

# 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>	This subject aims to develop the English communication skills of BBA students to initiate business project ideas and make feasible contributions to the workplace. Students learn to justify, pitch, and defend their business project ideas using appropriate communication strategies with clear and persuasive language. Focus is placed on effective spoken, written, multimodal and digital communication to promote business project ideas to internal and external audiences.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students are expected to be able to: <ul style="list-style-type: none"> <li>a. articulate relevant and innovative solutions to address a business issue and/or create new business opportunities</li> <li>b. persuade audiences to accept a project idea using clear written and spoken communication</li> <li>c. pitch, defend, and promote project ideas persuasively to internal and external audiences</li> <li>d. employ appropriate language and communication strategies to promote a professional image of a project and company</li> </ul>
<b>Subject Synopsis / Indicative Syllabus</b>	The content is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students. <ol style="list-style-type: none"> <li>1. Language, multimodality and digital literacy The significance and transferability of language skills and multimodal and digital literacy skills in business communication.</li> <li>2. Introducing a business project idea in the workplace Analysing the structure and language of proposals; writing all necessary common sections of a proposal using professional written language; and using strategies to convince the company and stakeholders of the significance of the project.</li> <li>3. Justifying and defending business project ideas in the workplace Introducing the project idea in a presentation to specific audiences clearly and articulately; using effective non-verbal strategies; demonstrating clear justifications to the company and stakeholders; and defending those ideas convincingly when facing the audience.</li> <li>4. Publicising a business project to the public Analysing publicity materials in business contexts; writing clear, concise, and multimodal texts to publicise a project idea to the general public; and sustaining the professional image of a company.</li> </ol>

<b>Teaching/Learning Methodology</b>	<p>The subject is designed with a business simulation approach to introduce students to the communication and multimodal skills they need in order to perform effectively and efficiently 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 online information 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>
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<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>			Intended subject learning outcomes to be assessed (Please tick as appropriate)			
	Specific assessment methods/tasks	% weighting	a	b	c	d
	1. Articulating a business project idea (i) Introducing a business project idea in a presentation (ii) Defending the business project idea in a defence session	50%	✓	✓	✓	✓
	2. Actualising the business project (i) Finalising details of the business project in a proposal (ii) Publicising the business project in a media release	50%	✓	✓	✓	✓
	Total	100 %				
<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’ speaking and writing skills as well as multimodal and digital literacy skills where appropriate are evaluated through assessment tasks related to the learning outcomes. The rationale for each assessment is stated as follows:</p> <ol style="list-style-type: none"> <li>1. Articulating a business project idea (a presentation and a defence session) Students will play the role of project manager in a business simulation. They will initiate their individual project idea, which should fulfil a number of project requirements, and present their own project idea to the company and other project managers in the business simulation, convince them of the significance of the project, and demonstrate multimodal and digital literacy skills where appropriate. Students will then participate in a defence session where they will respond to questions from the audience of their presentation. The purpose of doing both tasks is to win the company’s approval to implement the project. The two parts of this assessment aim to reflect students’ abilities to effectively use their speaking skills to demonstrate the value of their own project.</li> <li>2. Actualising the business project (a proposal and a media release) Students will write a business project proposal to demonstrate why the project is feasible and how it can fulfil a number of project requirements. This part of the assessment evaluates students’ writing skills in professional contexts to effectively sell their project idea. With the assumption that the project is approved, students will create a media release that publicises their own business project employing</li> </ol>						

	multimodal and digital literacy skills where appropriate, and showcases a professional image of the company. This part of the assessment aims to evaluate students' abilities to impress the public professionally with their own project.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Seminars	39 Hrs.
	Other student study effort:	
	▪ Classwork-related, assessment-related, and self-access work	78 Hrs.
	Total student study effort:	117 Hrs.
<b>Required and Recommended Resources</b>	<b>Required resources</b> Course materials prepared by the English Language Centre.	
	<b>Recommended resources</b> Recommended resources are listed below. Students are also encouraged to use the range of services and initiatives provided by the ELC including our <u>Speaking Assistance Programme</u> , <u>Writing Assistance Programme</u> , <u>workshops</u> , and <u>Open Online Courses</u> .	
	Camp, S. C., & Satterwhite, M. L. (2015). <i>College English and business communication</i> (10th ed.). McGraw-Hill Education.	
	Chan, M. (2020). <i>English for business communication</i> . Routledge.	
	Cobb, N., & Divine, C. (2016). <i>Writing business bids &amp; proposals for dummies</i> . John Wiley & Sons.	
	Coven, Martha B. (2022). <i>Writing on the job: Best practices for communicating in the digital age</i> . Princeton University Press.	
	Cutts, M. (2013). <i>Oxford guide to plain English</i> . Oxford University Press.	
	Eggensperger, J., & Salvatore, J. (2022). <i>Strategic public relations writing: Proven tactics and techniques</i> . Routledge.	
	Haunts, S. (2022). <i>Powerful presentations: Selling your story on stage or in the boardroom</i> . Apress.	
	Huang, K., Wang, Y., Zhu, F., Chen, X., & Xing, C. (2023). <i>Beyond AI: ChatGPT, Web3, and the business landscape of tomorrow</i> . Cham: Springer.	
	Metz, T. (2021). <i>Meetings that get results: A facilitator's guide to building better meetings</i> . Berrett-Koehler Publishers.	
	Potter, J. (1992). <i>Common business English errors in Hong Kong</i> . Longman.	
	Rudd, J. E., & Hughes, D. T. (2020). <i>Negotiation preparation in a global world: Symptoms of success and failure</i> . Routledge.	
Taulli, T. (2023). <i>ChatGPT and Bard for business automation: Achieving AI-driven growth</i> . Berkeley, CA: Apress L. P.		
Thakkar, J. J. (2022). <i>Project management: Strategic and operational planning</i> . Springer Nature Singapore.		