

<b>Subject Code</b>	ENGL404
<b>Subject Title</b>	English for Management
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite / Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	<p>This is the last of five core subjects which explicitly focus on, and are designed to develop, English language proficiency skills. Students taking this subject will already have followed the subjects <i>English for Academic Communication</i>, <i>English for Advanced Academic Writing</i>, <i>English for Professional Communication</i> and <i>English for Administration</i>, and will have Proficiency* -level language skills in listening, speaking, reading and writing. This subject will elevate students to a Mastery* standard in professional communication.</p> <p>The subject primarily focuses on the English communication skills required to handle the kinds of discourse encountered at the managerial level in organizations (including the discourses involved in more complex logistic processes). In other words, students will acquire the linguistic competence needed to evaluate and master the complexities encountered in higher level professional contexts resulting from, for example, differing corporate cultures and increased levels of ambiguity.</p> <p>This subject sets out to enable students to develop the English language skills required to function effectively in an <b>autonomous</b> (as opposed to a directed or guided) context. In the subjects <i>English for Professional Communication</i> and <i>English for Administration</i>, students learn the communicative skills necessary to understand and produce <b>directed</b> and <b>guided</b> discourses respectively.</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. control and manage the language of the recruitment process;</li> <li>b. communicate effectively and creatively in a managerial role;</li> <li>c. apply their creative capacities to ‘think outside the box’ and generate ‘new solutions to old problems’;</li> <li>d. demonstrate effective negotiation skills in achieving a win-win situation in different negotiating scenarios in the workplace;</li> <li>e. capitalize on their leadership and entrepreneurial skills;</li> <li>f. make use of leadership, public speaking and discussion skills when chairing;</li> <li>g. demonstrate leadership and entrepreneurial qualities through</li> </ol>

	<p>their use of language;</p> <p>h. function effectively both independently and as a leader of a team.</p> <p><b>Category B: Attributes for all-roundedness</b></p> <p>i. display critical and creative thinking;</p> <p>j. display awareness of national and social responsibility;</p> <p>k. pursue life long learning;</p> <p>l. display leadership and entrepreneurship skills.</p>																																																																																														
<p><b>Subject Synopsis</b></p>	<ol style="list-style-type: none"> <li>1. Managing the discourse flow of the recruitment process (e.g. job specifications, job advertisements, shortlisting, interviewing, selecting and rejecting candidates)</li> <li>2. The language of negotiation in the workplace</li> <li>3. The language of mission statements and key organizational objectives</li> <li>4. Writing a business plan (including a SWOT analysis, strategic plans, etc.)</li> <li>5. Critically evaluating the appropriate delegation of work arising from discourse flows.</li> </ol>																																																																																														
<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="443 1211 1394 1989"> <thead> <tr> <th rowspan="2">Specific assessment methods/ tasks</th> <th rowspan="2">% weighting</th> <th colspan="11">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> <th>k</th> <th>l</th> </tr> </thead> <tbody> <tr> <td>1. Application Portfolio (application letter, letter analysis, resume)</td> <td>25%</td> <td>✓</td> <td>✓</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. Job Interviews</td> <td>20%</td> <td>✓</td> <td>✓</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. Business Plan</td> <td>30%</td> <td></td> <td>✓</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. Negotiation</td> <td>25%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="11"></td> </tr> </tbody> </table> <p>The main purpose of the assessed tasks is to measure students' understanding of the key concepts and their ability to apply what they</p>	Specific assessment methods/ tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)											a	b	c	d	e	f	g	h	i	j	k	l	1. Application Portfolio (application letter, letter analysis, resume)	25%	✓	✓							✓	✓	✓		2. Job Interviews	20%	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	3. Business Plan	30%		✓	✓		✓		✓	✓	✓	✓	✓	✓	4. Negotiation	25%			✓	✓		✓		✓	✓	✓	✓	✓	<b>Total</b>	<b>100 %</b>											
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	<p>have learned. The syllabus writer wants to ensure that assessment is <i>for</i> learning as well as <i>of</i> learning. The assessment tasks reflect this philosophy in the way they meet ILOs: the application portfolio allows students to produce an application letter and a resume, and, through this process, to reflect on the key features of effective application letters and resumes. The job interview assessment requires students to play the role of both an interviewer and an interviewee; in addition to the application portfolio, these assignments measure students' ability to manage the discourse flow of the recruitment process. The business plan assignment requires students to demonstrate their understanding of mission statement writing, and the procedure and language required in writing a business plan. Other important attributes of leadership and entrepreneurship skills will also be displayed. The negotiation assessment enables students to apply their understanding of how to chair a meeting and make effective use of negotiation strategies to achieve a win-win situation.</p>	
<b>Student Study Effort Required</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	0 Hrs.
	<ul style="list-style-type: none"> <li>▪ Seminars</li> </ul>	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Private study</li> </ul>	58 Hrs.
	<ul style="list-style-type: none"> <li>▪ Take-home assignments</li> </ul>	29 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p>Acuff, F. L. (2008). <i>How to negotiate anything with anyone anywhere around</i> (3rd ed.). New York: AMACOM/American Management Association.</p> <p>Angell, P. (2007). <i>Business communication design: Creativity, strategies, and solutions</i> (2nd ed.). Boston: McGraw-Hill/Irwin.</p> <p>Bhatia, V. J. (1993). <i>Analysing genre: Language use in professional settings</i>. London: Longman.</p> <p>Bilbow, G. T. (2004). <i>Business writing for Hong Kong</i> (3rd ed.). Hong Kong: Longman.</p> <p>Caster, K., &amp; Palmer, D. (1989). <i>Business assignments</i>. Oxford: Oxford University Press.</p> <p>Chan, M. (2009). 「職」時上位，名人英語全面睇. Hong Kong: World Publishing Limited.</p> <p>Chan, M. (2013). 職場英語. Hong Kong: World Publishing Limited.</p> <p>Eischen, C. W. (2013). <i>Résumés, cover letters, networking, &amp; interviewing</i> (4th ed.). Mason, OH: South-Western/Cengage Learning.</p> <p>Guffey, M. E., &amp; Loewy, D. (2013). <i>Essentials of business communication</i> (9th ed.). Mason, OH: South-Western Cengage Learning.</p> <p>Hargie, O. (Ed.). (2006). <i>The handbook of communication skills</i> (3rd ed.). London/New York: Routledge.</p> <p>Lafond, C., Vine, S., &amp; Welch, B. (2010). <i>English for negotiating</i>. Oxford: Oxford University Press.</p> <p>Locker, K. O., &amp; Kienzler, D. S. (2013). <i>Business and administrative communication</i> (10th ed.). New York: McGraw-Hill/Irwin.</p>	

	Mascull, B. (2002). <i>Business vocabulary in use</i> . Cambridge: Cambridge University Press. Thill, J. V., & Bovee, C. L. (2013). <i>Excellence in business communication</i> (10th ed.). Boston: Pearson. Authentic materials produced by the English Department.
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Prepared by Mable Chan and Martin Warren; Revised by David Qian, March 2008; Updated by Mable Chan, June 2014