

City University of Hong Kong

**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: Professional Communication Skills for Business

Course Code: EN3163

Course Duration: 1 semester

No. of Credit Units: 2

Level: B3/B4

Medium of Instruction: English

Prerequisites: (Course Code and Title) EN2161 English Communication Skills for Business I & EN2162 English Communication Skills for Business II;

OR

EN3165 Essential English Communication Skills for Business

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' ability in writing and speaking for professional purposes: business proposal writing and oral proposal presentation; writing of resumes and employment application letters; critique of employment interview.

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.	Write a business proposal to convince the CEO of a company about a business opportunity.	4
2.	Present an oral business proposal using persuasive language and audio-visual support to an audience of CEOs.	3
3.	Write an employment application letter & resume	2
4.	Identify the techniques of employment interview planning and execution, and apply these in a simulated employment interview.	2
5.	Write a self-evaluation of an employment interview	1

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	Weeks
CILO 1	<i>Business proposal</i> Students set up a consultant team to identify a business opportunity. Teams analyse authentic proposal texts; & apply format, content, organisational and structural language writing conventions.	4
CILO 2	<i>Oral business proposal</i> Teams appraise a simulated oral business proposal demonstration by identifying presentation skills relating to presentation preparation, organisation, content, delivery, language, audio visuals and handling of Qs & As. They then prepare their own oral business proposal. Teams take turns to simulate an oral proposal presentation, using presentation language conventions, to classmates acting as CEOs.	3
CILO 3	<i>Employment application letter & resume</i> Students apply format, content, language, organisational and structural conventions to sample resumes and employment letters. Each student writes their own resume & employment application letter for an authentic employment position.	2
CILO 4	<i>Employment interview</i> Student groups critique a simulated employment interview to identify strengths and weaknesses of candidates. Students recommend improvements to the simulated interview performance. Each student simulates an employment interview with tutor as interviewer by preparing for a genuine job vacancy suited to the student's resume	2
CILO 5	<i>Self-evaluation of employment interview</i> Each student critiques their own employment interview in a post interview recall in which they identify strengths & weaknesses; & recommend improvements.	0

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
CILO 1	<i>Coursework: Write a business proposal</i> Appropriateness & accuracy of language, content, structure and organisation.	30%	Group work individually assessed
CILO 2	<i>Coursework: Present an oral business proposal</i> The clarity of purpose; and appropriate use of persuasive verbal and non-verbal presentation skills	15%	Group work individually assessed
CILO 3	<i>Coursework: Write an employment application letter & resume</i> Appropriateness & accuracy of language, content, structure and organisation.	20%	Individual work individually assessed
CILO 4	<i>Coursework: Conduct an employment interview</i> Attire, punctuality and interpersonal communication skills for professional purposes. Accuracy of language and content appropriateness of interviewee's questioning, listening & answering skills	20%	Individual work individually assessed
CILO 5	<i>Coursework: Write a self-evaluation of employment interview</i> Objective critique of own employment interview performance; identification of interview strengths and weaknesses to formulate action plan to improve future employment interviews	15%	Individual work individually assessed

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.

Part III

Keyword Syllabus:

Business proposal: format, content, organisation and language; research, preparation and writing techniques

Business proposal presentation: verbal and non-verbal language and conventions.

Employment search: format, content, organisation and language of resumes and employment application letters.

Employment interview: preparation for an employment interview; basic interviewing techniques; eliciting information; language conventions; business interview etiquette; self-critique of employment interview performance.

Recommended Reading:

Bell, A.H. (1930). *Business communication toward 2000*. Cincinnati, Ohio. South-western Publishing Co.

Blicq, Ron S., and Moretto, Lisa A. (2001). *Writing reports to get results*. (3rd ed.). Piscataway, N.J. John Wiley & Sons, Inc.

Bovee, C., Thill, J. V., & Schatzman, B.E. (2003). *Business communication today* (7th ed.). Upper Saddle River, N.J. Prentice Hall.

Guffey, M.E. (2003). *Essentials of business communication*. (6th ed.). Cincinnati, Ohio. Thomson South-western.

Himstreet, Baty & Lehman. (1996). *Business communications*. (11th ed.). USA. Thomson International Publishing

Online Resources:

Returned by:

