

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2016/17**

Part I Course Overview

Image Management for Professionals

Course Title:

EN2855

Course Code:

1Semester

Course Duration:

3

Credit Units:

B2

Level:

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:

(for GE courses only)

English

Medium of Instruction:

English

Medium of Assessment:

Nil

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)

Part II Course Details

1. Abstract

This course aims to develop business English communication skills at intermediate level, both for junior professionals and those preparing for a career in business. It focuses on day-to-day English language communication needs of learners and builds confidence and fluency by using task-based activities and project-based assessments that are suited to the workplace. Tasks and assessments are related to:

- Generating awareness and sensitivity development: Communicating in and across intercultural settings
- Implementing face-to-face communication: establishing rapport with other individuals
- Developing telecommunications: coming across as a competent professional
- Creating information flow: getting what you want, asking for what you need
- Practising professional presentation: demonstrating and explaining your point

2. Course Intended Learning Outcomes (CILOs)

(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.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate professional ability and etiquette in telecommunication to provide solutions to communication problems in the workplace context		X	X	X
2.	Acquire information through research by conducting information generating interviews		X	X	X
3.	Demonstrate non-verbal communication skills for effective professional presentations		X	X	X
4.	Cultivate intercultural awareness in the professional workplace context		X	X	X
5.	Evaluate individual and group based speaking performances		X	X	X
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Lectures and sample analyses	Interactive lectures with previous samples of speaking tasks will be provided for in-class discussions	✓	✓	✓	✓			
Telecommunication based role play	Various kinds of interactive role plays relating to workplace problem-solving and negotiation will be conducted by students individually and in groups	✓			✓			
Interview role plays	Simulations of professional information seeking interviews will be conducted in class		✓		✓			
Presentation practice	Impromptu, informative and persuasive presentation practices will be conducted individually and in groups			✓	✓			
Peer Sharing and Feedback Sessions	Sharing sessions will be conducted after presentation skills practice to enable students to discover and benchmark effective approaches to professional business presentations.					✓		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: 100 %								
Telecommunication Role Play Students in pairs conduct a telecommunication role play based on a simulated case in the workplace context	✓			✓			20%	Pair work, Individual assessment
Informative Interview Students in groups conduct an information seeking interview to acquire information for a professional presentation		✓		✓			25%	Group work, Individual assessment
Final Presentation Students in groups plan and provide an oral presentation			✓	✓			30%	Group work, Individual assessment
Self-critique Students individually review all the videos of their speaking assessment tasks and write an 800 critique to determine best	✓	✓	✓	✓			15%	Individual work, Individual assessment

practice in business presentations.								
Class Participation Students' punctuality for class and active participation in class and group activities using English while preparing for each TLA are assessed as a means of evaluating their engagement with the subject.	✓	✓	✓	✓	✓		10%	Individual work, Individual assessment
Examination: ____% (duration: _____, if applicable)								
<i>* The weightings should add up to 100%.</i>							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
Speaking Task 1: Tele-communication Role-play Assessment Feedback Form	Effectiveness	Purpose achieved very effectively	Purpose achieved satisfactorily	Purpose partly achieved	Purpose barely achieved	Failed to achieve purpose
	Time Control	Task finished and purposes achieved within the time limit with very good time control	Suitable length	Slightly too short/long	Poor time control	Unable to achieve any purpose within the time limit.
	Politeness	Effective demonstration of politeness throughout the whole conversation	Polite	Fair polite	Impolite	Very Impolite/ Rude
	Pronunciation	Phonetically very accurate phonetically, correct word stress	Some errors in phonetics and word stress but shows high degree of intelligibility	Some difficulties with intelligibility; significantly noticeable number of errors in phonetics and word stress	High occurrence of phonetic errors and errors in word stress	Barely intelligible
	Fluency	Fluent	Mostly fluent	Fairly fluent	Limited fluency	Fluency impede audience's comprehension
	Grammar	Excellent control of grammar	Correct grammar with minor glitches, but with little effect on clarity	Grammar errors are noticeable somewhat affecting clarity	High occurrence of errors in grammar which come in the way of clarity	Serious errors in grammar affecting intelligibility

	Word choice	Highly appropriate diction	Appropriate diction	Effectiveness of communication is somehow affected due to inappropriate choices of words	Effectiveness of communication is quite seriously affected due to inappropriate choices of words	Failed to use the appropriate words. Communication is seriously affected due to a Lack of vocabulary
	Voice quality	Natural volume; Natural pace	Volume occasionally variable; Pace occasionally erratic	Inaudible at times; Speed interferes comprehension	Volume inadequate; Erratic pace distracts	Volume impedes audiences comprehension; Pace impedes comprehension
	Interaction and Naturalness	Shows impressive degree of realism in terms of interaction	High degree of realism in interaction	Somewhat uncomfortable and contrived interaction	Stilted interaction showing discomfort and contrivance	Totally stilted interaction with little semblance of real life interaction

