

ADMS | **Advanced Diploma in Management Studies Programme**

Course Name	: Business Communication
Course Code	: 79
Basic Course / Optional Course / Compulsory Course	: Optional Course
QF Level	: 4
No. of QF Credit	: 10
Mode of Tuition	: Sectional approach
Class Contact Hours	: 30 hours

Brief Course Description

This course works to enhance students' ability to communicate effectively in both spoken and written English for various purposes in business and academic contexts. It underpins all other modules and prepares students for the final project.

Objectives

1. To help students improve their proficiency in the use of English.
2. To give students an understanding of the principles of and barriers to effective communication in business so that they can become more effective communicators.
3. To provide students with knowledge and training in the use of different channels, media, types, and formats of business communication.
4. To enable students to communicate more effectively both in writing and speech by analyzing the context of the business communication, the needs of the audience and tailor the message to these needs.
5. To develop students' skills for writing project, proposals and reports.

Course Intended Learning Outcomes (CILO)

Upon completion of the course, students should be able to:

CILO 1: demonstrate effective interpersonal and professional business communication skills in the workplace;

CILO 2: apply common verbal expressions in business and organizational settings;

CILO 3: use appropriate writing style, business terminology and grammatical structure in a variety of business correspondence including letters, memos, emails, proposals and reports;

CILO 4: present ideas and information logically and coherently in business correspondence; and

CILO 5: make effective presentations by using appropriate delivery techniques, body language, and audio-visual aids, and tackle questions tactfully in presentations.

Measurement of Learning Outcomes

1. The individual take-home grammar exercises appraise students' knowledge of grammatical items and vocabulary used specifically in business correspondence. [CILO 1, 2, 3]
2. The individual take-home writing task evaluates students' proficiency in writing different types of messages in business contexts, including routine, positive, negative and persuasive messages. [CILO 2, 3, 4]
3. The group project assesses students' report writing ability and presentation skills. [CILO 1, 2, 3, 4, 5]
4. The final examination assesses students' communication principles and concepts, proficiency of English, as well as the use of appropriate communication strategies and language skills. [CILO 1, 2, 3, 4, 5]

Indicative Content

1. Interpersonal Skills

The ability to comprehend lexical terms and syntactic structures in speech

The ability to interpret language using an understanding of its larger linguistic context, the physical setting or the social situation

The ability to recognize the interactional aspect of communication, such as the speaker's intention, action, and stance etc.

The ability to understand the non-verbal communication clues, such as vocal elements, facial expressions, and gestures etc.

The ability to convey messages with accurate and clear pronunciation of vowels and

consonants

The ability to control speed of delivery and make use of appropriate stresses and pauses to enhance understanding

The ability to convey messages effectively with the complement of non-verbal communication clues, such as vocal elements, facial expressions and gestures etc.

The ability to respond to speaker's questions or concerns efficiently and effectively

The ability to use appropriate wording and sentence patterns to create the right tone, including a polite, friendly, and tactful tone

2. Business Correspondence

The ability to make meanings out of business correspondence at four tiers, namely:

(i) Conceptual meaning:

This refers to the meaning a word or a group of words can have on its own, e.g. words and phrases, idioms and colloquial expressions

(ii) Propositional meaning:

Basic concepts are put together to form propositions. The structural unit for this level of meaning is, generally, the sentence

(iii) Textual or rhetorical meaning:

This deals with the arrangement of propositions which forms a coherently structured text. Rhetorical functions include asserting, introducing, justifying, clarifying, etc.

(iv) Pragmatic meaning:

This refers to the interactional aspect of communication, for example, the writer's intention, action, stance, etc.

The ability to plan the writing of messages with reference to the writer's goals and reader's profile

The ability to use grammar and a range of vocabulary accurately and appropriately

The ability to develop ideas smoothly and logically

The ability to move from general ideas to specific details

The ability to develop coherent paragraphs and structure a coherent essay

The ability to edit for contents to ensure adequate and relevant information is given

The ability to edit the layout to be user-friendly

The ability to edit the writing to be concise and clear, and to ensure an appropriate tone and style is used

3. Academic Projects, Business Proposals and Report

The ability to apply an effective process to conduct primary and secondary business research

The ability to evaluate the credibility of an information source

The ability to collect, select and organize information logically

The ability to structure a report into an introduction, body, and close

The ability to write the executive summary

The ability to interpret and present graphic information

The ability to draw conclusions and to develop recommendations

The ability to write in an acceptable academic or business style

4. Oral Presentation

The ability to convey messages with accurate and clear pronunciation of vowels and consonants

The ability to give speeches smoothly, using weak forms and sound linkages as is appropriate

The ability to enhance audience's understanding by controlling speed of delivery, as well as using appropriate pauses and stresses

The ability to make natural and fluent speeches, using various intonation patterns and minimizing hesitation and regression

The ability to speak dynamically with effective use of body language

The ability to use correct grammar and a wide range of vocabulary to express ideas, feelings, and attitudes

The ability to use language vividly to impress the audience

The ability to organize ideas in talks clearly and logically

The ability to use connective expressions to link up ideas in speech and move from one part of the talk to the next

The ability to talk confidently and knowledgeably about a subject

The ability to give a speech with effective use of visual aids

The ability to engage the audience during the presentation

The ability to deal with questions and comments from the audience tactfully during or after a presentation

Teaching Method / Class Activities

Mini-lectures, class discussions, case studies, in-tray exercises, role-plays, individual assignments and team projects, as well as instructor and peer feedback are used to conduct the course.

Weighting of Assessment

Continuous Assessment	40%
Final Examination	60%
Total	100%

Continuous Assessment (40%)

Take-home assignments and group project, both written and oral, of communication tasks arising in a given situation commonly encountered in business organizations, involving the making of oral presentations, the use of e-mails, memos, letters, reports, proposals, as is appropriate.

Take-home assignments and group project are assessed on the relevance of content, clarity of expression and organization, accuracy of language, appropriateness of style, and the use of an effective format.

Mark Allocation:

1. Class participation (8%)
2. Individual take-home grammar exercises (8%)
3. Individual take-home writing task (8%)
4. Group Project
 - a. Report/Proposal writing (8%)
 - b. Presentation (8%)

Grading Scale:

8	Excellent
7	Very good
6	Good
5	Average
4	Adequate
3	Marginal Pass
2	Poor
1	Very poor

Final Examination (60%)

Multiple-choice and short questions on content knowledge about business communication and patterns of language use; rewriting sentences for grammatical accuracy and better style and tone; and situational tasks testing the mastery of skills for dealing with complex tasks in business communications.

Textbook

Thill, J.V. & Bovee, C.L., 2015. *Excellence in business communication, global edition*. 11th ed. Edinburgh Gate: Pearson Education.

NOTIONAL LEARNING HOURS (NLHs) AND QF CREDIT OF THE COURSE

		Learning outcomes	Contact hours (a)	Self- study hours (b)	Total hours (a+b)
Learning and teaching activity					
1	Lecture	CILO1,2,3,4,5	23	46	69
2	Tutorial				
3	Practical work (laboratory, workshop, etc.)				
4	Online, distance and blended learning				
5	Internship / placement / fieldwork				
6	Others				
Assessment					
7	Exercise (individual assignments)	CILO 1,2,3,4	2.5	8	10.5
8	Project	CILO 1,2,3,4,5	3.5	12	15.5
9	Test / examination / assessment activities	CILO 1,2,3,4,5	2		2
10	Others (class participation)	CILO 1,2,3,4,5	1		1
Total NLHs					98
QF credit = Total NLHs/10					10