City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2020/2021

Part I   Course Overview

Course Title: English for Business Communication

Course Code: GE2402

Course Duration: One semester

Credit Units: 3

Level: B2

Proposed Area:
(for GE courses only)

☐ Arts and Humanities

☐ Study of Societies, Social and Business Organisations

☐ Science and Technology

√ GE English

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title)

Grade D in HKAL Use of English or Grade 4 in HKDSE or;
successful completion of English Academic Proficiency Courses
(EL0220, EL0222, EL0223 and EL0225 – 6 credits) or;
English for Academic Purposes (EL0200 – 6 credits) or;
English for Academic Purposes 2 (LC0200B/EL0200B – 3 credits) or;
Grade B or above in English for Academic Purposes 1 (LC0200A/EL0200A – 3
credits)

Precursors:
(Course Code and Title)   None

Equivalent Courses:
(Course Code and Title)   None

Exclusive Courses:
(Course Code and Title)   None

Part II   Course Details

1.   Abstract

GE2402 Business Communication in English introduces students to the document types and communication styles used in business contexts internationally.   This course aims to develop students' business communication competence in English, and to provide instruction in the skills necessary to communicate effectively in a team-based, technologically enhanced global business environment. The assessment includes e-mail writing, participating in a problem-based business meeting, persuasive writing, and a collaboratively written business plan, which includes a preliminary oral presentation.

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 of effective business communication		√	√	
2.	Compose effective business messages for both internal and external audiences		√	√	
3.	Lead and participate effectively in business meetings		√	√	√
4.	Produce a business plan		√	√	√
5.	Plan and deliver a creative and professional business presentation		√	√	
6.	Find innovative ways to apply the principles of business ethics when communicating in business contexts		√	√	√
	* If weighting is assigned to CILOs, they should add up to 100%.	100%			

 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	**6**	
1.	**Apply basic principles of effective business communication** Classroom input and tutorial activities The teaching and learning activities throughout the course will enable students to gain a general understanding of communication as a process and of the importance of objective, audience, and choice of medium, which will be addressed in the light of the new technologies being developed for the workplace. Aspects of context such as power relationships and cultural differences will also be looked at.	√						Throughout the course
2.	**Compose effective business messages for both internal and external audiences** In-class analysis and discussion of business messages ; writing tasks Students will analyse, discuss and produce written business genres including letters and emails for a range of situations, both internal and external. They will be asked to consider issues such as the reader's needs, the communication context, the relationship between reader and writer, and the challenge of writing for multiple audiences.		√					3 weeks
3.	**Lead and participate effectively in business meetings** Classroom input and discussion; writing activities Students will participate in meetings, focusing on interactive skills; they will also be exposed to texts associated with meetings.			√				2 weeks
4.	**Produce a business plan** Analysis of sample business ;				√			3 weeks

No.	Description						✓	Duration
	data collection and analysis; writing activities Students will study the fundamentals of the business plan writing process, and will develop the analytical skills required to produce persuasive business plans characterized by a critical discussion of data and logical conclusions. They will work collaboratively to produce a written business plan and look at issues relating to the nature of collaborative writing in the workplace.							
5.	**Plan and deliver a creative and professional business presentation** Classroom input and discussion; making presentations Students will practise various aspects of giving presentations, including language, organization of content, the use of visuals, and delivery style.						√	3 weeks
6.	**Find innovative ways to apply the principles of business problem-solving to a range of scenarios (e.g. ethical situations) when communicating in business contexts** Classroom input and discussion; decision-making meeting Students will be exposed to a range of issues relating to ethics in business communication.						√	1 weeks