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
Communication skills demonstrated when gathering information						
Speaking Task 2: Interview Assessment Feedback Form	Probity	Able to probe to great depth and elicit useful answers and depth of information from the interviewee	Able to elicit some information from interviewee but some portions left unexplored	Not able to engage interviewee to full potential, some important areas left out	Many important areas left out, unable to direct clear questions at interviewee	Totally unable to engage interviewee
	Cultural Sensitivity	Shows empathy, highly commendable degree of cultural awareness	Noticeable presence of cultural awareness	Some degree of cultural awareness but overlooks some sensitive areas	Fairly culturally insensitive	Totally insensitive to culture

	Interaction	Shows impressive degree of curiosity and realism in terms of interaction	High degree of realism in interaction	Somewhat uncomfortable and contrived interaction	Stilted interaction showing discomfort and contrivance	Totally stilted interaction with little semblance of real life interaction
	Politeness	Effective demonstration of politeness throughout the whole conversation	Polite	Fairly polite	Impolite	Very Impolite/ Rude
	Voice quality	Natural volume; Natural pace	Volume occasionally variable; Pace occasionally erratic	Inaudible at times; Speed interferes comprehension	Volume inadequate; Erratic pace distracts	Volume impedes audiences comprehension; Pace impedes comprehension
	Time Control	Task finished and purposes achieved within the time limit with very good time control.	Suitable length	Slightly too short/long	Poor time control	Unable to achieve any purpose within the time limit.
Proficiency in English						
	Pronunciation	phonetically very accurate phonetically, correct word stress	Some errors in phonetics and word stress but shows high degree of intelligibility	Some difficulties with intelligibility; significantly noticeable number of errors in phonetics and word stress	High occurrence of phonetic errors and errors in word stress	Barely intelligible
	Fluency	Fluent	Mostly fluent	Fairly fluent	Limited fluency	Fluency impede audience's comprehension
	Grammar	Excellent control of grammar	Correct grammar with minor glitches, but with little effect on clarity	Grammar errors are noticeable somewhat affecting clarity	High occurrence of errors in grammar which come in the way of clarity	Serious errors in grammar affecting intelligibility
	Word Choice	Highly appropriate diction	Appropriate diction	Effectiveness of communication is somehow affected	Effectiveness of communication is quite seriously	Failed to use the appropriate words. Communication is

				due to inappropriate choices of words	affected due to inappropriate choices of words	seriously affected due to a lack of vocabulary
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Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
Speaking Task 3: Oral Presentation Assessment Feedback Form	Content & Organization (20%)	-				
	Introduction:	Very effectively sets the stage for the presentation	Effectively sets the stage for the presentation	Somewhat sets the stage for the presentation	Somewhat does not set the stage for the presentation	Fail to make the audience ready for the presentation
	Body: -Information supports purpose -Organization	Completely adequate information, wholly supports purpose Information well organized	Adequate information. Mostly supports purpose Information quite organized	Somewhat adequate but just some points glossed over. Inadequately supports purpose Information fairly organized	Somewhat inadequate information. Majority of points glossed over. Inadequately supports purpose. Information unorganized	Inadequate information, all points glossed over. Does not support Problematic organization
	Conclusion: -Signal, Summary	Concludes strongly	Moderately strong ending	Somewhat weak/incomplete ending	Abrupt/unexpected/incomplete ending	No ending/ unmarked ending
	Language (40%)	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)

	Fluency	Fluent	Mostly fluent	Fairly fluent	Limited fluency	Fluency, accuracy, pronunciation and use of transitionals impede audience comprehension; jagged rhythm; too many vocalized pauses notices. Lots of inappropriate word choices
	Grammar	Grammatically accurate	Only minor grammar errors	Frequent grammatical errors	Excessive grammatical errors	
	Pronunciation & intonation	Natural and accurate pronunciation; Good sentence stress and rhythm	Pronunciation mostly clear and accurate; Stressed timed rhythm	Comprehension somewhat affected by inaccurate pronunciation; Somewhat unnatural rhythm	Comprehension seriously affected by inaccurate pronunciation; Very unnatural rhythm	
	Transitionals and Signposting	Transitionals appropriate and adequate	Transitionals adequate	Moderate use of transitionals	Transitionals barely used	
	Diction	Highly appropriate diction	Appropriate diction	Some diction errors	Quite a few diction errors	
	Delivery & Professionalism (40%)	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	Erratic pace distracts	Pace impedes audience comprehension
	Voice	Natural volume	Volume	Inaudible at	Volume inadequate	Volume impedes

