



北京大学
汇丰商学院

Peking University HSBC Business School

Communication for Business 2018 – 2019 Academic Year

Course Information

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Office Hours: Monday, 3:30 – 5:00 p.m. and by appointment

Classes:

Lectures:

Venue:

Course Description

1.1 Context

In today's VUCA world (volatility, uncertainty, complexity, and ambiguity) change is the new constant. So, what can we expect of personal and professional life in the 21st century and what bearing does it have on communication?

If a recent worldwide report on employer needs for the 21st century continues to hold true, then we can expect that “soft skills,” of which communication expertise is foundational, may be even more important than ever. Of the 15 employer-identified most important skills for the workplace more than half are communication-based.

Course overview:

Purpose

English is recognized as the international language of business. Therefore, this course is not only an exercise in English-language communication skill building but also in understanding cultural contexts for appropriate business behavior. With a focus on building professionalism, the course addresses both internal and external communication standards and practice for team and individual work.

Goal

Critical thinking/problem solving, effective audience-focused communication – not “perfect” English – and demonstrating effective collaborative skills are the goal of this course.

1.2 Textbooks and Reading Materials

The instructor has authored a booklet with key material to be covered in class. Additional material may be derived from a variety of sources including news and features from current-day media, as well as the following:

- Beebe, S., & Beebe, S. (2010). *Public speaking handbook*. Boston: Pearson.
- Guffey, M.E. & Loewy, D. (2015) *Business communication process and product*, Cengage Learning: Samford, CT, USA.

- Holt, S. (no date). *Professional business English communication for non-native speakers*. Unpublished workshop outline and content developed for the University of Minnesota.
- O’Quinn, K. (2006). *Perfect phrases for business letters*. NY: McGraw-Hill.
- Purdue Online Writing Lab (OWL). <https://owl.english.purdue.edu/owl/>
- Raimes, A. (2002). *Keys for writers*. Boston; Houghton Mifflin.
- Roen, D., Glau, G., & Maid, B. (2011). *McGraw Hill guide to writing for college, writing for life*. NY: McGraw Hill.
- Witt, C., & Fetherling, D. (2010). *Real leaders don’t do PowerPoint*. London:Piatkus.

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
1. Our graduates will be effective communicators.	1.1 Our students will produce quality business and research-oriented documents.	Students will produce business communication documents such as letters, emails, memos and reports.
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	This will be demonstrated in oral presentations and writing for various business purposes. Students will participate in peer review to both provide helpful feedback to classmates and sharpen their own analytical and communication skills.
2. Our graduates will be trained in ethics.	3.2. Our students will practice ethics in the duration of the program.	Students will demonstrate ethical, reader-focused writing through assignments and peer review. Students will respect and demonstrate academic integrity through understanding plagiarism and how to avoid it evidenced in their writing assignments.
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Students will learn about differences in communication/writing styles to appropriately communicate in a business setting with team members, clients, and vendors.
5. Our graduates will be skilled in problem-solving and critical thinking.	5.2 Our students will be prepared to face problems in various business settings and find solutions.	This will be demonstrated in writing assignments.

2.2 Course specific objectives

To meet the above learning outcomes, the course has been designed as a skills-based class with the specific objective of helping students to improve critical thinking and whole language development in English – speaking, listening, reading, and writing – for communicating in a 21st century business context.

Learning activities are designed for a variety of business-related needs with activities for class participation and practice. By the end of the course, students will demonstrate (and be assessed on) the ability to engage in natural English-language conversation and 1) deliver an individual presentation as well as component of a team presentation; 2) compose a professional memo and informational/statistical report; 3) and execute a principled negotiation along with a written report on the outcome.

