

<b>Subject Code</b>	ENGL561
<b>Subject Title</b>	Practical Communication Strategies I
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite / Co-requisite/ Exclusion</b>	N/A
<b>Objectives</b>	<p>This course (i.e. Practical Communication Strategies I) is to introduce students to the use of English for communicating in business contexts. It focuses on written tasks requiring a sophisticated level of communicative competence in English. The course emphasizes productive writing skills as well as receptive reading skills, and contains focuses not only on written accuracy (lexical, grammatical and discourse) but also on appropriacy.</p> <p>Students are expected to raise their awareness of the genres of business and professional discourse types, and to further develop their ability in the necessary language skills required in the workplace.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ol style="list-style-type: none"> <li>a. understand the need for effective communication skills relating to career development and advancement;</li> <li>b. analyse a variety of business contexts and produce texts that fulfill the stated goals;</li> <li>c. grasp effective writing skills for business, including awareness of notions of correctness, readability, conciseness, clarity, emphasis, positiveness, reader-centred writing and so on;</li> <li>d. demonstrate sophisticated level of communicative competence in English in dealing with business-related activities;</li> <li>e. develop a high degree of confidence in the use of English in the many different communicative situations likely to be met in management both in a Hong Kong context and internationally.</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>f. display analytical and critical thinking;</li> <li>g. pursue life long learning;</li> <li>h. display leadership and entrepreneurship skills.</li> </ol>
<b>Subject Synopsis</b>	<ol style="list-style-type: none"> <li>1. Overview of features of business English</li> <li>2. Editing and proofreading texts</li> <li>3. Different genres of writing: Email Communication/letters/sales correspondence</li> <li>4. Communicative functions of email/letters (e.g. negative messages, goodwill messages, making enquiries, replies to enquiries, etc)</li> </ol>

<b>Teaching/Learning Methodology</b>	The teaching and learning approach will be task-based, student-centred, interactive, and reflective. Students will learn how to become competent in handling different communicative tasks through small group discussions, role-plays, classroom presentations, seminars and simulated language activities. This subject requires critical and creative thinking, problem-solving and attention to detail.																																																											
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="419 421 1409 878"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="8">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> </tr> </thead> <tbody> <tr> <td>1. Reflective essay</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Text analysis and presentation</td> <td>30%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. In class test</td> <td>45%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="8"></td> </tr> </tbody> </table> <p data-bbox="419 913 1490 1021">The main purpose of the assessed tasks is to measure students’ understanding of the key concepts and their ability to apply what they have learned. The syllabus writer wants to ensure that assessment is <i>for</i> learning as well as <i>of</i> learning.</p> <p data-bbox="419 1059 1490 1574">The assessment tasks reflect this philosophy in the way they meet ILOs: the reflective essay consists of two parts: an autobiography for students to introduce themselves and their business writing development goals briefly, and a three-page description of the significance of written communication in the organization students are working in. In doing the assignment, students have to reflect on their business writing goals, and the importance of written communication in the workplace, taking into account background information of the company such as management structure, culture and ethos, products, sales and marketing strategies. The second assignment is about analyzing texts collected from different workplace contexts for various communicate purposes. Students are required to analyze and evaluate the effectiveness of the collected sample texts analytically and critically. The In class test is a combination of students’ effort in writing and editing different genres for different communicative purposes, demonstrating their understanding of writing particular genres in question.</p>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed								a	b	c	d	e	f	g	h	1. Reflective essay	25%	✓	✓	✓			✓			2. Text analysis and presentation	30%		✓	✓	✓	✓	✓	✓		3. In class test	45%		✓	✓	✓	✓	✓		✓	Total	100%								
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<b>Reading List and</b>	Anderson, P. V. (2013). <i>Technical communication</i> (7th ed.). Boston, MA:																																																											

## References

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- Angell, P. (2007). *Business communication design: Creativity, strategies, and solutions* (2nd ed.). Boston: McGraw-Hill.
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- Singh, M., Kell, P., & Pandian, A. (2002). *Appropriating English: Innovation in the global business of English language teaching*. New York: Peter Lang.

	<p>Sweeney, S. (2004). <i>Communicating in business</i> (2nd ed.). Cambridge: Cambridge University Press.</p> <p>Thill, J. V., &amp; Bovée, C. L. (2013). <i>Excellence in business communication</i> (10th ed.). Boston: Pearson.</p> <p>An additional reference list of journal papers for each topic will also be provided for students.</p>
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Revised by Prof. Stefano Occhipinti (Nov 2022)