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| <b>Subject Code</b>                                    | ELC3301   |
| <b>Subject Title</b>                                   | English in the Workplace for CBS Students   |
| <b>Credit Value</b>                                    | 3   |
| <b>Level</b>   | 3   |
| <b>Pre-requisite /<br/>Co-requisite/<br/>Exclusion</b> | Nil   |
| <b>Objectives</b>                                      | This subject aims to develop the English language skills required by students of Bilingual Studies to communicate effectively in their future professional careers.   |
| <b>Intended Learning Outcomes</b>                      | <p>By the end of the subject, students should be able to communicate effectively in workplace contexts through</p> <ol style="list-style-type: none"> <li>a. writing internal/external persuasive requests about products, services and assistance required,</li> <li>b. participating in, and contributing to, workplace problem-solving interactions, and</li> <li>c. writing reports which describe and interpret data in workplace contexts.</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/<br/>Indicative Syllabus</b>       | <p>This syllabus 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><b>1. Workplace correspondence and reports</b><br/>Selecting relevant content; organising ideas and information; maintaining appropriate tone, distance and level of formality; achieving coherence and cohesion; adopting an appropriate style, format, structure and layout in persuasive requests and workplace reports.</li> <li><b>2. Workplace discussions and negotiations</b><br/>Practicing the specific verbal and non-verbal skills required when communicating with clients/co-workers in workplace discussions.</li> <li><b>3. Language appropriacy</b><br/>Using context-sensitive language in written and spoken English.</li> <li><b>4. Language development</b><br/>Improving and extending relevant features of students' grammar, vocabulary and pronunciation.</li> </ol> |

| <p><b>Teaching/Learning Methodology</b></p>                                   | <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 as well as individual and group 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>   |  |                 |   |                                   |             |  |  |  |   |   |   |                                |     |   |  |  |   |     |  |   |  |                     |     |  |  |   |  |     |  |   |  |              |              |  |  |  |
|---|---|--|-----------------|---|-----------------------------------|-------------|--|--|--|---|---|---|--------------------------------|-----|---|--|--|---|-----|--|---|--|---------------------|-----|--|--|---|--|-----|--|---|--|--------------|--------------|--|--|--|
| <p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> | <table border="1" data-bbox="520 757 1474 1480"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Writing persuasive requests</td> <td>30%</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Participating in a workplace-related meeting</td> <td>30%</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>3. Writing a report</td> <td>30%</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>4. Delivering short oral presentations</td> <td>10%</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Continuous assessment: 100%</p> <p>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 | 1. Writing persuasive requests | 30% | ✓ |  |  | 2. Participating in a workplace-related meeting | 30% |  | ✓ |  | 3. Writing a report | 30% |  |  | ✓ | 4. Delivering short oral presentations | 10% |  | ✓ |  | <b>Total</b> | <b>100 %</b> |  |  |  |
| Specific assessment methods/tasks   | % weighting   | Intended subject learning outcomes to be assessed (Please tick as appropriate) |                 |   |                                   |             |  |  |  |   |   |   |                                |     |   |  |  |   |     |  |   |  |                     |     |  |  |   |  |     |  |   |  |              |              |  |  |  |
|   |   | a  | b               | c |                                   |             |  |  |  |   |   |   |                                |     |   |  |  |   |     |  |   |  |                     |     |  |  |   |  |     |  |   |  |              |              |  |  |  |
| 1. Writing persuasive requests  | 30%   | ✓  |                 |   |                                   |             |  |  |  |   |   |   |                                |     |   |  |  |   |     |  |   |  |                     |     |  |  |   |  |     |  |   |  |              |              |  |  |  |
| 2. Participating in a workplace-related meeting                               | 30%   |  | ✓               |   |                                   |             |  |  |  |   |   |   |                                |     |   |  |  |   |     |  |   |  |                     |     |  |  |   |  |     |  |   |  |              |              |  |  |  |
| 3. Writing a report   | 30%   |  |                 | ✓ |                                   |             |  |  |  |   |   |   |                                |     |   |  |  |   |     |  |   |  |                     |     |  |  |   |  |     |  |   |  |              |              |  |  |  |
| 4. Delivering short oral presentations  | 10%   |  | ✓               |   |                                   |             |  |  |  |   |   |   |                                |     |   |  |  |   |     |  |   |  |                     |     |  |  |   |  |     |  |   |  |              |              |  |  |  |
| <b>Total</b>  | <b>100 %</b>  |  |                 |   |                                   |             |  |  |  |   |   |   |                                |     |   |  |  |   |     |  |   |  |                     |     |  |  |   |  |     |  |   |  |              |              |  |  |  |
| <p><b>Student Study Effort Expected</b></p>                                   | <p>Class contact:</p>   |  |                 |   |                                   |             |  |  |  |   |   |   |                                |     |   |  |  |   |     |  |   |  |                     |     |  |  |   |  |     |  |   |  |              |              |  |  |  |
|   | <ul style="list-style-type: none"> <li>▪ Seminars</li> </ul>  |  | <p>39 Hrs.</p>  |   |                                   |             |  |  |  |   |   |   |                                |     |   |  |  |   |     |  |   |  |                     |     |  |  |   |  |     |  |   |  |              |              |  |  |  |
|   | <p>Other student study effort:</p>  |  |                 |   |                                   |             |  |  |  |   |   |   |                                |     |   |  |  |   |     |  |   |  |                     |     |  |  |   |  |     |  |   |  |              |              |  |  |  |
|   | <ul style="list-style-type: none"> <li>▪ Classwork-related and project-related preparation and self-access work</li> </ul>  |  | <p>78 Hrs.</p>  |   |                                   |             |  |  |  |   |   |   |                                |     |   |  |  |   |     |  |   |  |                     |     |  |  |   |  |     |  |   |  |              |              |  |  |  |
|   | <p>Total student study effort</p>   |  | <p>117 Hrs.</p> |   |                                   |             |  |  |  |   |   |   |                                |     |   |  |  |   |     |  |   |  |                     |     |  |  |   |  |     |  |   |  |              |              |  |  |  |

