

<b>Subject Code</b>	ENGL304
<b>Subject Title</b>	English for Administration
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	<p>This subject will develop English language proficiency skills and communication skills in English through a focus on the real-life tasks undertaken by professionals in supervisory roles. The focus in this subject is on training in English communication for administrative purposes including the discourses associated with routine logistic processes (ie the communication skills associated with the administration of processes and projects). This subject sets out to enable students to develop the English language skills required to function effectively in a <b>guided</b> (as opposed to a <b>directed</b> or <b>autonomous</b>) context.</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. display a critical and creative awareness of administration-related business genres;</li> <li>b. analyse a variety of business situations and produce the texts that fulfil the stated goals;</li> <li>c. critically and creatively employ rhetorical strategies for formal workplace meetings;</li> <li>d. analyse and write action plans to improve intra- and inter-corporate logistical planning;</li> <li>e. interpret and report data in a variety of forms;</li> <li>f. function effectively, both independently and as a supervisor of a team;</li> <li>g. confidently and competently handle the communication skills required in an administrative role.</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>h. display critical and creative thinking;</li> <li>i. pursue life long learning;</li> <li>j. display leadership and entrepreneurship skills.</li> </ol>
<b>Subject Synopsis</b>	<ol style="list-style-type: none"> <li>1. Understanding intertextuality in professional communication;</li> <li>2. Understanding and producing multi-modal business communication;</li> <li>3. Interpreting and reporting data in a variety of forms (eg graphs, flow charts, schematics and other graphical representations);</li> </ol>

	<p>4. Negotiating the administrative discourse flow of meetings (eg preparing agendas, chairing and participating in meetings, minute-writing);</p> <p>5. Brainstorming and writing action plans to handle unforeseen events;</p> <p>6. Critically evaluating the appropriate delegation of work arising from discourse flows.</p>																																																																																			
<p><b>Teaching/ Learning Methodology</b></p>	<p>The teaching and learning approach will be task-based, student centred, interactive, and reflective. Students will learn how to become competent in the language of administrative work through small group discussions, seminars and simulated language tasks. This subject requires critical and creative thinking, problem-solving and attention to detail.</p>																																																																																			
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="448 763 1385 1458"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weightin g</th> <th colspan="10">Intended subject learning outcomes to be assessed (Please tick as appropriate)</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> <th>i</th> <th>j</th> </tr> </thead> <tbody> <tr> <td>1.Meeting, Minutes</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Letter, Memo</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Policy paper</td> <td>40%</td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Participation</td> <td>10%</td> <td></td> <td></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="10"></td> </tr> </tbody> </table> <p>The main purpose of the assessed tasks is to check student understanding of key genre features, and their ability to reproduce these business genres accurately and thoughtfully. The syllabus writers want to ensure that the assessment if formative as well as summative. Hence the meeting and minutes are done live and impromptu, the letter and memo respond to a situation the individual perceives as relevant to the Hong Kong context, and the policy paper is done on a topic of the student’s choice that they view as globally and locally significant, and is developed over several weeks.</p>		Specific assessment methods/tasks	% weightin g	Intended subject learning outcomes to be assessed (Please tick as appropriate)										a	b	c	d	e	f	g	h	i	j	1.Meeting, Minutes	20%	✓	✓	✓			✓					2. Letter, Memo	30%	✓	✓		✓							3. Policy paper	40%					✓			✓	✓	✓	4. Participation	10%						✓	✓	✓			Total	100 %										
Specific assessment methods/tasks	% weightin g	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																																																		
		a	b	c	d	e	f	g	h	i	j																																																																									
1.Meeting, Minutes	20%	✓	✓	✓			✓																																																																													
2. Letter, Memo	30%	✓	✓		✓																																																																															
3. Policy paper	40%					✓			✓	✓	✓																																																																									
4. Participation	10%						✓	✓	✓																																																																											
Total	100 %																																																																																			
<p><b>Student Study Effort Required</b></p>	<p>Class contact:</p>																																																																																			
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	<p>0 Hrs.</p>																																																																																		
	<ul style="list-style-type: none"> <li>▪ Seminars</li> </ul>	<p>39 Hrs.</p>																																																																																		

	Other student study effort:	
	▪ Private study	58 Hrs.
	▪ Take-home assignments	29 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p><b>Reading List</b></p> <p>Thill, J.V &amp; Bovee, C.L (2007). <i>Excellence in Business Communication 5<sup>th</sup> edition</i>. Upper Saddle, New Jersey: Prentice Hall</p> <p>Comfort, J. 2000. <i>Effective Meetings</i>. Oxford: Oxford University Press.</p> <p>Jones, L. &amp; Alexander, R. 2003. <i>New International Business English</i>. Cambridge: Cambridge University Press</p> <p>Locker. K. O. 2007. <i>Business and Administrative Communication</i>. Boston: McGraw-Hill</p> <p>Sweeney, S. 2004. <i>Communicating in Business</i>. Cambridge: Cambridge University Press.</p> <p>Authentic materials produced by the English Department</p>	

Prepared by Dora Wong and Martin Warren; Revised by David Qian, March 2008; Updated by David Qian, June 2014