

Subject Code	ENGL561
Subject Title	Practical Communication Strategies I
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<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>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. understand the need for effective communication skills relating to career development and advancement; b. analyse a variety of business contexts and produce texts that fulfill the stated goals; c. grasp effective writing skills for business, including awareness of notions of correctness, readability, conciseness, clarity, emphasis, positiveness, reader-centred writing and so on; d. demonstrate sophisticated level of communicative competence in English in dealing with business-related activities; 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. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> f. display analytical and critical thinking; g. pursue life long learning; h. display leadership and entrepreneurship skills.
Subject Synopsis	<ol style="list-style-type: none"> 1. Overview of features of business English 2. Editing and proofreading texts 3. Different genres of writing: Email Communication/letters/sales correspondence 4. Communicative functions of email/letters (e.g. negative messages, goodwill messages, making enquiries, replies to enquiries, etc)

Teaching/Learning Methodology	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.
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Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th data-bbox="416 421 699 593" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="699 421 874 593" rowspan="2">% weighting</th> <th colspan="8" data-bbox="874 421 1402 533">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th data-bbox="874 533 938 593">a</th> <th data-bbox="938 533 1002 593">b</th> <th data-bbox="1002 533 1066 593">c</th> <th data-bbox="1066 533 1129 593">d</th> <th data-bbox="1129 533 1193 593">e</th> <th data-bbox="1193 533 1257 593">f</th> <th data-bbox="1257 533 1321 593">g</th> <th data-bbox="1321 533 1402 593">h</th> </tr> </thead> <tbody> <tr> <td data-bbox="416 600 699 667">1. Reflective essay</td> <td data-bbox="699 600 874 667">25%</td> <td data-bbox="874 600 938 667">✓</td> <td data-bbox="938 600 1002 667">✓</td> <td data-bbox="1002 600 1066 667">✓</td> <td data-bbox="1066 600 1129 667"></td> <td data-bbox="1129 600 1193 667"></td> <td data-bbox="1193 600 1257 667">✓</td> <td data-bbox="1257 600 1321 667"></td> <td data-bbox="1321 600 1402 667"></td> </tr> <tr> <td data-bbox="416 667 699 734">2. Business Portfolio of letters/email</td> <td data-bbox="699 667 874 734">30%</td> <td data-bbox="874 667 938 734"></td> <td data-bbox="938 667 1002 734">✓</td> <td data-bbox="1002 667 1066 734">✓</td> <td data-bbox="1066 667 1129 734">✓</td> <td data-bbox="1129 667 1193 734">✓</td> <td data-bbox="1193 667 1257 734">✓</td> <td data-bbox="1257 667 1321 734"></td> <td data-bbox="1321 667 1402 734">✓</td> </tr> <tr> <td data-bbox="416 734 699 840">3. Text analysis and presentation</td> <td data-bbox="699 734 874 840">45%</td> <td data-bbox="874 734 938 840"></td> <td data-bbox="938 734 1002 840">✓</td> <td data-bbox="1002 734 1066 840">✓</td> <td data-bbox="1066 734 1129 840">✓</td> <td data-bbox="1129 734 1193 840">✓</td> <td data-bbox="1193 734 1257 840">✓</td> <td data-bbox="1257 734 1321 840">✓</td> <td data-bbox="1321 734 1402 840"></td> </tr> <tr> <td data-bbox="416 840 699 907">Total</td> <td data-bbox="699 840 874 907">100%</td> <td colspan="8" data-bbox="874 840 1402 907"></td> </tr> </tbody> </table>	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. Business Portfolio of letters/email	30%		✓	✓	✓	✓	✓		✓	3. Text analysis and presentation	45%		✓	✓	✓	✓	✓	✓		Total	100%								
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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.																																																											
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 business portfolio is a combination of students’ effort in writing different genres for different communicative purposes, demonstrating their understanding of writing particular genres in question. While the first two assignments are about producing written texts, the last 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.																																																											

Student Study Effort Required	Class contact:	
	▪ Seminars	39 Hrs.
	Other student study effort:	
	▪ Private study	81 Hrs.
	Total student study effort	120 Hrs.

Reading List and References

- Anderson, P. V. (2013). *Technical communication* (7th ed.). Boston, MA: Wadsworth.
- Angell, P. (2007). *Business communication design: Creativity, strategies, and solutions* (2nd ed.). Boston: McGraw-Hill.
- Bhatia, V. J. (1993). *Analysing genre: Language use in professional settings*. London: Longman.
- Bilbow, G. T. (2004). *Business writing for Hong Kong* (3rd ed.). Hong Kong: Longman.
- Caster, K., & Palmer, D. (1989). *Business assignments*. Oxford: Oxford University Press.
- Chan, M. (2009). 「職」時上位，名人英語全面睇. Hong Kong: World Publishing Limited.
- Chan, M. (2013). *職場英語*. Hong Kong: World Publishing Limited.
- Comfort, J. (2000). *Effective meetings*. Oxford: Oxford University Press.
- Cotton, D., Falvey, D., & Kent, S. (2010). *Market leader: Upper intermediate business English* (3rd ed.). Harlow: Longman
- Donna, S. (2000). *Teach business English: A comprehensive introduction to business English*. Cambridge/New York: Cambridge University Press.
- Guffey, M.E. (2013). *Essentials of business communication* (9th ed.). Mason, Ohio: South-Western College Pub.
- Johnson, C., Trappe, T., Tullis, G., Barrall, N., & Barrall, I. (2006). *Intelligent business coursebook: Upper intermediate business English*. Harlow, England: Pearson Longman.
- Jones, L., & Alexander, R. (2000). *New international business English*. Cambridge: Cambridge University Press.
- Locker, K. O., & Kienzler, D. S. (2013). *Business and administrative communication* (10th ed.). New York: McGraw-Hill/Irwin.
- Markel, M. H. (2010). *Technical communication* (9th ed.). Boston, MA: Bedford/St. Martins.
- Mascull, B. (2002). *Business vocabulary in use*. Cambridge: Cambridge University Press.
- Shulman, M. (2006). *In focus: Strategies for business writers*. Ann Arbor: University of Michigan Press.
- Singh, M., Kell, P., & Pandian, A. (2002). *Appropriating English: Innovation in*

	<p><i>the global business of English language teaching</i>. New York: Peter Lang.</p> <p>Sweeney, S. (2004). <i>Communicating in business</i> (2nd ed.). Cambridge: Cambridge University Press.</p> <p>Thill, J. V., & 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 Mable Chan (May 2014)