

**City University of Hong Kong  
Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** English in Corporate and Professional Communication

**Course Code:** EN3525

**Course Duration:** 1 Semester

**Credit Units:** 3

**Level:** B3

**Proposed Area:**  Arts and Humanities  
(for GE courses only)  Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

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

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

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

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

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to introduce and apply principles of corporate written and spoken communication. It also aims to develop writing and speaking skills for various purposes in corporate situations.

### 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.	Apply the principles and functions of corporate communication.		X	X	
2.	Analyse effective written and spoken communication in organizations.		X	X	
3.	Write effective business letters, memos, e-mails and short reports.		X	X	X
4.	Apply appropriate written and spoken skills in a variety of corporate situations.		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			
	<p><b><i>Apply the principles and functions of corporate communication.</i></b></p> <p>The teaching and learning activities encompass three major aspects including foundations of business and organizational communication, and planning and composing business messages.</p> <p>Students will need to apply this skill set</p>	x	x	x	x			Throughout the course

	when writing e-mails, memos, letters, minutes of a meeting and a short business report.							
	<b>Analyze effective written and spoken communication in organizations.</b> Students receive input on various business and professional genres that serve as a basis for completion of their letter, short business report, meeting simulation and minutes of a meeting.	x	x	x	x			Throughout the course
	<b>Write effective business letters, memos, e-mails and short reports.</b> Students apply the identified language and structures related to various types of correspondence to plan and write letters, memos, e-mails and a short business report.	x	x	x	x			Throughout the course
	<b><i>Apply appropriate written and spoken skills in a variety of corporate situations.</i></b> Students put into application the skills they learn and write: e-mails, memos, letters, a short report, an agenda and minutes of the meeting, and take part in a meeting simulation.	x	x	x	x			Throughout the course

#### 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			
Continuous Assessment: 100 %							
Writing a CV and Cover Letter	x	x	x	x		30%	Individual work
Email communication	x	x	x	x		35%	Pair/individual work
Business Report	x	x	x	x		20%	Group work
Oral presentation	x	x	x	x		15%	Group work
Examination: ____% (duration: _____, if applicable)							
						100%	

\* The weightings should add up to 100%.

## **Overview of assessment**

### **Self presentation:**

- CVs and Cover letters

### **Assessed through the following individual work:**

- Writing a CV and Cover letter 30%

### **Email Communication:**

- drafting, re-drafting ideas and presenting ideas in email.

### **Assessed through the following collaborative work (in pairs) and individual work in class:**

- making a request (10%)
- responding to information (10%)
- delivering bad news (15%)

### **Reporting information in written and spoken form:**

- Researching, analysing and summarising information

### **Assessed through the following group work (min 4-5 per group):**

- Business report 20%
- Oral presentation 15%

## 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)
1. CV and Cover Letter	Aims, Content and Organization and Language.	<p>An excellent document, requiring no revision.</p> <p>Fully achieves its aims.</p> <p>Contains only relevant facts and information.</p> <p>Organization: arrangement of ideas is logical and effective</p> <p>Hardly any mechanical errors.</p> <p>Choice of language entirely appropriate for topic and situation.</p> <p>Tone entirely appropriate for reader-writer relationship.</p> <p>Highly readable and fluent style.</p>	<p>Requires minor revision.</p> <p>Largely achieves its aims.</p> <p>Contains relevant facts; facts explained quite well; some parts are not clear but the overall comprehensibility is not affected.</p> <p>Organization: arrangement of ideas mostly logical and effective.</p> <p>White space is generally okay.</p> <p>Some minor inconsistencies in font type/size, tab spaces and margins.</p> <p>Some noticeable mechanical errors.</p> <p>Choice of language</p>	<p>Requires considerable revision.</p> <p>Only achieves aims partially.</p> <p>Purpose of the message/text is unclear.</p> <p>Contains some relevant facts; facts explained adequately; some parts are unclear.</p> <p>Organization: arrangement of ideas not always logical or effective.</p> <p>Use of white space might not be fully effective.</p> <p>Inconsistencies in font type/size, tab spaces and margins cause some issues for the reader.</p> <p>Many mechanical errors.</p> <p>Choice of language not</p>	<p>Requires a major overhaul.</p> <p>Does not achieve its aims.</p> <p>Purpose of message is very unclear;</p> <p>Contains few relevant facts; facts explained inadequately; many parts are incomprehensible.</p> <p>Organization: arrangement of ideas neither logical nor effective.</p> <p>Use of white space is not effective.</p> <p>Significant inconsistencies in font type/size, tab spaces and margins interrupt the text and make it difficult to follow.</p> <p>So many mechanical</p>	<p>Requires complete rewriting.</p> <p>Does not achieve aims in any way.</p> <p>Purpose of message is not stated.</p> <p>Does not contain relevant facts; the message is in general incomprehensible.</p> <p>Little evidence of organization.</p> <p>Use of white space is not appropriate for the task</p> <p>Major discrepancies and inconsistencies in font type/size, tab spaces and margins impact significantly on the readability of the text.</p> <p>So many mechanical errors that it is very</p>