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No. 1	2	3	4	5	6	Weighting*	Remarks
Continuous Assessment: 100%								
Decision-making meeting simulation Students in groups lead and participate in a decision-making meeting that requires them to discuss an issue relating to business practice.	√		√			√	20%	Group work; individually assessed
Email response: Bad News/Persuasive message Students individually plan and write the content of a short business document, such as an email, memo or letter as an in-class assignment	√			√			25%	Individual work
Group oral presentation of Business plan Students in groups plan and give an oral presentation in class.	√			√	√		20%	Group work; individually assessed
Business plan Students in groups collect data, plan and write a business plan.	√	√	√	√	√		30%	Group work
In-class participation Students are expected to contribute to in-class discussions and complete short writing exercises and to demonstrate understanding of relevant materials.							5%	Individual work
Examination: 0%								

* The weightings should add up to 100%.   100%

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-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Decision-making meeting simulation	Objectives, content and meeting skills	• Meeting objectives completely achieved • Role as chair/participant very effective • Contribution totally adequate and constructive • Presentation of ideas very clear and effective • Ethical issues/problem - solving fully addressed • Interaction very effective and natural • Body language and eye contact entirely appropriate • Voice quality very good • Agenda followed strictly • Time management very effective	• Meeting objectives largely well achieved • Role as chair/participant mostly effective • Contribution mostly adequate and constructive • Presentation of ideas largely clear and effective • Ethical issues/problem-solving well addressed • Interaction mostly effective and natural • Body language and eye contact largely appropriate • Voice quality mostly good • Agenda mostly followed • Time management largely effective	• Meeting objectives adequately achieved • Role as chair/participant not always effective • Contribution not always adequate or constructive • Presentation of ideas not always clear or effective • Ethical issues/problem solving adequately addressed • Interaction not always effective or natural e.g. rehearsed /formulaic at times • Body language and eye contact not always appropriate • Voice quality not always good (e.g. quiet/monotonous tone) • Agenda not always followed	• Meeting objectives not all achieved • Role as chair/participant mostly ineffective • Contribution mostly ineffective • Presentation of ideas not always clear • Ethical issues/problem solving not well addressed • Interaction formulaic and scant • Body language and eye contact may not be appropriate • Voice quality impedes comprehension • Agenda may not be followed • Time management mostly ineffective	• Meeting objectives not achieved • Role as chair/participant totally ineffective • Contribution completely inadequate or ineffective • Presentation of ideas totally unclear or ineffective • Ethical issues not addressed at all • Interaction totally ineffective or unnatural • Body language and eye contact totally inappropriate • Voice quality totally impedes comprehension • Agenda not followed • Time management completely ineffective

				• Time management not always effective		
	Language	• Hardly any language errors • Pronunciation very clear and accurate • Very fluent • Use of language for meetings highly appropriate	• Some noticeable language errors • Pronunciation mostly clear and accurate • Mostly fluent • Use of language for meetings mostly appropriate	• Some language errors that affect comprehensibility • Pronunciation not always clear • Some problems with fluency • Use of language for meetings adequate	• Use of language impedes comprehension • Pronunciation largely unclear • Considerable problems with fluency • Use of language for meetings largely inappropriate	• Use of language totally impedes comprehension • Pronunciation incomprehensible • Not fluent at all • Language for meetings either totally inappropriate or not used
Email response and business plan	Business communication skills: Task fulfilment and content Responds to the written task with clear purpose by understanding content appropriate for the business context in which it is written. This may involve: Assignments 2. (Email response) • Key content areas selected and prioritized as relevant • Level of elaboration of key information Assignment 4. (Business Plan) • As above Diagrams and	Exemplary text and completely relevant to the task Requires no revision	Content is very good and completely relevant to the task. Requires very minor revision	Content is adequate and mostly relevant to the task. Requires some revision	Content is barely sufficient or only occasionally relevant to the task Requires major overhaul.	Fail