	projection		occasionally variable	times		comprehension
	Use of cue cards, Eye contact, Facial expressions, Gestures & Posture	Use of cue does not affect delivery ; eye contact well-maintained; Very appropriate expressions; Very natural and appropriate hand gestures and posture	Some dependence on cue cards and delivery somehow affected; Partial eye contact; Appropriate expressions; Natural hand gestures and posture	Too dependent on cue cards. Reading in some parts; Periodic eye contact, Occasionally displays either a deadpan OR conflicting expressions; Hand gestures and posture at times unnatural	Over use of cue cards. Reading in many parts; Minimal eye contact; Occasionally displays both a deadpan and conflicting expressions; Hand gestures and posture unnatural most of the time	Totally dependent on cue cards. Reading all the time; .No eye contact; Has a deadpan expression during entire presentation; Gestures and posture cause distractions
	Enthusiasm	Demonstrates a strong positive feeling about topic during entire presentation	Demonstrate 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
	Visual aids: -Design -Handling	Very clear and helpful visual aids; highly congruent with content of presentation.	Clear and helpful visual aids; mostly congruent with content of presentation.	Fairly clear and helpful visual aids; congruent with some of the content of presentation.	Limited clarity; mostly not congruent with the content of presentation. Weakly executed and managed	Very unclear and disturbing visual aids. Poorly executed and managed.

		Very well executed & managed	Mostly well executed & managed.	Partly well executed & managed		
	Time control	falls within required time frame	Slightly longer than required time (>2 min.)	Slightly shorter than required time (<2 min.)	Longer than required time (>3min.)	Shorter than required time (<3 min.)
	Q & A Handling	Strong rapport with questioner. Complete answers.	Mostly complete answers	Weak interaction; inadequate answers	Questions handled poorly and/or not fully answered	Failed to answer questions
	Teamwork: -co-operation -Transition	Strong teamwork Natural and Presentable handover	Mostly smooth teamwork Mostly natural and presentable handover	Fairly smooth teamwork Weak handover	weak teamwork Poor handover	Very weak teamwork No handover between speakers

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
Content						
Self-critique Assessment Feedback Form	Specificity of description & Objectivity of comments	All relevant comments and reflections included with complete supporting details	Most relevant comments and reflections included with most supporting details	Some relevant comments and reflections and some supporting details included	Few relevant comments and reflections and few supporting details included	No relevant comments and reflections, and supporting details are missing
	Constructive advice	Able to provide specific and	Quite able to provide specific	Some advice is provided	Minimal advice is provided	No advice is provided

		constructive advice for future improvements	and constructive advice for future improvement			
Language						
	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.
	Diction	Highly appropriate diction	Appropriate diction	Some diction errors	Quite a few diction errors	A lot of diction errors
	Style and Tone	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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
Participation grading Form	Attendance	Attended all classes*	Attended 90-99% of the classes	Attended 80 to 89 % of the classes	Attended 70-79% of the classes	Attended less than 70% of the classes
	Punctuality	Always punctual for class	90-99% punctual for class	80-89% punctual for class	70-79% punctual for class	Less than 70% punctual for class
	Participation	Always participated actively in class and group activities	Frequently participated actively in class and group activities	Occasionally participated actively in class and group activities	Almost never participated actively in class and group activities	Never participated actively in class and group activities
	Use of English	Always spoke in English in class	Frequently spoke in English and	Often spoke English and	Frequently spoke in languages other than	Always spoke in languages other than

			seldom spoke in languages other than English in class	occasionally spoke in languages other than English in class	English and some use of English in class	English and never spoke in English in class
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Image Management
Face-to-face communication
Telecommunications
Spoken communication
Non-verbal communication
Cultural awareness
Public speaking
Interview skills

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	
2.	
3.	
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Comfort, J. (1999) Effective Socialising, Oxford: OUP
2.	Comfort, J. (2000). Effective Presentations. Oxford, UK: Oxford University Press
3.	Fisher, J. (1994) Negotiating for business results Burr Ridge, Ill. : Irwin Professional Pub./Mirror Press
4.	Jones, L. (2001). Working in English Personal Study Book, Cambridge: CUP
5.	Jones, L. (2001). Working in English Student's Book Cambridge: CUP
6.	Spencer-Oatey, H. (2000) Culturally speaking: managing rapport through talk across cultures, London ; New York : Continuum