			<p>mostly appropriate for topic and situation.</p> <p>Tone mostly appropriate for reader-writer relationship.</p> <p>Mostly readable and fluent style.</p>	<p>always appropriate for topic and situation.</p> <p>Tone not always appropriate for reader-writer relationship.</p> <p>Style does not make for easy reading.</p>	<p>errors that it affects readers' comprehension of the message.</p> <p>Choice of language often inappropriate for topic and situation.</p> <p>Tone largely inappropriate for reader-writer relationship.</p> <p>Style makes it difficult to read.</p>	<p>difficult for readers to understand the message.</p> <p>Choice of language inappropriate for topic and situation.</p> <p>Tone inappropriate for reader-writer relationship.</p> <p>Style makes it unreadable.</p>
2.Emails	Aims, Content and Organization and Language.	<p>An excellent e-mail, requiring no revision.</p> <p>Completely achieves its aims.</p> <p>Purpose of message is very clear. Clearly states the action, if any, the reader has to take.</p> <p>Contains only relevant facts; facts explained fully; entirely comprehensible.</p> <p>Organization: arrangement of ideas is</p>	<p>Requires minor revision.</p> <p>Largely achieves its aims.</p> <p>Purpose of message is clear. States the action, if any, the reader has to take.</p> <p>Contains relevant facts; facts explained quite well; some parts are not clear but the overall comprehensibility is not affected.</p>	<p>Requires considerable revision.</p> <p>Only achieves aims partially.</p> <p>Purpose of the message is unclear; the action, if any, the reader has to take is not clearly stated.</p> <p>Contains some relevant facts; facts explained adequately; some parts are unclear.</p> <p>Organization: arrangement of ideas not</p>	<p>Requires a major overhaul.</p> <p>Does not achieve its aims.</p> <p>Purpose of message is very unclear; the action, if any, the reader has to take is either not included or ineffectively stated.</p> <p>Contains few relevant facts; facts explained inadequately; many parts are incomprehensible.</p>	<p>Requires complete rewriting.</p> <p>Does not achieve aims in any way.</p> <p>Purpose of message is not stated; the action, if any, the reader has to take is not included.</p> <p>Does not contain relevant facts; the message is in general incomprehensible.</p> <p>Little evidence of organization.</p> <p>Subject line either</p>

		<p>logical and effective.</p> <p>Subject line fully appropriate to message.</p> <p>Hardly any mechanical errors.</p> <p>Choice of language entirely appropriate for topic and situation.</p> <p>Tone entirely appropriate for reader-writer relationship.</p> <p>Highly readable and fluent.</p>	<p>Organization: arrangement of ideas mostly logical and effective.</p> <p>Subject line mostly appropriate to message.</p> <p>Some noticeable mechanical errors.</p> <p>Choice of language mostly appropriate for topic and situation.</p> <p>Tone mostly appropriate for reader-writer relationship.</p> <p>Mostly readable and fluent style.</p>	<p>always logical or effective.</p> <p>Subject line partly appropriate to message.</p> <p>Many mechanical errors.</p> <p>Choice of language not always appropriate for topic and situation.</p> <p>Tone not always appropriate for reader-writer relationship.</p> <p>Style does not make for easy reading.</p>	<p>Organization: arrangement of ideas neither logical nor effective.</p> <p>Subject line inappropriate.</p> <p>So many mechanical errors that it affects readers' comprehension of the message.</p> <p>Choice of language often inappropriate for topic and situation.</p> <p>Tone largely inappropriate for reader-writer relationship.</p> <p>Style makes it difficult to read.</p>	<p>misleading or missing.</p> <p>So many mechanical errors that it is very difficult for readers to understand the message.</p> <p>Choice of language inappropriate for topic and situation.</p> <p>Tone inappropriate for reader-writer relationship.</p> <p>Style makes it unreadable.</p>
3. Business Report	Aims, Content and Organization and Language.	<p>An excellent business report requiring little revision.</p> <p>Aims of report completely achieved.</p> <p>Purpose and scope clearly identified.</p>	<p>A good business report requiring some revision</p> <p>Aims of report mostly achieved.</p> <p>Purpose and scope largely clear.</p> <p>Most relevant</p>	<p>Report requires considerable revision.</p> <p>Aims of report partially achieved.</p> <p>Purpose and scope not clear.</p> <p>Insufficient relevant</p>	<p>Report requires substantial rewriting.</p> <p>Aims of report barely achieved.</p> <p>Purpose and scope mostly unclear.</p> <p>Little relevant</p>	<p>Report requires complete rewriting.</p> <p>Aims of report not achieved.</p> <p>Purpose and scope totally unclear.</p> <p>Very little relevant</p>