	references included					
	Business communication skills: Interpersonal Takes a position/attitude/point of view appropriate to the purpose of the task and demonstrates a tone and style appropriate for the business task. This may involve: Assignment 2 (Email response) -Understands the business context. e.g. previous emails+ role for response. -Takes a clear position -Uses an appropriate and consistent formal/less formal style Assignment 4.(Business plan) Appropriate business plan style used consistently throughout	Exemplary and completely appropriate tone Excellent audience awareness	Very good and highly appropriate tone Very good audience awareness	Tone neutral and occasionally appropriate Adequate audience awareness	Tone inappropriate for reader/writer relationship Limited audience awareness	Fail
	Business communication skills: Organisation Uses an overall generic structure coherently and consistently throughout with good transitions and flow between paragraphs and between	Exemplary structure and flows perfectly Excellent ability to use cohesion	Very good structure and easy to follow Very good ability to use cohesion	Structure may be difficult to follows at times Adequate ability to use cohesion	Structure is difficult to follow throughout Length of text inappropriate (maybe too long/short)	Fail

		Exemplary	Good	Adequate	Marginal	Inadequate
	introduction, body and conclusion. Lexical and grammatical cohesion within paragraphs and across the writing as a whole. Assignments 2. (Email response) • Demonstrates control over the structure of email response • Flows well for the reader • Cohesion between paragraphs and ideas evident Assignment 4. (Business plan) • Demonstrates control over business plan structure • Clear formatting and easy to read Coherence between and within each section					
	Lexico-grammatical range and accuracy: Syntactic complexity Variety in sentence types: demonstrates control of a range of syntax at phrase, clause and sentence levels. Problems might be: run-on sentences, fragments and misuse of	Exemplary	Good	Adequate	Marginal	Inadequate

		Exemplary	Good	Adequate	Marginal	Inadequate
	punctuation.					
	Lexico-grammatical range and accuracy: Grammatical accuracy Absence of grammatical errors. Problems might be: incorrect articles, prepositions, pronouns, singular-plural, tenses and subject-verb agreement.	Exemplary	Good	Adequate	Marginal	Inadequate
	Lexico-grammatical range and accuracy: Vocabulary Variety and accuracy in vocabulary use. Problems might be: faulty collocation, word form or word choice and incorrect spelling.	Exemplary	Good	Adequate	Marginal	Inadequate
Group Oral Presentation of Business Plan	Objectives, Content and Organization	• Presentation objectives completely achieved • Introduction very effective • All relevant information included and presented effectively • Conclusion very effective • Information correctly structured • Transitions very adequate and	• Presentation objectives mostly well achieved • Introduction good • Most relevant information included and presented effectively • Conclusion good • Information correctly structured in most sections • Transitions mostly well-achieved • Visuals good	• All presentation objectives adequately achieved • Introduction adequate • Some relevant information included and presented effectively; evidence of rehearsed speech/reading from notes • Conclusion only partly effective	• Presentation objectives only marginally achieved • Introduction barely effective • Little relevant information included or presented effectively • Conclusion barely effective • Information correctly structured in very few sections • Transitions only	• Presentation objectives not achieved • Introduction totally ineffective • Very little relevant information included or presented effectively • Conclusion totally ineffective or missing • Information poorly structured throughout • Transitions totally

		• effective • Visuals always appropriate and effective • Teamwork managed very effectively • Question-and-answer session very professionally and effectively handled • Time management very effective	• Teamwork mostly effective • Most parts of question-and-answer session professionally and effectively handled • Time management good	• Information correctly structured only in some sections • Transitions often inadequate • Visuals are adequate • Teamwork often adequately managed • Many parts of question-and-answer session ineffectively handled • Time management adequate	• marginally achieved • Visuals are marginal • Teamwork marginal • Most parts of question-and-answer session ineffectively handled/not handled at all • Evidence of heavy reliance on reading from notes • Time management marginal	• inadequate or ineffective • Visuals totally inappropriate or ineffective • Teamwork totally ineffective • Question-and-answer session totally ineffective • Time management totally ineffective
	Language and Delivery	• Fluent • Hardly any language errors • Pronunciation very clear and accurate • Tone highly appropriate • Delivery (pace, eye contact, posture, gestures, enthusiasm) excellent	• Mostly fluent • Some noticeable language errors • Pronunciation mostly clear and accurate • Tone mostly appropriate • Few problems with delivery (pace, eye contact, posture, gestures enthusiasm)	• Some problems with fluency • Many noticeable language errors • Pronunciation often unclear or inaccurate • Tone often inappropriate • Some problems with delivery (pace, eye contact, posture, gestures enthusiasm)	• Serious problems with fluency • Language errors impede comprehension • Pronunciation largely unclear or inaccurate • Tone mostly inappropriate • Many problems with delivery (pace, eye contact, posture, gestures, enthusiasm)	• Not fluent at all • Use of language totally impedes comprehension • Pronunciation incomprehensible • Tone is totally inappropriate • Problems with delivery (pace, eye contact, posture, gestures, enthusiasm) render presentation incomprehensible
In-class Participation	Participation in in-class activities	Makes significant contribution to in-class discussion and completes tasks satisfactorily.	Makes occasional contribution to in-class discussion and completes the	Seldom makes contribution to in-class group discussion and in class tasks.	Little evidence of participation in class; completes very few in-class tasks.	Fails to complete in-class tasks or participate in class discussions.

