

# The Hong Kong Polytechnic University

## Subject Description Form

<b>Subject Code</b>	ELC3222
<b>Subject Title</b>	Workplace English for Business Students II
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Pre-requisite: LCR English subjects and ELC3221 Workplace English for Business Students I
<b>Objectives</b>	<p>This subject aims to develop the advanced English language skills required by students to communicate effectively for business project management in their future professional careers.</p> <p>The subject is designed to build upon the language and communication skills covered in the previous DSR English subject.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. plan, organise and write convincing business proposals,</li> <li>b. propose strategies, plans and projects effectively and persuasively in business presentations,</li> <li>c. conduct business meetings effectively and participate actively in discussions and negotiations, and</li> <li>d. plan, organise and produce effective promotional literature.</li> </ol> <p>To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and provide support for stance and opinion.</p>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The content is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students.</p> <ol style="list-style-type: none"> <li>1. <b>Language use in project management</b> Brainstorming and initiating a business project, interviewing stakeholders, setting and prioritising goals, drafting proposals, conducting meetings and communicating with stakeholders, and preparing promotional literature (e.g. press releases)</li> <li>2. <b>Language appropriacy</b> Using context-sensitive language in spoken and written English.</li> <li>3. <b>Language development</b> Improving and extending relevant features of grammar, vocabulary and pronunciation.</li> </ol>

<b>Teaching/Learning Methodology</b>	<p>The subject is designed to introduce students to the communication skills, both oral and written, that they may need to function effectively in their future professions.</p> <p>The study method is primarily seminar-based. Activities include teacher input and project work involving drafting and evaluating texts, mini-presentations, discussions and simulations. Students will be referred to information on the Internet and the ELC's Centre for Independent Language Learning.</p> <p>Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.</p>																																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="440 564 1473 1115"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. Proposal</td> <td>25%</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Oral presentation of proposal</td> <td>25%</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Meeting</td> <td>25%</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>4. Promotional literature</td> <td>25%</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>This subject adopts the method of 100% continuous assessment. Students' oral and writing skills are evaluated through assessment tasks related to the learning outcomes. Students are assessed on the accuracy and the appropriacy of the language used in fulfilling the assessment tasks, as well as the selection and organisation of ideas.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Proposal	25%	✓				2. Oral presentation of proposal	25%		✓			3. Meeting	25%			✓		4. Promotional literature	25%				✓	Total	100 %				
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<b>Student Study Effort Expected</b>	Class contact:																																												
	<ul style="list-style-type: none"> <li>▪ Seminars</li> </ul>		39 Hrs.																																										
	Other student study effort:																																												
	<ul style="list-style-type: none"> <li>▪ Classwork-related, assessment-related, and self-access work</li> </ul>		78 Hrs.																																										
	Total student study effort:		117 Hrs.																																										

<p><b>Reading List and References</b></p>	<p><b>Coursebook</b></p> <p>Course materials prepared by the English Language Centre</p> <p><b>Recommended readings</b></p> <p>Cobb, N., &amp; Divine, C. (2006). <i>Writing business bids and proposals for dummies</i>. West Sussex: John Wiley &amp; Sons, Ltd.</p> <p>Johnson-Sheehan, R. (2008). <i>Writing proposals</i> (2nd ed.). New York: Pearson.</p> <p>Kennedy, M. (2014). <i>Beginner's guide to writing powerful press releases: Secrets the pros use to command media attention</i>. CreateSpace Independent Publishing Platform.</p> <p>Kidd, P., &amp; Field, B. (2014). <i>Powerfully simple meetings: Your guide for fewer, faster, more focused meetings</i>. MeetingResult</p> <p>Kliem, R. L. (2008). <i>Effective communications for project management</i>. Boca Raton: Auerbach Publications.</p> <p>Lewis, J. P. (2008). <i>Mastering project management: Applying advanced concepts to systems thinking, control &amp; evaluation, resource allocation</i> (2nd ed.). New York: McGraw-Hill.</p> <p>Marsh, C., Guth, D. W., &amp; Short, B. P. (2016). <i>Strategic writing: Multimedia writing for public relations, advertising, and more</i> (3rd ed.). New York: Routledge.</p> <p>Potter, J. (1992). <i>Common business English errors in Hong Kong</i>. Hong Kong: Longman.</p> <p>Steele, W. R. (2016). <i>Presentation skills 201: How to take it to the next level as a confident, engaging presenter</i>. US: Erie Publishing.</p> <p>Thompson, L. L. (2015). <i>The mind and heart of the negotiator</i> (6th ed.). Boston: Pearson.</p>
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