

## The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	ENGL1A26
<b>Subject Title</b>	To Fare Well in the Workplace with English
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	None. [Remarks: ENGL students may take this subject.]
<b>Objectives</b>	This course aims to equip students with useful linguistic resources to perform various activities and communicative goals effectively and successfully in their future professions. To achieve this aim, basic and essential concepts and theories of linguistics (mainly pragmatics and genres) and psychology (mainly persuasion) will be introduced. Students will then be able to understand others better and to express themselves more accurately, confidently, tactfully, and persuasively in the workplace.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to:  a) display a critical and creative awareness of business genres in the workplace, including business reports, managerial responses to complaints and criticisms, and oral presentations. b) prepare and deliver effective oral business presentations; c) compose and deliver persuasive messages confidently and effectively in the professional context; and d) use English confidently in different business communicative situations in the Hong Kong and international contexts.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	The subject can be divided into two parts. Part I lays a solid foundation by equipping students with the basic knowledge of linguistics (pragmatics and genres) and psychology (persuasion).

	<p>Part II provides students with ample opportunities to apply the concepts and theories learnt in Part I in analysing and expounding linguistic phenomena, and in constructing various business genres.</p> <p>Part I – Foundation</p> <p>(1) Concepts and theories of persuasion</p> <ul style="list-style-type: none"> <li>a) Aristotle means of persuasion</li> <li>b) Elaboration likelihood model</li> <li>c) Reasoned action approach</li> <li>d) Cognitive dissonance theory</li> <li>e) Extended parallel process model</li> </ul> <p>(2) Concepts and theories of pragmatics and genres</p> <ul style="list-style-type: none"> <li>a) Politeness, rapport and rapport management</li> <li>b) Business genres (e.g. oral presentations, business reports, managerial responses)</li> </ul> <p>Part II – Application</p> <p>(1) Spoken genres</p> <ul style="list-style-type: none"> <li>a) Persuasive speeches</li> <li>b) Business oral presentations</li> </ul> <p>(2) Written genres</p> <ul style="list-style-type: none"> <li>a) Managerial responses</li> <li>b) Business reports</li> </ul>
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p>Adopting a learner-centred approach, the subject will be taught through highly interactive lectures and seminars. The lectures will focus on the introduction and discussion of concepts and theories, and presentation and analysis of authentic data taken from the business / professional contexts. The seminars will provide students with ample opportunities to analyse and expound linguistic phenomena with concepts and theories, to discuss and debate the applicability of these concepts and theories in various contexts, and to reflect critically the way people use language in interactions.</p>

**Assessment Methods  
in Alignment with  
Intended Learning  
Outcomes**

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d		
1. Group presentation	30%	√	√	√	√		
2. Recommendation report – Draft 1	20%	√		√	√		
3. Recommendation report – Draft 2	30%	√		√	√		
4. Class participation	20%	√	√	√	√		
<b>Total</b>	<b>100 %</b>						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Task 1 (group presentation) assesses intended learning outcomes (a), (b), (c) and (d). It provides students with an opportunity to prepare and deliver a 15-minute oral business presentation as a group – the format of presentation that is gaining popularity in the professional workplace / business context. It also provides them with an opportunity to apply the concepts and theories learnt in working with their peers – they will need to persuade others and to manage rapport with others while working as a group.

Task 2 (business recommendation report) assesses intended learning outcomes (a), (c) and (d). It requires students to read, analyse and interpret a data file. It provides students with an opportunity to demonstrate their understanding and mastery of the newly acquired concepts and theories of pragmatics, genres, and persuasion. **The assessment is delivered in two drafts. Draft 1 consists of a detailed plan of the report guided by a template and questions provided by the subject instructor. Draft 2 is written based on the first stage and consists of the report.**

Task 3 (class participation) assesses intended learning outcomes (a), (b), (c) and (d). It includes weekly in-class discussion activities. These tasks reinforce the understanding of the concepts and theories of linguistics and psychology, generate critical discussion, and create new perspectives on professional workplace communication.

Fulfilling the ER & EW requirements:

	<p>ER: Students will need to read the recommended texts (especially #3, 4, 7, 9 &amp; 10 of the Reading List) before they are able to complete Tasks 1 &amp; 2. The total number of pages of these five texts is more than 200.</p> <p>EW: Please refer to Task 2 above.</p>	
<p><b>Student Study Effort Expected</b></p>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	26 Hrs.
	<ul style="list-style-type: none"> <li>▪ Seminars</li> </ul>	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Reading</li> </ul>	40 Hrs.
	<ul style="list-style-type: none"> <li>▪ Preparation for assignments</li> </ul>	30 Hrs.
	Total student study effort	
<p><b>Reading List and References</b></p>	<ol style="list-style-type: none"> <li>1. Brown, Penelope, Levinson, Stephen C., 1987. <i>Politeness: Some Universals in Language Usage</i>. Cambridge University Press, Cambridge.</li> <li>2. Evans, Stephen, 2010. Business as usual: the use of English in the professional world in Hong Kong. <i>English for Specific Purposes</i> 29(3), 153-167.</li> <li>3. Ho, Victor, 2017. Achieving service recovery through responding to negative online reviews. <i>Discourse &amp; Communication</i> 11(1), 31-50.</li> <li>4. Ho, Victor, 2017. Giving offence and making amends: How hotel management attempts to manage rapport with dissatisfied customers. <i>Journal of Pragmatics</i> 109, 1-11.</li> <li>5. Ho, Victor, 2020. Do hotels enhance and challenge rapport with customers with the same degree of commitment? <i>Journal of Pragmatics</i> 166, 70-83.</li> <li>6. O’Keefe, Daniel, 2016. <i>Persuasion: Theory and Research</i> (3rd edn.). LA; London: Sage.</li> <li>7. Perloff, Richard, 2021. <i>The Dynamics of Persuasion: Communication and Attitudes in the Twenty-First Century</i> (7th edn.). New York; Abingdon: Routledge.</li> <li>8. Petty, Richard, and Brinol, Pablo, 2012. The elaboration likelihood model. In P. Van Lange, A. Kruglanski, &amp; E. Higgins (Eds.), <i>Handbook of Theories of Social Psychology</i> (Vol. 1), pp. 224-245, London, UK: Sage.</li> </ol>	

	<p>9. Spencer-Oatey, Helen, 2008. Face (im)politeness and rapport. In: Spencer-Oatey, H. (Ed.), <i>Culturally Speaking: Culture, Communication and Politeness Theory</i>. 2nd ed. Continuum, London/New York, pp. 11--47.</p> <p>10. Spencer-Oatey, Helen, Franklin, Peter, 2009. <i>Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication</i>. Basingstoke: Palgrave Macmillan.</p> <p>11. Thomas, Jenny, 1995. <i>Meaning in Interaction: An Introduction to Pragmatics</i>. New York: Routledge.</p>
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Revised by Azar Tajabadi, August 2023

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020