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Date: 1 July 2009

Grading of Student Achievement

EN3163 Assignment 1 Business Proposal Group work, group assessed 30%

Items to be assessed	Grade A+ , A or A-	Grade B+, B or B-	Grade C+, C or C-	Grade D	Grade F
Content	Has clearly addressed all the issues raised; all solutions are realistic, feasible and profitable; very informative and comprehensive; all information is accurate and complete.	Has addressed most of the issues raised; most solutions are realistic, feasible & profitable; generally informative & comprehensive; most information is accurate and complete	Has addressed some of the issues raised; some solutions are realistic, feasible & profitable; informative, comprehensive to a certain extent ; some information accurate and complete	Has only addressed a few issues raised; few solutions are realistic, feasible and profitable; not quite informative and comprehensive; only partly accurate and complete	Has almost not addressed any issues raised; almost no solutions are realistic, feasible or profitable; not informative and comprehensive; almost no information is accurate or complete
Organization	very well- organized structure; all ideas, sections/ sub-sections are logically developed; introductory statements are put in all appropriate places; all ideas are well supported by data and appropriate graphics; all sections, sub-sections and pages are numbered correctly	generally well-organized structure; most ideas, sections and sub-sections are logically developed; introductory statements are put in most appropriate places; most ideas supported by data/graphics; mostly numbered correctly	Shows some signs of a well-organized structure; some ideas, sections and sub-sections are logically developed; introductory statements are put in some appropriate places; some ideas well supported by data graphics; partly numbered correctly	Shows a few signs of a well-organized structure; a few ideas, sections and sub-sections are logically developed; introductory statements are put in a few appropriate places; a few ideas supported by data/ graphics; few s, are numbered correctly	Shows almost no signs of a well-organized structure; almost no ideas, sections and sub-sections are logically developed; almost no introductory statements in appropriate places; almost no ideas supported by data and appropriate graphics; almost no sections are numbered correctly
Teamwork	Has shown strong initiative and teamwork in planning & writing proposal; and has required minimal input from tutor	Has shown initiative & teamwork in planning and writing proposal; required only some input from tutor	Has shown only some initiative and teamwork in planning & writing proposal; has required a moderate amount of tutor input	Has shown limited initiative and teamwork in planning & writing proposal; has required considerable input from tutor	Has shown minimal initiative and teamwork with planning & writing proposal; and has required substantial input from tutor

Language and style	Clearly & concisely expressed; Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is highly accurate; style and tone are very appropriate	Generally clear & concise. Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is mostly accurate; style and tone are quite appropriate	Clarity is limited; wordy. Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is only moderately accurate; style and tone are fairly appropriate	Only some points clearly & concisely expressed. Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) shows frequent errors; style and tone are not quite appropriate	Circuitous reasoning that lacks a common theme. Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is difficult to follow due to many errors; style and tone are not appropriate

EN3163 Assignment 2 Oral Presentation of Proposal 15% individually assessed

Items to be assessed	Grade: A+, A, A-	Grade: B+, B, B-	Grade: C+,C, C-	Grade: D	Grade: F
<p>Content Relevant, accurate, creative, complete, realistic</p> <p>Organization Introduction Greeting, topic, purpose, outline</p> <p>Middle Supporting information; benefits</p> <p>End -Signal; summary of proposal; approval sought</p>	<p>Engaging and feasible</p> <p>Clearly identifiable, effectively sets the stage for the proposal</p> <p>Wholly supports purpose</p> <p>Concludes strongly, reinforces purpose</p>	<p>Mostly relevant and creative; omits some key points</p> <p>Mostly identifiable organization</p> <p>Mostly supports purpose</p> <p>Moderately strong ending</p>	<p>Some irrelevancy/inaccuracy; low level of creativity</p> <p>only partially informative; unrealistic at times</p> <p>partly supports purpose</p> <p>weak ending</p>	<p>Much irrelevant information; Barely engages audience; Little evidence of creativity</p> <p>Presentation structure is only barely discernible</p>	<p>Does not engage the audience, incomplete, not creative</p> <p>Presentation structure not identifiable, confusing to the listener</p>
<p>Language</p> <p>Fluency Grammar Pronunciation Transitionals Interest Tone</p>	<ul style="list-style-type: none"> • Fluent • Grammatically accurate • Natural pronunciation • Transitionals natural • High interest level • Highly positive & persuasive 	<ul style="list-style-type: none"> • Mostly fluent • Only minor grammar errors • Pronunciation mostly clear • Transitionals adequate • Moderate interest level • Moderately positive/persuasive 	<ul style="list-style-type: none"> • Fairly fluent • Frequent grammatical errors • Pronunciation affects listener comprehension • Moderate use of transitionals • Limited interest level • Slightly persuasive 	<ul style="list-style-type: none"> • Limited fluency • Excessive grammatical errors • Pronunciation unclear • Transitionals barely present • Interest level weak • Barely persuasive 	<p>Fluency, Accuracy' Pronunciation, use of transitional language impede audience comprehension; not interesting & not persuasive</p>
<p><u>Delivery</u></p> <p>Eye contact</p>	Steady eye contact with	Partial eye contact	Periodic eye contact with part of audience; speed	Minimal eye contact	No eye contact

<p>Pace Voice/volume Cue cards</p>	<p>audience Natural pace Natural volume Unobtrusive use of cue cards</p>	<p>Pace occasionally erratic Volume occasionally variable Some dependence on cue cards/notes</p>	<p>interferes with comprehension and/o audience interest; inaudible at times; overly dependent on cue cards/notes; Limited ability to hold audience attention</p>	<p>Erratic pace distracts Volume inadequate Over use of cue cards/notes</p>	<p>Pace /volume impede audience comprehension Totally dependent on reading</p>
<p><u>Teamwork</u> - co-operation among team members -transition between speakers -Qs & As Handling & content</p>	<p>Strong teamwork Smooth transition between speakers Strong rapport with questioner</p>	<p>Mostly smooth teamwork Mostly smooth transition between speakers Mostly complete answers</p>	<p>Weak team co-ordination Weak handover between speakers Weak interaction with questioner; Inadequate answer</p>	<p>Interruptions with teamwork Poor handover between speakers Questions handled poorly and/or not fully answered</p>	<p>Teamwork very weak No handover between speakers Failed to answer questions</p>

