

City University of Hong Kong

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*. 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: Essential English Communication Skills for Business

Course Code: EN3165

Course Duration: One Semester

Credit Units: 2

Level: B3

Medium of Instruction: English

Prerequisites: (*Course Code and Title*) Nil
This is a core course for 2nd year BBA students who take the EEC

Precursors: (*Course Code and Title*) Nil

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

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

Part II

Course Aims

This course aims to develop students' written skills to communicate effectively in business and professional contexts.

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.	Write various types of business correspondence in professional contexts	
4.	Compose effective business messages for both internal and external audiences	
5.	Produce an analytical report on business-related topics	
6.	Develop active participation skills through in-class and group activities	

Teaching and Learning Activities (TLAs)

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	<i>Apply basic principles of effective business communication</i> The teaching and learning activities encompass three major aspects including foundations of business and organizational communication, writing an outline and planning and composing business messages. Students will need to apply this skill set when writing the short business report.	3 weeks
CILO 2	<i>Use a range of language functions in English in business-related situations</i> Students receive input on various business and professional genres that serve as a basis for completion of their short business report.	throughout the semester
CILO 3	<i>Write various types of business correspondence in professional contexts</i> Students apply the identified language and structure related to various types of correspondence.	3 weeks

CILO 4	Compose effective business messages for both internal and external audiences Students apply the standard and essential parts of memo and letter writing to the writing of a short business report.	2 weeks
CILO 5	Produce an analytical report on business-related topics. The student teams, serving as external consultants or market researchers, analyze field research data (primary and secondary) and collaboratively write a short business report that evaluates the company position in the market and recommend strategies for maintaining the competitiveness of the company.	4 weeks
CILO 6	Develop active participation skills through in-class and group activities Students participate actively in class activities and group discussions in preparation for each TLA using English	<i>In each lesson</i>

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

4. Assessment Tasks/Activities

ILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILO 1, 2, 3, 4, &5	Written Assignment – Persuasive Memo Report*	Course work 70%	Individual work
CILO 1, 2, 3, 4, & 5	Minutes writing		Group work
CILO 2 & 3	In-Class Grammar/Mechanics Review Test		Individual work
CILO 2 & 3	In-Class Writing Test		Individual work
CILO 6	Participation Students' class attendance, punctuality for class and participation in class & group activities using English while preparing for each TLA are assessed		Assessed throughout the semester
CILO 2, 3, 4, & 5	Final Examination	Exam 30%	Individual work; assessed individually

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.

Part III

Keyword Syllabus

Business Communication; English Communication Skills

Recommended Reading

Text(s)

All students are required to purchase a *textbook*:

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

Online Resources

<http://owl.english.purdue.edu/owl/resource/560/01/>

http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html

<http://www.liu.edu/cwis/cwp/library/workshop/citapa.htm>

Returned by

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Date: 1 July 2009

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Grading of Student Achievement

EN3165 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

EN3165: In-Class Writing Test Assessment Form: Letter OR Memo 10%

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 format – hardly any errors	A few errors in format	Some errors in format	Quite a lot of errors in format	Many errors in format
Content & 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, 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	Unacceptable - the action the reader has to take 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 & 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 purpose of the intended message has failed.
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

EN3165 Assignment 1 Assessment form: Narrative Minutes 10% group task

<i>Items to be assessed</i>	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Format, Content & Organization 60%	Narrative minutes format is correctly and effectively used	Narrative minutes format is correctly used	Narrative minutes format is somewhat correctly used	Narrative minutes format is somewhat incorrectly used	Narrative minutes format is incorrect
	Headings are very effectively used	Headings are effectively used	Headings are somewhat effectively used	Headings somewhat ineffectively used	Headings ineffectively used/ not used
	Discussion leading to decision/s very effectively summarized	Discussion leading to decisions effectively summarized	Discussion leading to decision/s somewhat effectively summarized	Discussion leading to decision/s not effectively summarized	Discussion leading to decision/s are not summarized
	All decisions are properly stated	Most decisions are properly stated	Some decisions are properly stated	Many decisions are not properly stated	Most decisions are not properly stated
	Ideas are very coherently linked	Ideas are coherently linked	Ideas are somewhat coherently linked	Ideas are generally not coherently linked	Ideas are not at all coherently linked
<i>Items to be assessed:</i> Language 40%					
	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