		<p>All relevant information included for analysis.</p> <p>Synthesis of ideas very effective.</p> <p>Sections organized in a completely logical and effective manner.</p> <p>Transitions very effectively achieved.</p> <p>Business report format followed throughout.</p> <p>All components of business report included.</p> <p>Use of graphics highly effective.</p> <p>Reference and citation conventions followed throughout.</p> <p>Hardly any mechanical errors.</p> <p>Choice of language entirely appropriate for topic and situation.</p> <p>Tone entirely appropriate for reader-writer relationship.</p> <p>Highly readable and</p>	<p>information included for analysis.</p> <p>Synthesis of ideas mostly effective.</p> <p>Most sections organized in a logical and effective manner.</p> <p>Transitions mostly effective.</p> <p>Business report format mostly followed.</p> <p>Most components of business report included.</p> <p>Use of graphics mostly effective.</p> <p>Reference and citation conventions mostly followed.</p> <p>Some noticeable mechanical errors.</p> <p>Choice of language mostly appropriate for topic and situation.</p> <p>Tone mostly appropriate for reader-writer</p>	<p>information included for analysis.</p> <p>Synthesis of ideas often ineffective.</p> <p>Many sections organized in an illogical or ineffective manner.</p> <p>Transitions in many parts ineffective.</p> <p>Business report format only followed occasionally.</p> <p>Some components of business report not included.</p> <p>Use of graphics often ineffective.</p> <p>Reference and citation conventions not often followed.</p> <p>Many mechanical errors</p> <p>Choice of language not always appropriate for topic and situation.</p> <p>Tone not always appropriate for reader-writer</p>	<p>information included for analysis.</p> <p>Synthesis of ideas mostly ineffective.</p> <p>Most sections organized in an illogical or ineffective manner.</p> <p>Transitions in most parts ineffective.</p> <p>Business report format rarely followed.</p> <p>Few components of business report included.</p> <p>Use of graphics mostly ineffective.</p> <p>Reference and citation conventions rarely followed.</p> <p>So many mechanical errors that it affects readers' comprehension of the message.</p> <p>Choice of language often inappropriate for topic and situation.</p> <p>Tone largely inappropriate for</p>	<p>information included for analysis.</p> <p>Synthesis of ideas totally ineffective.</p> <p>Nearly all sections organized in an illogical or ineffective manner.</p> <p>Transitions ineffective throughout.</p> <p>Business report format not followed at all.</p> <p>Very few components of business report included.</p> <p>Use of graphics poorly handled.</p> <p>Reference and citation conventions not followed.</p> <p>So many mechanical errors that it is very difficult for readers to understand the message.</p> <p>Choice of language inappropriate for topic and situation.</p> <p>Tone inappropriate for reader-writer</p>
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		fluent style.	relationship. Mostly readable and fluent style.	relationship. Style does not make for easy reading.	reader-writer relationship. Style makes it difficult to read.	relationship. Style makes it unreadable
4. Oral Presentations	Objectives, Content and Organization. Language and Delivery.	Presentation objectives completely achieved. Introduction very effective. All relevant information included and presented effectively. Conclusion very effective. Information effectively structured Transitions are appropriate and effective. Visuals are well-chosen, appropriate and effective. Teamwork managed very effectively.. Question-and-answer session very professionally and effectively handled.	Presentation objectives mostly achieved. Introduction mostly effective. Most relevant information included and presented effectively. Conclusion largely effective. Information correctly structured in most sections Transitions mostly adequate and effective. Visuals largely appropriate and effective. Teamwork mostly effective. Most parts of question-and-answer session professionally	Not all presentation objectives achieved. Introduction only partly effective. Some relevant information included and presented effectively. Conclusion only partly effective. Information effectively structured only in some sections Transitions often inadequate or ineffective. Visuals often inappropriate or ineffective. Teamwork often ineffectively managed. Many parts of question-and-answer	Presentation objectives barely achieved. Introduction barely effective. Little relevant information included or presented effectively. Conclusion weaker than it could be and limited information. correctly structured in very few sections Transitions mostly inadequate or ineffective. Visuals mostly inappropriate or ineffective. Teamwork mostly ineffective. Most parts of question-and-answer session ineffectively	Presentation objectives not achieved. Introduction very ineffective. Very little relevant information included or presented effectively. Conclusion is ineffective or missing Information poorly structured throughout. Transitions highly inadequate or ineffective Visuals poorly selected and inappropriate or ineffective. Teamwork is not evident and/or ineffective. Question-and-answer session poorly managed Time management poor. Not fluent at all. Use of language totally