			tasks satisfactorily.			

Note: A detailed rubrics will be provided in class.

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.)

   business communication; business genres; business correspondence; internal and external communication; ethics in business communication; presentation skills; business plan writing; routine messages; persuasive messages; bad news messages; meetings, agendas and minutes; collaborative writing

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.)

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

1.	Adler, R.B. and Elmhorst, J.M. (2008). *Communicating at work: Principles and practices for business and the professions.* New York: McGraw-Hill Higher Education.
2.	Angell, P. (2007). *Business communication design: Creativity, strategies, and solutions.* Boston: McGraw-Hill.
3.	Guffey, M. E., Du-Babcock, B., & Loewy, D. (2015).*Essentials of Business Communication.* (Third Ed. /ISBN-13:978-9814687-10-2). Singapore: Cengage. .
4.	Krizan, A.C., Merrier, P. and Larson Jones, C. (2005). *Business communication.* Mason, Ohio: South Western/Thomson.
5.	Kuiper, S. (2009). Contemporary business report writing. (4th ed.). Singapore: Cengage Learning – South-Western.
6.	Lehman, C.M. and DuFrene, D.D. (2005). *Business communication.* Mason, Ohio: South-Western.
7.	Locker, K.O. (2008). *Business and administrative communication.* New York: Irwin/McGraw-Hill.
8.	Mascull, B. (2004). *Business vocabulary in use (Advanced).* Cambridge: Cambridge University Press.
9.	Netzley, M., & Snow, C. (2002). *Guide to Report Writing*. Upper Saddle River, NJ: Prentice Hall.
10.	Thill, J.V. and Bovee, C.L. (2008). *Excellence in business communication.* Upper Saddle River, New Jersey: Prentice Hall.
11.	Thill, J.V. and Bovee, C.L. (2008). *Business communication today.* Upper Saddle River, New Jersey: Prentice Hall

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	**Please indicate which CILO(s) is/are related to this PILO, if any** *(can be more than one CILOs in each PILO)*
PILO 1: Demonstrate the capacity for self-directed learning	Students conduct research and write an investigative report
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	
PILO 3: Demonstrate critical thinking skills	Students are required to analyse and evaluate the date that they collect during their research, and present the results persuasively to a well-informed business audience
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	Assignments one and three and fine consist of an individually-written document
PILO 6: Demonstrate effective oral communication skills	Assignment Four is an oral presentation that summarizes the contents the investigative report
PILO 7: Demonstrate an ability to work effectively in a team	Assignments four and five are collaborative and focus on cooperation and the distribution of duties to complete a project
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	The assignment topics include international business projects and collaborations, and students are taught and required to show understanding of cross-cultural principles in relation to business communication
PILO 9: Value ethical and socially responsible actions	Assignment two (business meeting) involves discussion of an ethics related project in business. Students are taught and required to show an understanding of ethical principles in business contexts
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	The assignment topics involve issues and topics related to innovation and discovery in business

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Bad News/Persuasive message