

Course Title:	<b>Professional Communication in English for Arts &amp; Humanities</b>
Course Code:	LUE4001
No. of Credits/Term:	3
Year of Study:	2/3/4
Mode of Tuition:	Sectional
Contact Hours Per Week:	2- hour tutorial x 2 per week
Total Teaching Hours:	56 hours/4 hours per week
Category in Major Prog.:	Discipline-related Professional Communication course in the revamped ELE curriculum
Medium of Instruction	English
Prerequisite(s):	LUE1002 University English II (except for inbound exchange students)
Exclusion(s)	Students who have passed this course are not allowed to take any of the LUE4002 and LUE4003

### **Brief Course Description:**

The purpose of this course is to demonstrate to Arts and Humanities undergraduates the fundamentals of professional communication within their field. In this course, students will analyse a representative professional organization, in this case, M+ Museum of Visual Culture, through analysis of its mission and activities, allowing them to gain an understanding of it and ascertain its importance. Students are introduced to professional communication theory and practice by means of a modular course design that incorporates (i) significant communication theories and practices based on literature and (ii) actual case studies inspired by real-life professional situations. By engaging in communication activities for the purpose of seeking employment and dealing with a variety of challenging situations, they participate in meetings, deliver presentations, compose correspondence, and generate word documents as part of their task.

### **Aims**

1. To equip students with an understanding of key principles and concepts of professional communication, allowing them to apply them to the analysis of work-related texts.
2. To introduce students to workplace communication contexts relevant to their academic and professional interests.
3. To provide students with hands-on experience on basic research related to problem-solving activities and on real-world professional contexts.
4. To have students become involved in the and production of written and spoken texts

that are related to their main career fields.

### **Learning Outcomes**

Upon successful completion of the course, students will be able to:

1. Use concepts such as context (of a situation and culture), purpose, audience and channel to analyze communicative situations.
2. Conduct independent research on issues business organizations, identify problems and propose and evaluate solutions.
3. Utilize spoken English to communicate effectively and professionally in workplace situations .
4. Produce a broad range of work-related written materials using the appropriate generic formats.
5. Reflect on how language can be used in different contexts to create maximum effect in writing.

### **Indicative Content:**

**The content of the course is divided into three main sections: (i) Language and communication theories and concepts, (ii) communication skills for employability and recruitment and for workplace communication, and (iii) English language activities and case studies to assist in the successful completion of assignments. Throughout the course, you are expected to apply those theories and concepts to the production and analysis of spoken and written texts.**

1. Analyzing the communication process: sender, receiver, message, channel and context
2. Principles and practices for effective communication in professional contexts
3. Analyzing Hong Kong cultural business organizations such as M+ Museum of Visual Culture
4. The writing process: writing for professional audiences
5. Genre and text analysis in professional contexts
6. Effective communication for employment: CVs, application messages and job interviews

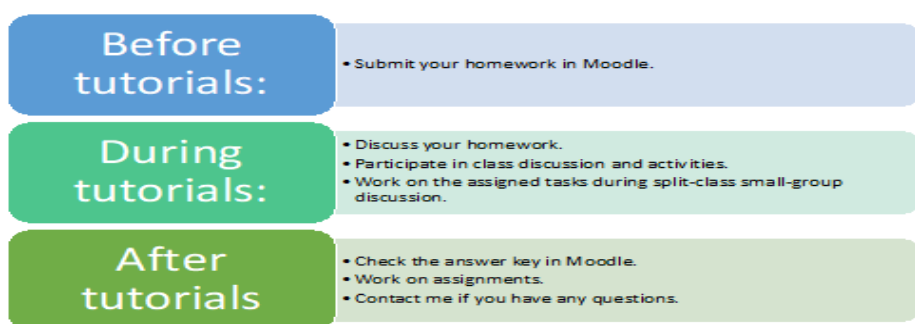
7. Effective spoken communication in the workplace: professional meetings and presentations

8. Effective written communication in the workplace: email messages and professional reports

**Teaching Method:**

The content of this course is presented as flipped blended learning to maximize student participation during face-to-face interactions in class. You are expected to complete the prescribed online activities and self-study materials to prepare better for participation in tutorials and small-group activities, as illustrated below.

