EN3525: ENGLISH IN CORPORATE AND PROFESSIONAL COMMUNICATION

Effective Term
Semester A 2024/25

Part I Course Overview

Course Title
English in Corporate and Professional Communication

Subject Code
EN - English
Course Number
3525

Academic Unit
English (EN)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

The goal of this course is to provide students with the knowledge and skills needed to communicate in English in corporate and professional contexts. It does this by fulfilling two related aims. Firstly, the course aims to provide students with an understanding of influential discourse analytical frameworks used in the analysis of corporate and professional communication. Secondly, the course aims to develop in students the ability to apply these frameworks to particular areas of professional and corporate practice. Students will develop an understanding of common corporate and professional genres, workplace interactions, and collaborative composing processes. In addition, they will develop the ability to critically evaluate the communicative requirements of specific corporate and professional contexts and will be able to apply this ability not only to contexts encountered on the course but also to novel communicative situations that they will encounter in future.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe, explain and apply principles of applied linguistics and discourse analysis incorporate and professional communication contexts		x	x	
2	Analyse corporate and professional texts in terms of their communicative purpose, audience, generic structure and lexico-grammatical realization		x	x	
3	Apply the principles learned to critically evaluate communicative situations in corporate and professional contexts		x	x	x
4	Apply the principles learned to create effective texts for specific domains of corporate and professional practice		x	x	x
5	Conduct themselves in an appropriately professional manner in collaborative and individual work			x	x

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 real-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.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive lectures	Students are provided with input on key concepts in applied linguistics and discourse/genre analysis. Based on this input they do tasks that require them to interactively identify, describe and evaluate key concepts and relate them to example corporate and professional texts and contexts.	1, 2, 3, 4	Throughout the course
2	In-class workshops	Students engage in analysis, collaborative writing, and role-play tasks in which they experience simulated corporate and professional communication activities.	1, 2, 3, 4, 5	Throughout the course
3	Assigned readings	Students prepare for class by reading relevant assigned texts.	1, 2, 3, 4	Throughout the course
4	Blended learning activities	Online classes with interactive activities.	1, 2, 3, 4, 5	Three classes across the semester.

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Assignment#1. Professional/corporate writing and reflective report	1, 2, 3, 4, 5	30	Individual assessment
2	Assignment#2. Text analysis project	1, 2, 3, 4, 5	30	Groupwork task
3	Assignment#3. Text production	1, 2, 3, 4, 5	30	Individual assessment
4	Participation and Professional Etiquette including On-Time Attendance, Active Participation, Interpersonal Skills/ Professionalism, and Peer Evaluation on Group Project Contribution	3, 5	10	Group Task

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task
1A. Professional/ corporate writing

Criterion
Organization and content

Excellent (A+, A, A-)
- An excellent selection of content that comprehensively achieves the aims of the text.
- Excellent organization with a clear, coherent, flow of ideas at the level of text and paragraph all of the time.

Good (B+, B, B-)
- A good selection of content that soundly achieves the aims of the text.
- Good organization with a clear, coherent, flow of ideas at the level of text and paragraph most of the time.

Fair (C+, C, C-)
- An adequate selection of content that adequately achieves the aims of the text.
- Adequate organization but the flow of ideas at the level of text and paragraph is clear and coherent only some of the time.

Marginal (D)
- An inadequate selection of content with the aims of the text not adequately achieved.
- Inadequate organization with little clarity and coherence at the level of text and paragraph.

Failure (F)
- Poor selection of content with the aims of the text not achieved.
- Poor organization with a lack of clarity and coherence at the level of text and paragraph.

Assessment Task
1A. Professional/ corporate writing

Criterion
Use of English

Excellent (A+, A, A-)
- Excellent use of English with very few errors of grammar and vocabulary.
- Choice of language is always appropriate to the register of the text and always conveys an appropriate professional/ corporate identity.

Good (B+, B, B-)
- Good use of English with some errors of grammar and vocabulary, though these do not affect the clarity of the writing.
- Choice of language is mostly appropriate to the register of the text and mostly conveys an appropriate professional/ corporate identity.

