectively stated	Un acceptable - the action the reader has to take is not included
Organization	Highly appropriate organizational plan used for indirect approach	Appropriate organizational plan used for indirect approach	Acceptable organizational plan used for indirect approach	Somewhat unsuitable organizational plan for indirect approach	Completely unsuitable organizational plan for indirect 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

EN2162: Assignment 2 - Memo Report Assessment Form 30%

Content 40%	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
	Purpose of the report is completely achieved	Purpose of the report is achieved to a large extent	Purpose of the report is partially achieved	Purpose of the report is only achieved to a limited extent	Purpose of the report is not achieved
	Content is very well selected and developed	Content is well selected and developed	Content selected for analysis is somewhat sufficient	Content selected for analysis is sketchy and inadequate	Content selected for analysis is highly inadequate
	Information is comprehensively analyzed and explained	Information is sufficiently analyzed and explained	Only part of the information is analyzed and explained	Analysis is not informative and comprehensive	Analysis is not at all comprehensible
Language 30%	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
	Language (grammar, spelling, punctuation, syntax etc) is highly accurate	Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is accurate	Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is somewhat accurate	Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is inaccurate, exhibit a great deal of residual and editorial problems	Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is very inaccurate, exhibit very serious residual and editorial problems
	Use of vocabulary is very concise, precise and varied	Use of vocabulary is concise, precise and varied	Use of vocabulary is somewhat concise, precise and varied	Use of vocabulary is limited and repetitive	Use of vocabulary is not concise, varied, and incomprehensible
	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
	Paragraph development and ideas are very coherently linked	Paragraph development and ideas are coherently linked	Paragraph development and ideas are somewhat coherently linked	Paragraph development and ideas are generally not coherently linked	Paragraph development and ideas are not at all coherently linked

EN2162: Assignment 2- Memo Report Assessment Form (30%) [Continued]

Format & Organization 30%	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
	Transmittal memo is very effectively expressed	Transmittal memo is effectively expressed	Transmittal memo is somewhat acceptable	Transmittal memo is provided but poorly written	Transmittal memo is either missing or provided but very poorly written
	Executive summary very effectively expressed	Executive summary effectively expressed	Executive summary is somewhat acceptable	Executive Summary provided but poorly written	Executive summary is either missing or provided but very poorly written
	Introduction of the memo report is very effectively developed	Introduction of the memo report is included and developed	Introduction of the memo report is included, but not adequately developed	Part of the introduction is not logically developed	Introduction of the memo report is either missing or included but fails to achieve its purpose
	Findings are very relevant & clear and very effectively expressed	Findings are relevant and clear and expressed clearly	Findings although to some extent relevant are not clearly expressed	Not all findings are relevant & expressed adequately	Most findings are not relevant and not clearly expressed.
	Conclusion is very effectively expressed	Conclusion is effectively expressed	Conclusion is somewhat acceptable	Conclusion is provided but poorly written	Conclusion is either missing or provided but very poorly written
	Recommendation(s) is/are very effectively expressed	Recommendation(s) is/are effectively expressed	Recommendation(s) is/are are somewhat acceptable	Recommendation(s) is/are provided but poorly written	Recommendation(s) is/are either missing or provided but very poorly written
	Heading-sub-headings are very effectively used	Heading-sub-headings are effectively used	Heading-sub-headings are used but exhibit some inconsistency	Heading-sub-headings exhibit quite a lot inconsistency	Heading-sub-headings are incorrectly used or hardly used
	Reference list is written in completely correct format	Reference list is written in correct format	Reference list is written in somewhat correct format	Reference list is provided but not written in correct format	Reference list is missing

EN2162: Assignment 3 Team Oral Presentation Assessment Form (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

EN2162: Assignment 3 Team Oral Presentation Assessment Form (20%) [Continued]

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
Cue cards	Unobtrusive use of cue	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 entire presentation

EN2162: Assignment 3 Team Oral Presentation Assessment Form (20%) [Continued]

Time frame	Very well managed	Suitable length	Slightly too short/long	Presentation is too short/ too long	Presentation is far too short long
Teamwork - co-operation among team members -transition between speakers	Strong teamwork Smooth transition between speakers	Mostly smooth teamwork Mostly smooth transition between speakers	Weak team co-ordination Weak handover between speakers	Interruptions with teamwork Poor handover between speakers	Teamwork very weak No handover between speakers
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
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

EN2162 Assignment 4 Negotiation Assessment Form (25%)

CONTENT 35%	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
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
Research and analysis of the issues	Evidence of very adequate research and analysis of issues	Evidence of adequate research and analysis of issues	Limited evidence of research and analysis of issues	Lacks evidence of research and analysis of issues	No evidence of research and analysis of issues
Ability to identify bottom line	Very sensitive in identifying bottom line	Sensitive in identifying bottom line	Somewhat sensitive in identifying bottom lines	Somewhat insensitive in identifying bottom lines	Unable to identify bottom lines
Show willingness to concede	Handled very well	Handled adequately	Somewhat handled adequately	Conceded on too few/ too many issues	Not willing to concede on any issues
Use negotiation strategies/ tactics	Excellent application of suitable strategies/ tactic used	Very good application of suitable strategies/ tactic used	Some application of strategies / tactic used	Unsuitable/hardly any strategies/ tactic used	No strategies/ tactic used
Sensitive to needs, wants & desires of others	Very sensitive to the needs, wants & desires of others	Sensitive to the needs, wants & desires of other	Somewhat sensitive to the needs, wants & desires of other	Somewhat insensitive to the needs, wants & desires of other	Very insensitive to the needs, wants & desires of other
Ability to carry out role	Very competently carried out role	Competently carried out role	Somewhat acceptable role	Ineffective role	Very ineffective role
Length of meeting	Very suitable length of meeting	Suitable length of meeting	Slightly too short/long meeting	Meeting too short/ too long	Meeting far too short

EN2162 Assignment 4 Negotiation Assessment Form (25%) [Continued]

PRESENTATION 35%	Grade: A+, A, A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Presentation of ideas	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 and 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
Tentative language	Very competent use of tentative language	Competent use of tentative language	Somewhat competent use of tentative language	Hardly any tentative language used	No tentative language Used
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

* Showing willingness to concede means knowing the importance of giving something away to gain something in return.

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.

EN2162 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