

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Communication Strategies in Business Projects

Course Title:

EN3526

Course Code:

1 semester

Course Duration:

3

Credit Units:

B4

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)

Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to introduce students to the conducting of a field research and the writing of business/consulting report. Drawing on Porter's five-force model and business report writing, students learn to examine the competitiveness of the chosen company's market situation. In so doing, the course provides students with opportunities to explore how to use English as a marketing research tool for inquiry, learning, innovative thinking and communicating within their chosen industry. Consequently, the course helps students to discover and produce analytical business reports on business-related topics. Furthermore, the course will also help students to discover and master rhetorical conventions associated with communicating in English in business and professional contexts. As students learn how to conduct a field research, they will develop their ability to think critically, communicate effectively and act professionally when interacting with business associates in the respective industry.

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 Porter's five-force model in conducting field research and in writing a business report. | | X | X | X |
| 2. | Use English as a marketing research tool for inquiry, learning, innovative thinking and communicating within their chosen industry. | | X | X | X |
| 3. | Discover a range of language functions and produce analytical business reports in English in business-related discussion and oral presentations. | | X | X | X |
| 4. | Discover and master rhetorical conventions associated with business communications, including tables and graphs, for intended and unintended messages. | | | X | X |
| 5 | Produce an analytical report on business-related topics. | | 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 | <p>Students receive input on Porter's five-force model and various business and professional genres that serve as a basis for completion of their industry analysis report.</p> <p>Students will need to apply this skill set when writing the industry analysis report.</p> | X | | | | X | | |
| Critiques of sample scripts & discussions | <p>In small groups, students will read and respond to sample scripts as a way to reflect on and develop various stages of the writing a consulting report.</p> <p>Meanwhile, students will receive input on various business and professional genres that serve as a basis for their industry analysis report including oral presentations and written reports.</p> | | X | X | X | | | |
| In-class tutorials on preparing final- report oral presentations & discussion | Students apply the standard and essential parts and visual aids in oral presentations and industry analysis report. | | X | X | X | X | | |
| In-class writing and interactive workshops on writing consulting reports | The student team, 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. | X | X | X | X | X | | |

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 % | | | | | | | | |
| Assignment 1. IAP Progress Report | X | X | X | X | X | | 20% | Group Task |
| Assignment 2. IAP Business Report <i>-Written Report on Porter's five-force and SWOT analyses</i> | X | X | X | X | X | | 35% (20% / individual) (15% / group) | Group & Individual Tasks |
| Assignment 3. In-Class Test | X | X | X | X | X | | 15% | Assessed Individually |
| Assignment 4. Final Report Oral Presentation of IAP Project | X | X | X | X | X | | 15% | Group Task; assessed individually |
| Attendance & Participation. Professional Etiquette Including On-time Attendance, Active Participation, Use of English , Interpersonal Skills/ Professionalism, and peer evaluation on group project contribution | X | X | X | | X | | 15% | Assessed Individually |
| Examination: ____% (duration: , if applicable) | | | | | | | | |
| | | | | | | | 100% | |

* The weightings should add up to 100%.

5. Assessment Rubrics

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

Assignment Task 1: IAP Progress Report (Group Work) 20%

| Criteria for Assessment | Parameters/ Brief Description | A+/A/A- (Excellent) | B+/B/B- (very good-good) | C+/C/C- Satisfactory-adequate | D Marginal | F Failure |
|--------------------------------|--|-------------------------------|------------------------------------|---|----------------------|---------------------|
| Content & Organization | <ul style="list-style-type: none"> ◆ Content clearly addressed the issues raised; ◆ Solutions are realistic, feasible and profitable; ◆ Informative and contain relevant facts; ◆ Facts explained fully and accurate; ◆ Ideas and arguments arranged logically & effectively. | | | | | |
| Language | <ul style="list-style-type: none"> ◆ Choice of language appropriate for task; ◆ Grammar is accurate (e.g., use of tenses, parts of speech, etc) ◆ Tone appropriate for reader-writer relationship; | | | | | |

Overall Comments:

Assignment 2: IAP Business Report (Group and Individual Work) (35%)

Names:

Tutorial Group:

Project Group:

| Criteria for Assessment | Parameters/ Brief Description | A+/A/A- (Excellent) | B+/B/B- (very good-good) | C+/C/C- Satisfactory-adequate | D Marginal | F (Failure) |
|--------------------------------|--|-------------------------------|------------------------------------|---|----------------------|-----------------------|
| Content | <ul style="list-style-type: none"> ◆ The content is selected and developed; ◆ Relevant information is included for analysis; ◆ Information is comprehensively analyzed and explained; ◆ Information is effectively conveyed; ◆ Purpose of writing the report is achieved. | | | | | |
| Organization | <ul style="list-style-type: none"> ◆ Report format is correctly and effectively used; ◆ Headings and subheadings are effectively used; ◆ Scope of the study is clearly defined; ◆ Introduction is effectively developed; ◆ Conclusion is provided & effectively expressed; ◆ Paragraphs & ideas are coherently linked. | | | | | |
| Language | <ul style="list-style-type: none"> ◆ Choice of language appropriate for task; ◆ Grammar is accurate (e.g., use of tenses, parts of speech, etc) ◆ The vocabulary used is very concise, precise, and varied; ◆ Tone appropriate for reader-writer relationship; | | | | | |

Assignment 4: Oral Presentation of IAP Project (15%)

Presentation Title..... Speaker's Name.....

| Criteria for Assessment | Parameters/ Brief Description | A+/A/A- (Excellent) | B+/B/B- (very good-good) | C+/C/C- Satisfactory-adequate | D Marginal | F (Failure) |
|--------------------------------|---|-------------------------------|------------------------------------|---|----------------------|-----------------------|
| Content & Organization | <ul style="list-style-type: none"> ◆ Relevant information included & presented effectively; ◆ Spontaneous/enthusiastic delivery; ◆ Good delivery (pace, fluency, posture, gestures, eye contact); Transitions are adequate and effective; ◆ Visuals are appropriate and effective; Time management effective; ◆ Question-and-answer participation; ◆ Clearly identifiable introduction, closely follow outline in the middle, and strong conclusion to reinforce the aim and objectives | | | | | |
| Language | <ul style="list-style-type: none"> ◆ Language accuracy; ◆ Language shows range; ◆ Pronunciation is clear and comprehensible; ◆ Voice quality is good | | | | | |
| Teamwork | <ul style="list-style-type: none"> ◆ Teamwork evident e.g., handover and referring back/forward | | | | | |

Overall Comments:

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Industry Analysis Project; Michael E. Porter; Formal Business Report Writing; Conducting Marketing and Business Research

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.)

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|----|--|
| 1. | Guffey, M. E., Du-Babcock, B., & Loewy, D. (2015) . <i>Essentials of Business Communication, Asia third Edition</i> . Singapore: Cengage Learning Asia Pte Ltd. (ISBN-TBD) . |
| 2. | |
| 3. | |

Suggested Readings

2.2 Additional Readings

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

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|----|---|
| 1. | Wong, J. (2010). <i>Generating the first business report: A step-by-step guide</i> . Singapore: Cengage Learning Asia Pte Ltd. |
| 2. | Porter, M. (1979). How competitive forces shape strategy? <i>Harvard Business Review</i> , 57(2), 137-145. |
| 3. | Wheelen, T., & Hunger, J. (1992). Environmental scanning and industry analysis. In T. Wheelen, & J. Hunger (Eds.), <i>Strategic management and business policy</i> (pp. 88-121). Menlo Park, CA: Addison-Wesley Publishing. |