

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	ENGL2B01
Subject Title	Globalised Organizational Communication
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	None
Cluster Area	<p>Please check the box(es) below to indicate the cluster area(s) the subject contributes in a major way:</p> <input type="checkbox"/> Human Nature, Relations and Development <input checked="" type="checkbox"/> Community, Organization and Globalisation <input type="checkbox"/> History, Cultures and World Views <input type="checkbox"/> Science, Technology and Environment
Requirements intended to fulfil	<input type="checkbox"/> China-Study Requirement (CSR) - More than 60% CSR-related content <input checked="" type="checkbox"/> Eligible for “English Writing” (EW) designation - include an extensive piece of writing (2,500 words) AND “English Reading” (ER) designation - include a reading of an extensive text (100,000 words or 200 pages) <input type="checkbox"/> Eligible for “Chinese Writing” (CW) designation - include an extensive piece of writing (3,000 characters) AND “Chinese Reading” (CR) designation - include a reading of an extensive text (100,000 characters or 200 pages) <input type="checkbox"/> Others _____
Medium of Instruction	<p>Please check the appropriate box:</p> <input checked="" type="checkbox"/> English <input type="checkbox"/> Cantonese <input type="checkbox"/> Putonghua <input type="checkbox"/> Others (Please specify: _____)
Objectives	<p>This subject will introduce the students to different theoretical and methodological approaches to the study of organisational communication in today’s globalised world, and, critically, investigate a range of organisational communicative processes and practices drawn from around the world.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) describe the theories and methodologies for understanding and analyzing organisational communication; b) display critical and creative thinking in the analysis of real-life communicative events in organisations; c) use and explain the role of language in organisational communication;

	<p>d) display a more global outlook in combination with a critical understanding of the importance of organisational communication;</p> <p>e) employ a range of strategies for effective communication and learning autonomously and collaboratively.</p> <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy (c, d, f, g), Higher order thinking (a, b, d, e), and Skills for life-long learning (a-g)</p>
<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Organisation theory from the perspective of professional communication: definitions, functions, instruments, and process (learning outcome 'a') 2. Globalisation and its impact on organisations: a communication-based SWAT analysis (learning outcomes 'a', 'b' and 'c') 3. Enhancing internal and external organisational communication: applying communication theories which have pragmatic value to communicators (learning outcomes 'b', 'c' and 'd') 4. Overcoming organisational barriers to effective communication: communicating innovation and change in practice (learning outcome 'c') 5. Tensions between local and global priorities: glocalisation and the establishment of a global communication outlook (learning outcomes 'a', 'b', 'c' and 'd') 6. Case studies involving a variety of global organizations: discourses as processes and products, persuasive discourse in action, and communication at critical moments (learning outcomes 'c' and 'd') 7. Communication audit: measuring and monitoring organisational communication both within and between organizations (learning outcomes 'a'-'e')
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>The subject emphasises theoretical input and practical applications using real-world examples. Case studies, discussions and critical readings will be used to consolidate the concepts and theories introduced.</p> <p>Through reading the course materials and carrying out a variety of learning activities, learners are expected to further develop critical and creative thinking, capacity for reflection, ability to integrate theories and applications, and further enhance their own language and communication skills.</p>

Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	c	d	e	f	g
	1. Two written assignments each 1250 words in length. The first examines the broad issues of globalised communication in organisations through a critical review of the literature. The other presents a case study of globalised communication in an organisation critically analysed using one or more of the theories/frameworks covered in the subject. (ER/EW)	60%	✓	✓	✓	✓	✓	✓	✓
	2. Oral presentation (15 minutes). Based on a communication audit conducted by the students. (ER)	30%	✓	✓	✓	✓	✓	✓	✓
	3. Writing process activities (EW)	10%	✓	✓	✓	✓	✓	✓	✓
	Total	100 %							
Student Study Effort Expected	Class contact:								
	Lectures: 13 x 2hrs								
	Seminars: 13 x 1 hr								
	▪		39 Hrs.						
	Other student study effort:								
	▪ Assignments plus reading		90Hrs.						
Total student study effort		129Hrs.							
Reading List and References	<p>Please indicate clearly in this section if the subject should have an “R” designation. If so, subject proposers should also indicate clearly which items on the Reading List constitute the expected reading requirement and include the page numbers.</p> <p>Students will be expected to read relevant sections of following books in the further reading section: Blundel (2004), May and Mumby (2005), and Singh (2003). This reading constitutes around 200 pages. The ER activities form an integral component of the term paper.</p>								

	<p>Required reading</p> <p>Argenti, P. (2009). <i>Corporate Communication</i>. (Fifth edition). New York: McGraw-Hill Irwin. (313 pp)</p> <p>Hargie, O., & Tourish, D., (Eds.) (2004). <i>Key Issues in Organisational Communication</i>. London and New York: Routledge. (304 pp)</p> <p>Recommended reading</p> <p>(ER) Blundel, R. (2004). <i>Effective Organisational Communication: Perspectives, Principles, and Practices</i>. (2nd ed.). Harlow, England; New York: Financial Times Prentice Hall. (Chapters 3 & 5)</p> <p>DiSanza, J.R. (2003). <i>Business and Professional Communication: Plans, Processes, and Performance</i>. (2nd Edition). Boston: Allyn and Bacon.</p> <p>(ER) Hargie, O. & Tourish, D. (2000). <i>Handbook of Communication Audits for Organisations</i>. London: Routledge. (Chapters 2, 3 & 5)</p> <p>May, S. & Mumby, D.K. (2005). <i>Engaging Organisational Communication Theory and Research: Multiple Perspectives</i>. Thousand Oaks, CA: Sage.</p> <p>(ER) Singh, S. (2003). <i>Communication in Organisations</i>. Bharat Book Centre. (Chapters 4-6)</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. 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 over-crowding 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 purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.