Fair (C+, C, C-)
- Adequate use of English with errors of grammar and vocabulary that sometimes affect the clarity of the writing.
- Choice of language is only sometimes appropriate to the register of the text and only sometimes conveys an appropriate professional/ corporate identity.

Marginal (D)
- Some evidence of adequate use of English, but shortcomings affect the clarity of the writing.
- Choice of language may be inappropriate at times with respect to register and professional/ corporate identity.

Failure (F)

- Poor use of English, with errors of grammar and vocabulary that frequently affect the clarity of the writing.
- Choice of language is often inappropriate with respect to register and professional/ corporate identity.

Assessment Task

1B. Reflective report

Criterion

Content

Excellent (A+, A, A-)

- Shows full understanding of the communicative context, including the audience for and purpose of the text.
- Provides an excellent explanation of rhetorical and linguistic choices in terms of the purpose and context of the writing.

Good (B+, B, B-)

- Shows sound understanding of the communicative context, including the audience for and purpose of the text.
- Provides a good explanation of rhetorical and linguistic choices in terms of the purpose and context of the writing.

Fair (C+, C, C-)

- Shows adequate understanding of the communicative context, including the audience for and purpose of the text.
- Provides an adequate explanation of rhetorical and linguistic choices in terms of the purpose and context of the writing.

Marginal (D)

- Shows inadequate understanding of the communicative context, including the audience for and purpose of the text.
- Provides an inadequate explanation of rhetorical and linguistic choices in terms of the purpose and context of the writing.

Failure (F)

- Shows little understanding of the communicative context, including the audience for and purpose of the text.
- Provides little explanation of rhetorical and linguistic choices in terms of the purpose and context of the writing.

Assessment Task

1B. Reflective report

Criterion

Use of English

Excellent (A+, A, A-)

- Excellent use of English with very few errors of grammar and vocabulary.
- Choice of language is always appropriate to the academic register of the text.

Good (B+, B, B-)

- Good use of English with some errors of grammar and vocabulary, though these do not affect the clarity of the writing.
- Choice of language is mostly appropriate to the academic register of the text.

Fair (C+, C, C-)

- Adequate use of English with errors of grammar and vocabulary that sometimes affect the clarity of the writing.
- Choice of language is only sometimes appropriate to the academic register of the text.

Marginal (D)

- Some evidence of adequate use of English, but shortcomings affect the clarity of the writing.
- Choice of language may be inappropriate at times with respect to academic register.

Failure (F)
- Poor use of English, with errors of grammar and vocabulary that frequently affect the clarity of the writing.
- Choice of language is often inappropriate with respect to academic register.

Assessment Task
2. Text analysis project

Criterion
Content

Excellent (A+, A, A-)
- The texts are comprehensively analyzed and explained
- All key features of text are identified
- Shows full understanding of purpose of texts

Good (B+, B, B-)
- The texts are soundly analyzed and explained
- Most key features of text are identified
- Shows sound understanding of purpose of texts

Fair (C+, C, C-)
- The texts are adequately analyzed and explained
- Sufficient key features of text are identified
- Shows adequate understanding of purpose of text

Marginal (D)
- The text is inadequately analyzed and explained
- Insufficient key features of text are identified
- Shows inadequate understanding of purpose of text

Failure (F)
- The text is barely analyzed/ The analysis is not at all comprehensible
- Few key features of text are identified
- Shows little understanding of purpose of text

Assessment Task
2. Text analysis project

Criterion
Use of English

Excellent (A+, A, A-)
- Excellent use of English with very few errors of grammar and vocabulary.
- Choice of language is always appropriate to the academic register of the text.

Good (B+, B, B-)
- Good use of English with some errors of grammar and vocabulary, though these do not affect the clarity of the writing.
- Choice of language is mostly appropriate to the academic register of the text.