**Reading List and  
References**

**Coursebook**

English Language Centre. (2008). *English in the Workplace for CBS Students*. Hong Kong: The Hong Kong Polytechnic University.

**Recommended readings**

Adams, T., Means, J. & Spivey, M. S. (2007). *The project meeting facilitator: Facilitation skills to make the most of project meetings*. San Francisco: Jossey-Bass.

Bové, C. L. & Thill, J. V. (2008). *Business communication today* (9th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Gass, R. H. & Seiter, J. S. (2007). *Persuasion, social influence, and compliance gaining* (3rd ed.). Boston: Pearson/Allyn & Bacon.

Goldner, P. S. & McKeon, P. (2007). *Red-hot sales negotiation: Everything you need to know to close deals, build relationships, and create win/win outcomes*. New York: AMACOM, American Management Association.

Guffey, M. E. (2004). *Essentials of business communication* (6th ed.). Mason, OH: South-Western College Pub.

Hill, M. & Storey, A. (2002) *Speakeasy!* [interactive multimedia]. *Oral presentation skills in English for academic and professional use*. Hong Kong: Hong Kong University Press.

Locker, K. O. & Kaczmarek, S. K. (2007). *Business communication: Building critical skills* (3rd ed.). New York: McGraw-Hill/Irwin.

Parker, G. M. & Hoffman, R. (2006). *Meeting excellence: 33 tools to lead meetings that get results*. San Francisco: Jossey-Bass.

Reardon, K. K. (2004). *The skilled negotiator: Mastering the language of engagement*. San Francisco, CA: Jossey-Bass.

Rogers, W. (2007). *Persuasion: messages, receivers, and contexts*. Lanham, MD: Rowman & Littlefield Publishers.

Satterwhite, M. L. & Olson-Sutton, J. (2007). *Business communication at work*. Boston: McGraw-Hill/Irwin.

Stiff, J. B. (2003). *Persuasive communication* (2nd ed.). New York: Guilford Press.