**Flipped blended learning**



**Measurement of Learning Outcomes:**

Learning Outcomes	Job Application Portfolio	Job Interview	Meeting & presentation	Business Report
1. Analyze communicative situations using concepts such as context (of situation and culture), purpose, audience and channel.	✓	✓	✓	✓
2. Conduct independent research on issues related to arts related professional organizations, identify problems, propose and evaluate solutions.			✓	✓
3. Communicate effectively and professionally in workplace situations using spoken English.		✓	✓	
4. Produce a variety of work-related written texts applying the specific generic conventions.	✓			✓
5. Reflect on how language can be used in a variety of texts for optimal effect.	✓			

**Assessment:**

**The learning outcomes will be measured through:**

**A job application portfolio:** Students create a targeted resume and cover message based on a real job advertisement, as well as produce a reflective writing assignment in which they examine their audience and discuss how language has been used to accomplish their communicative objective. (25% of the final mark)

**A group job Interview:** Working in small groups, students role-play job interviews (group work individually assessed, due on week 9/10. (20% of the final mark)

**A meeting and a group presentation:** Two groups of students present their proposal ideas to each other and discuss an implementation plan (group work individually assessed, due on week 13. (20% of the final mark)

**A business report: Students work** in groups to analyze a problem from a case study and propose solutions. (team due on week 14) (25% of the final mark)

**Independent Learning, Attendance and Participation: Including** online learning activities, attendance and active participation in class activities and discussion (individually assessed). (10% of the final mark)

## Equivalency Table:

Grade	Standard	Percentage	Grade Points
A A-	Excellent	88% < 100% 80% < 88%	4.00 3.67
B+ B B-	Good	75% < 80% 70% < 75% 65% < 70%	3.33 3.00 2.67
C+ C C-	Fair	60% < 65% 55% < 60% 50% < 55%	2.33 2.00 1.67
D+ D	Pass	45% < 50% 40% < 45%	1.33 1.00
F	Failure	<40%	0.00

## Course Materials:

The course materials developed by CEAL will be made available on Moodle in various formats. As the course materials will be used actively in every class, it is highly recommended that you bring a suitable electronic device such as a notebook, a laptop, or a tablet to access the course materials. There is a general consensus that a small-sized tablet, such as the iPad Mini, is the smallest device that is suitable for viewing and working with course material. It is not considered adequate for students to use mobile phones or smaller devices in class for the purpose of viewing materials.

## References:

### Core text:

Bovée, C.L., Thill, J.V. (2017) *Business communication today, global edition*. New Jersey: Pearson.

### Other Reference Materials:

Bilbow, G.T. (2015) *Business writing for Hong Kong*. 4<sup>th</sup> edition. Hong Kong: Pearson.

Chinese University of Hong Kong (n.d.) Business meeting platform. Retrieved from <http://eltu.cuhk.edu.hk/files/3012/>

Dignen, B. (2011) *Communicating across cultures*. Cambridge: Cambridge University Press.

Downes, C. (2008) *Cambridge English for job hunting*. Cambridge: Cambridge University Press.

Guffey, M.E. & Loewy, D. (2018) *Essentials of business communication*. Mason, Ohio: South-Western & Cengage Learning.

Hong Kong University of Science and Technology (2005) *Through other eyes. Job interviews in English*. [video files] Retrieved from

<https://www.youtube.com/watch?v=BxpatVz9Zu0;>

<https://www.youtube.com/watch?v=0UQwvxbNCRk>

<https://www.youtube.com/watch?v=yjDv52zYMU>

Jackson, J. (2019) *Introducing language and intercultural communication*. 2<sup>nd</sup> edition. Oxford:

Routledge.

Lesikar, R.V., Flatley, M.E & Rentz, K. (2008) *Business communication. Making connections in a digital world*. New York: McGraw Hill.

Stephens, B. (2011) *Meetings in English*. London: Macmillan Education.

Wong, J. S.C. (2010) *Generating the first business report. A step-by-step guide*. Singapore: Centage Learning Asia Pte. Ltd.

**Important Notes:**

- (1) Students are expected to spend a total of 12 hours (i.e. 4 hours of class contact and 8 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit all their written assignments using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.in.edu.hk/>.