		<p>Time management very effective.</p> <p>Fluent, hardly any language errors.</p> <p>Pronunciation very clear and accurate.</p> <p>Tone fully appropriate.</p> <p>Delivery (pace, eye contact, posture, gestures, enthusiasm) excellent.</p>	<p>and effectively handled.</p> <p>Time management mostly effective.</p> <p>Mostly fluent.</p> <p>Some noticeable language errors.</p> <p>Pronunciation mostly clear and accurate.</p> <p>Tone mostly appropriate.</p> <p>Few problems with delivery (pace, eye contact, posture, gestures enthusiasm).</p>	<p>session ineffectively handled.</p> <p>Time management often ineffective.</p> <p>Some problems with fluency.</p> <p>Many noticeable language errors.</p> <p>Pronunciation often unclear or inaccurate.</p> <p>Tone often inappropriate</p> <p>Some problems with delivery (pace, eye contact, posture, gestures enthusiasm).</p>	<p>handled.</p> <p>Time management mostly ineffective.</p> <p>Serious problems with fluency.</p> <p>Language errors impede comprehension.</p> <p>Pronunciation largely unclear or inaccurate.</p> <p>Tone mostly inappropriate.</p> <p>Many problems with delivery (pace, eye contact, posture, gestures, enthusiasm).</p>	<p>impedes comprehension.</p> <p>Pronunciation incomprehensible.</p> <p>Tone is inappropriate.</p> <p>Problems with delivery (pace, eye contact, posture, gestures, enthusiasm) render presentation incomprehensible.</p>
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**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

Written corporate communication including enquiry/ reply/ persuasive/ bad news letters, e-mails, memos and memo reports; and oral corporate communication including chairing and participating in meetings; compiling meeting agendas and minutes.

**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.	Marsen, S. (2013). Professional Writing. Palgrave macmillan.
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**2.2 Additional Readings**

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

1.	Argenti, P. A. (2013). <i>Corporate Communication 6<sup>th</sup> Edition</i> . New York: Irwin McGraw Hill, Inc.
2.	Bovee, C., & Thill, J. (2011). <i>Business Communication Today</i> (11th ed.). New York: McGraw Hill.
3.	Cornelissen, J. (2011). <i>Corporate Communication: A Guide to Theory and Practice</i> (3 <sup>rd</sup> ed.). Sage.
4.	Ellet, W. (2007) <i>The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases</i> . Harvard Business School Press.
5.	Locker, K. O. & Kienzler, D. (2012). <i>Business and Administrative Communication with Connect Plus</i> (10 <sup>th</sup> ed.), New York: McGraw-Hill.
6.	Maier, S. (2012). <i>The Diary: 100 Days and Lessons in Corporate Communications</i> . Marshall Cavendish Business.
7.	Netzley, M., & Snow, C. (2001). <i>Guide to Report Writing</i> . Upper Saddle River, NJ:
8.	Oliver, S. (1997). <i>Corporate Communication: Principles, Techniques and Strategies</i> . London: Kogan Page.
9.	Tuck, A (ed.) (2000). <i>Oxford Dictionary of Business English for Learners of English</i> . UK: OUP.