Fair (C+, C, C-)
- Adequate use of English with errors of grammar and vocabulary that sometimes affect the clarity of the writing.
- Choice of language is only sometimes appropriate to the academic register of the text.

Marginal (D)

- Some evidence of adequate use of English, but shortcomings affect the clarity of the writing.
- Choice of language may be inappropriate at times with respect to academic register.

Failure (F)

- Poor use of English, with errors of grammar and vocabulary that frequently affect the clarity of the writing.
- Choice of language is often inappropriate with respect to academic register.

Assessment Task

3. Text Production

Criterion

Organization and content

Excellent (A+, A, A-)

An excellent selection of content that comprehensively achieves the aims of the text. Excellent organization with a clear, coherent, flow of ideas at the level of text and paragraph.

Good (B+, B, B-)

A good selection of content that soundly achieves the aims of the text. Good organization with a clear, coherent, flow of ideas at the level of text and paragraph most of the time.

Fair (C+, C, C-)

An adequate selection of content that adequately achieves the aims of the text. Adequate organization but the flow of ideas at the level of text and paragraph is clear and coherent only some of the time.

Marginal (D)

An inadequate selection of content with the aims of the text not adequately achieved.
Inadequate organization with little clarity and coherence at the level of text and paragraph.

Failure (F)

Poor selection of content with the aims of the text not achieved. Poor organization with a lack of clarity and coherence at the level of text and paragraph.

Assessment Task

3. Text Production

Criterion

Use of English

Excellent (A+, A, A-)

Excellent use of English with very few errors of grammar and vocabulary. Choice of language is always appropriate to the register of the text and always conveys an appropriate professional/ corporate identity.

Good (B+, B, B-)

Good use of English with some errors of grammar and vocabulary, though these do not affect the clarity of the writing.

Fair (C+, C, C-)

Adequate use of English with errors of grammar and vocabulary that sometimes affect the clarity of the writing. Choice of language is only sometimes appropriate to the register of the text and only sometimes conveys an appropriate professional/ corporate identity.

Marginal (D)

Some evidence of adequate use of English, but shortcomings affect the clarity of the writing.

Failure (F)

Poor use of English, with errors of grammar and vocabulary that frequently affect the clarity of the writing

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Assessment Task

Participation and Professional Etiquette

Excellent (A+, A, A-)

- Makes significant contribution to in-class discussion and completes tasks satisfactorily.
- Makes significant contribution to group assessment tasks

Good (B+, B, B-)

- Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.
- Makes occasional contribution to group assessment tasks

Fair (C+, C, C-)

- Seldom makes adequate contribution to in-class discussion and in class tasks.
- Makes inadequate contribution to group assessment tasks

Marginal (D)

- Little evidence of participation in class; completes very few in-class tasks.
- Makes little contribution to group assessment tasks

Failure (F)

- Fails to sufficiently participate in in-class activities (including discussion and other tasks)
- Makes no contribution to group assessment tasks

Part III Other Information

Keyword Syllabus

Professional communication, corporate communication, genre analysis, intertextuality, multimodality, identity, collaboration, branding and advertising, business/crisis communication, science and health communication, legal discourse.

Reading List

Compulsory Readings

	Title
1	Nil

Additional Readings

	Title
1	Bhatia, V. K. (2017). Critical Genre Analysis: Investigating Interdiscursive Performance in Professional Practice. Abingdon, Oxon: Routledge.
2	Bhatia, V. K., & Bremner, S. (Eds.). (2014). The Routledge Handbook of Language and Professional Communication. Abingdon, Oxon: Routledge.
3	Breeze, R. (2013). Corporate Discourse. London: Bloomsbury Academic.
4	Bremner, S. (2018). Workplace Writing: Beyond the Text. London: Routledge.

| 5 | Schnurr, S. (2013). Exploring Professional Communication: Language in action. Abingdon, Oxon: Routledge. |
| 6 | Schnurr, S. & Zayts, O. (2017). Language and Culture at Work. Abingdon, Oxon#; New York, NY: Routledge, an imprint of the Taylor & Francis Group. |