

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/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	ESP and Corporate Training Management
Course Code	EN4566
Course Duration	1 semester
Credit Unit	3 units
Level	B4
Medium of Instruction	English
Pre-requisites	Nil
Pre-cursors	Nil
Equivalent Courses	Nil
Exclusive Courses	Nil

Part II

1. Course Aims:

The aim of the course is to help students to become familiar with current theories and approaches used in the planning, promotion, design and execution of ESP corporate training projects to meet the needs of specific groups of corporate stakeholders. Students are introduced to latest research areas in corporate training, and asked to apply such theory to the real-world contexts.

This course will give students the intellectual background needed to work either as an independent ESP consultant, or as a manager of an in-house ESP corporate training unit.

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.	Identify contexts and issues in ESP with special reference to corporate training	
2.	Identify features of a strategic model for an ESP unit	
3.	Develop a professional consulting approach to ESP	
4.	Develop strategies to working with corporate clients	
5.	Develop an ESP project proposal in a specific corporate context	
6.	Evaluate an ESP corporate training programme	

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

CILO No	TLAs	Hours/week (if applicable)
CILO 1-6	Lectures, readings, and workshops will help familiarize students with the key concepts, issues and theories related to ESP and corporate training management.	6 hours/week For 10 weeks
CILO 3-5	Group work to developing a collaborative approach to corporate training management	4 hours/week for 8 weeks
CILO 6	Participate in workshops to develop and evaluate an ESP corporate training programme	3 hours/week for 6 weeks

4. Assessment Tasks/Activities
(designed to assess how well the students achieve the CILOs)

CILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILO 1-6	<p><i>Group Project</i></p> <p>The assessed written work for this course will provide an opportunity to plan, manage, and evaluate the operations of an ESP unit, preferably in Hong Kong providing ESP services</p> <ul style="list-style-type: none"> • within a large corporation in the private or public sectors <i>or</i> • as an independent consultancy <p>The document required to be submitted for assessment will be in the form of a portfolio focusing <i>either</i> on the macro level of unit management <i>or</i> the micro level of project management, including the following documents.</p> <ol style="list-style-type: none"> 1. A Strategic Plan for the unit’s operation, consisting of: <ul style="list-style-type: none"> • a statement of vision/mission/aims • a summary articulation of the key elements of the business idea • a statement of key strategies 2. A selection of documents relating to the Customer Perspective, including: <ul style="list-style-type: none"> • a Marketing Plan • a set of Evaluation Instruments for one area of operations, such as a course or series of courses, a specific project, etc. <p>In addition, <i>each individual</i> should prepare:</p> <ol style="list-style-type: none"> 3. A selection of documents relating to <i>one other perspective, i.e. either:</i> <ul style="list-style-type: none"> • the Internal Process Perspective <i>or</i> • the Learning and Growth Perspective <i>or</i> the Financial Perspective 	100%	

5. Grading of Student Achievement:

(Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes)

Examination duration: Nil

Percentage distribution of marks for coursework, examination, other: 100%

Coursework

Grading pattern: Standard (A+AA-...F)

The portfolio will be assessed according to the ability to *understand* and *apply* the concepts and models in the course, the *usability* of documents in the portfolio, and the quality of *expression* and *production*. The assessment will begin at C, which describes the minimum adequate level of achievement.

Grade + Descriptor	Criteria. The portfolio ...
A Excellent	Has all the features of a B grade and also: <ul style="list-style-type: none">• The majority of documents are highly usable and they could be passed ‘as is’ to their intended readers inside or outside the organization.• The documents show a sophisticated understanding of the course concepts.• The documents are at a level of writing and production appropriate for their use in a professional context.
B Good	Has all of the features of a C grade and also: <ul style="list-style-type: none">• The portfolio is clearly organized and the documents are well-written and neatly produced.• A number of the documents could be used in a professional context with minimal development.• The documents show some evidence of knowledge acquired outside the course notes, from further reading or from professional experience.

<p>C Adequate</p>	<p>Includes content as specified in the coursework assignment, i.e.</p> <ol style="list-style-type: none"> 1. A Strategic Plan for an ESP operation, consisting of: <ul style="list-style-type: none"> • a vision statement articulating the key elements of the business idea • a statement of broad strategy (Key Success Factors) • a Balanced Scorecard, identifying a shortlist of Goals and Measures in the key perspectives 2. A selection of documents relating to the Customer Perspective, including: <ul style="list-style-type: none"> • a Marketing Plan • a set of Evaluation Instruments for one area of operations 3. A set of documents for one other perspective per person (the Internal Process Perspective <i>or</i> the Learning and Growth Perspective <i>or</i> the Financial Perspective). <p>In addition,</p> <ul style="list-style-type: none"> • The documents apply the main concepts and models presented on the course. • The documents are comprehensible but not necessarily well-written. • There is some attempt to make these documents usable to their intended recipients, but substantial development and/or editing would be required to bring them up to professional standard.
<p>D Marginal</p>	<p>Includes most but not all of the elements specified in C, <i>or</i></p> <p>Includes all the items, but shows noticeable misunderstandings of several concepts or models presented on the course, <i>or</i></p> <p>The documents are poorly written and produced, so as markedly reduce their effectiveness.</p>
<p>F Failure</p>	<p>Is substantially lacking in content <i>or</i> shows little grasp of the concepts and models presented on the course <i>or</i> is so poorly written that the intention or content is unclear.</p>

Part III

Keyword Syllabus:

Contexts and issues in ESP, Corporate training management, Business communication, corporate stakeholders, Evaluation of ESP programmes, Management of ESP units, Professional, Corporate training models, Corporate discourses, Corporate communication

Recommended Reading

Bargiela, F., C. Nickerson, and B. Planken, (2007): *Business Discourse*, London, Palgrave.

Brown, Stephen M., and Seidner, Constance J., (Eds.) (1998): *Evaluating corporate training: models and issues*, Boston, Kluwer.

Devitt, A. J., (1991): Intertextuality in tax accounting: generic, referential and functional. In: C. Bazerman and J. Paradis, Editors, *Textual dynamics of the professions: historical and contemporary studies of writing in professional communities*, The University of Wisconsin Press, Wisconsin (1991), pp. 336–357.

Freeman, D. and Cazden, C. (1991): Learning to talk like a professional: Some pragmatics of foreign language, teacher training. In L. Bouton and Y. Kachru (Eds.), *Pragmatics and language learning*, Monograph Series: Vol 22 (pp. 225-245). Urbana-Champaign: University of Illinois.

Impey, Graham & Underhill, Nic. (1994): *The ELT manager's handbook*. Oxford: Heinemann.

Louhiala-Salminen, (1996): The business communication classroom vs reality: What should we teach today? In *English for Specific Purposes* **15**, (37–51).

Tietze Susanne, (2008): The work of management academics: An English language perspective, in *English for Specific Purposes* 27, 371–386

White, R., M. Martin, M. Stimson, and R. Hodge. (1991): *Management in English Language Teaching*. Cambridge: Cambridge University Press.

Returned by:

Name: Prof. Vijay Bhatia

Department: English

Tel: 27888853

Date: 10 November 2008