EN3163 Assignment 3 Employment Application & Resume 20% individually assessed

Letter and Resume	Grade: A+, A, A-	Grade: B+, B, B-	Grade: C+,C, C-	Grade: D	Grade: F
Content	Professionally written with highly appropriate contents	Mostly well written with almost all necessary contents	Average letter and resume contents	Fair standard of content in letter and resume	Poorly written letter and resume
Organisation	<ul style="list-style-type: none"> • Well-organised & good paragraphing with clear topic sentence/ headings • Appropriate (genre-specific) format & layout • Good range of cohesive devices 	<ul style="list-style-type: none"> • Generally systematic & good paragraphing • Appropriate format & layout • Limited but effective use of cohesive devices 	<ul style="list-style-type: none"> • Organisation & paragraphing just adequate for task • (e.g. some repetition & redundancy, unsupported ideas) • Some errors in format and layout • Little use of cohesive devices 	<ul style="list-style-type: none"> • Poor organisation & paragraphing-little evidence of planning • Inappropriate format & layout • No cohesive devices 	Disorganized text
Language	<ul style="list-style-type: none"> • Professional tone • High degree of accuracy • Wide variety of sentence style • Versatile vocabulary 	<ul style="list-style-type: none"> • Suitable tone • Mostly accurate • Only some errors and tries to vary sent. type • Good range of vocabulary 	<ul style="list-style-type: none"> • Average tone • Lacking variety • Frequent noticeable errors • Limited vocabulary • Apparent spelling errors 	<ul style="list-style-type: none"> • Poor tone • Frequent grammatical errors • Limited sentence variety • Limited vocabulary 	Very low level of language accuracy, and severely weak tone; beneath acceptable level

EN3163 Assignment 4 Employment Interview 20% individually assessed

Job Interview	Grade: A+, A, A-	Grade: B+, B, B-	Grade: C+,C, C-	Grade: D	Grade: F
<p>Content & Organization</p> <ul style="list-style-type: none"> - career goals - self-knowledge - understanding of target company/industry -expression of interest in Post/industry 	Evident	Mostly evident	Partially evident	Barely evident	Not evident
<p>Language</p> <p>Enthusiasm Fluency Accuracy Pronunciation Tone</p>	<ul style="list-style-type: none"> • Evident • Fluent • Grammatically accurate • Natural pronunciation appropriate 	<ul style="list-style-type: none"> • Mostly evident • Mostly fluent • Only minor grammar errors • Pronunciation mostly clear • Mostly appropriate 	<ul style="list-style-type: none"> • Partially evident • Fairly fluent • Frequent grammatical errors • Pronunciation affects listener comprehension • Partly appropriate 	<ul style="list-style-type: none"> • Barely evident • Limited fluency • Excessive grammatical errors • Pronunciation unclear • Inappropriate at times 	<ul style="list-style-type: none"> • Not evident • Limited fluency • Excessive grammatical errors • Pronunciation unclear • inappropriate
<p>Delivery</p> <p>Eye contact Pace Voice/volume Body language Professional appearance</p>	Evident	Mostly evident	Partially evident	Barely evident	Not evident

EN3163 Assignment 5 Self-evaluation of Employment Interview 15%

Items to be assessed	Grade A+ , A or A-	Grade B+, B or B-	Grade C+, C or C-	Grade D	Grade F
Content	Has clearly addressed all the issues raised; very informative and comprehensive; all information is accurate and complete.	Has addressed most of the issues raised; generally informative & comprehensive; most information is accurate and complete	Has addressed some of the issues raised; informative to a certain extent; some information accurate and complete	Has only addressed a few issues raised; not quite informative; only partly accurate and complete	Has not addressed issues raised; neither informative nor comprehensive; almost no information is accurate or complete
Organization	very well- organized structure; all ideas, sections are logically developed;	generally well-organized structure; most ideas, sections are logically developed	Shows some signs of a well-organized structure; some ideas, sections are logically developed	Shows a few signs of a well-organized structure; a few ideas, sections are logically developed;	Shows almost no signs of a well-organized structure; almost no ideas, sections are logically developed;
Language	Clearly & concisely expressed; Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is highly accurate; style and tone are very appropriate	Generally clear & concise. Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is mostly accurate; style and tone are quite appropriate	Clarity is limited; wordy. Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is only moderately accurate; style and tone are fairly appropriate	Only some points clearly & concisely expressed. Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) shows frequent errors; style and tone are not quite appropriate	Circuitous reasoning that lacks a common theme. Language (sentence structure, word order, grammar at word level, e.g. use of tenses, articles, prepositions, parts of speech, etc.) is difficult to follow due to many errors; style and tone are not appropriate