EN3165 Assignment 2 Assessment form: **Memo Report Writing** 30% individual task

Item assessed	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Content (40 marks)	<ul style="list-style-type: none"> ◆ The content is very well selected and developed. ◆ All relevant information is included for analysis. ◆ The information is comprehensively analyzed and explained. ◆ The information and message is effectively conveyed. ◆ The purpose of writing the report is fully achieved. 	<ul style="list-style-type: none"> ◆ The content is well selected and developed. ◆ The information included for analysis is sufficient. ◆ The information is sufficiently analyzed and explained. ◆ The information and message is clearly conveyed. ◆ The purpose of writing the report is achieved. 	<ul style="list-style-type: none"> ◆ The content selected for analysis is somewhat sufficient. ◆ Only part of the field research data is included for analysis. ◆ Only part of the information is analyzed and explained. ◆ Only part of the information and message is clearly conveyed. ◆ The purpose of writing the report is partially achieved. 	<ul style="list-style-type: none"> ◆ The content selected for analysis is sketchy and inadequate. ◆ Only limited data is incorporated for analysis. ◆ The analysis is not informative or comprehensive. ◆ The information and message conveyed is limited. ◆ The purpose of writing the report is not clearly stated. 	<ul style="list-style-type: none"> ◆ The content selected for analysis is totally inadequate. ◆ Very limited or inaccurate data is incorporated for analysis. ◆ The analysis is not at all comprehensible. ◆ The information and message conveyed is very limited. ◆ The purpose of writing the report is not achieved in any way.

<p>Language and style (40 marks)</p>	<ul style="list-style-type: none"> ◆ Language (sentence structure, grammar: tenses, articles, prepositions, parts of speech, etc.) is highly accurate, with 90%–100% accuracy. ◆ The vocabulary used is very concise, precise, and varied. ◆ Style and tone are highly appropriate. 	<ul style="list-style-type: none"> ◆ Language (sentence structure, grammar: tenses, articles, prepositions, parts of speech, etc.) is accurate, with 70%–89% accuracy. ◆ The vocabulary used is concise, precise, and varied. ◆ Style and tone are appropriate. 	<ul style="list-style-type: none"> ◆ Language (sentence structure, grammar: tenses, articles, prepositions, parts of speech, etc.) is somewhat accurate, with 50%–69% accuracy. ◆ The vocabulary used is somewhat concise, precise, and varied. ◆ Style and tone are somewhat appropriate. 	<ul style="list-style-type: none"> ◆ Language (sentence structure, grammar: tenses, articles, prepositions, parts of speech, etc.) is inaccurate, with 40%–49% accuracy; exhibit a great deal of editorial problems. ◆ The vocabulary used is limited and repetitive. ◆ Style and tone are generally inappropriate. 	<ul style="list-style-type: none"> ◆ Language (sentence structure, grammar: tenses, articles, prepositions, parts of speech, etc.) is very inaccurate, with 39% or less accuracy; exhibit very serious editorial problems. ◆ The vocabulary used is not concise, varied, or comprehensible. ◆ Style and tone are totally inappropriate.
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<p>Organization (20 marks)</p>	<ul style="list-style-type: none"> ◆ The report format is correctly and effectively used. ◆ The subject line is very effective. ◆ Headings and subheadings are very effectively used. ◆ The scope of the study is very clearly and effectively defined. ◆ The introduction of the memo report is very effectively developed. ◆ The conclusion is provided and is very effectively expressed. ◆ Paragraphs and ideas are very coherently linked. 	<ul style="list-style-type: none"> ◆ The report format is correctly used. ◆ The subject line is effective. ◆ Headings and subheadings are effectively used. ◆ The scope of the study is clearly defined. ◆ The introduction of the memo report is included and adequately developed. ◆ The conclusion is provided and is effectively expressed. ◆ Paragraphs and ideas are coherently linked. 	<ul style="list-style-type: none"> ◆ The report format is somewhat correctly used. ◆ The subject line is somewhat effective. ◆ Headings and subheadings are used but exhibit inconsistency. ◆ The scope of the study is somewhat defined. ◆ The introduction of the memo report is included but not adequately developed. ◆ The conclusion is provided. ◆ Paragraphs and ideas are somewhat coherently linked. 	<ul style="list-style-type: none"> ◆ Only part of the report format is correctly used. ◆ The subject line is provided but does not effectively reflect the focal point of the report. ◆ Headings and subheadings exhibit inconsistency. ◆ The scope of the study is poorly defined. ◆ Part of the introduction of the report is included but not logically developed. ◆ The conclusion is provided but poorly written. ◆ Paragraphs and ideas are generally not coherently linked. 	<ul style="list-style-type: none"> ◆ The report format is incorrectly used. ◆ The subject line is missing or poorly written and fails to reflect the focal point of the report. ◆ Headings and subheadings are incorrectly used. ◆ The scope of the study is either not defined or very poorly defined. ◆ The introduction of the report is either missing or included but not developed logically. ◆ The conclusion is either missing or provided but very poorly written. ◆ Paragraphs and ideas are not at all coherently linked.
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