2.3 Assessment/Grading Details

Assessment task	Weighting (total 300 points)	Explanation
In-class work	50 points	This course is designed for skill building in a workshop-type setting. On-demand work to be performed in class may include individually written work, paired or small group written work, quizzes, or presentations. In-class work must be done in class and cannot be made up later. <u>NO EXCEPTIONS.</u>
Assignments	Individual presentation 30 points Memo 35 points Informational Report 40 points Principled Negotiation 45 points Team presentation 50 points	Distributed in advance.
Test	Test last day of class 50 points	Multiple choice and written responses

***TARDINESS AND ABSENCE FROM CLASS**

- 1) Attendance is marked at the beginning of each class, so if you are not present when attendance is taken, you will be marked absent.
- 2) You may be granted two excused absences from class if you request leave ahead of time. All other absences will be debited at four points from the total course score. Missing 1/3 of classes for any reason and including excused absences is grounds for automatic course failure.
- 3) Absences that are not considered leave but for which you can provide written verification of illness or emergency may be excused at the discretion of the instructor.

Late Work

All assignments must be handed in on the date due (at the beginning of class or via electronic submission, depending on the individual assignment).

Any work that is handed in late may result in an automatic lowering of your assignment grade by five points, unless you provide documentation of illness or other compelling emergency.

Your Scores

Your scores throughout the course, as well as your final course score, are EARNED NOT GIVEN.

Your work will be evaluated based on clearly defined criteria using a rubric; your strengths and weaknesses will be clear to you based on the rubrics – there should be no mystery about your marks.

2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student's work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconduct, which includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicating a copy of this

assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honor points, a mark of zero on the assessment, a failing grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

3. Topics, Teaching and Assessment Schedule

➤ *This course calendar may be adjusted at any time at the discretion of the instructor*

➤ **NOTE THAT “IN CLASS WORK” MUST BE DONE IN CLASS AND MAY INCLUDE A QUIZ. SO, BE SURE TO DO THE ASSIGNED READING BEFORE THE NEXT CLASS.**

Week	Day	Date	In-Class Topic/Activity for Today's Date
1	Th	Apr 25	<p>Course introduction:</p> <ul style="list-style-type: none"> ● Introduction to communication skills needed by employers worldwide -- results of global survey ● Communication demands of the digital age ● Student survey ● Course and syllabus review; academic integrity and avoiding plagiarism <p>◇ <u>Assigned reading for next time</u> <i>From Young's text:</i> Introduction to <i>Communication for Business</i>, and all material on communication through professionalism and business etiquette.</p>
			<u>HOLIDAY WEEK</u>
2	M	May 6	<ul style="list-style-type: none"> ● Review and class discussion of key topics from assigned reading <ul style="list-style-type: none"> ➤ QUIZ <p>Brief paired self-introductions for interpersonal communication skills, language and presentation practice</p> <p>◇ Assigned reading for next time: <i>From Young:</i> Leadership/Leadership Communication</p>
2	Th	9	<p>Class discussion on leadership</p> <p><u>Movie – part one</u></p> <p>◇ Assigned reading for next time: <i>From Young:</i> Working in Teams; Groupthink; The Qualities of High-Performance Teams</p>
3	.M	13	<p><u>Movie – part two</u></p> <p style="text-align: center;">In-class writing turned in at end of class</p>
3	Th	16	<p>Wrap-up discussion on leadership</p> <p>Review and discussion on teamwork and high performance teams</p> <p>✓ Hand out assignment for team presentation – final project presented at end of the course</p> <p>◇ Assigned reading for next time: <i>From Young:</i> Presentation Skills.</p>

Week	Day	Date	In-Class Topic/Activity for Today's Date
4	M	20	Review and discussion on presentation skills ✓ Hand out individual presentation assignment
4	Th	23	In-class practice on presentation skills Instant feedback
5	M	27	➤ Individual presentations In-class feedback ✓ Hand out assignment for team presentation
5	Th	30	➤ Individual presentations In-class feedback ◇ Assigned reading for next time: <i>From Young:</i> Written business communication: Basics for informational writing for an English-language audience, email, memos
6	M	June 3	Review and discussion on written business communication: email and memos In-class work ✓ Hand out assignment for memo ◇ Assigned reading for next time: <i>From Young:</i> Informational/statistical reports
6	Th	6	Continued review and discussion on written business communication In-class work ✓ Hand out assignment for informational report
7	M	10	Review best practices for teamwork ➤ In-class work: Groupthink ➤ In-class planning: teams meet to for team assignment development At the end of class teams hand in presentation topic and focus ◇ Assigned reading for next time: <i>From Young:</i> Principled Negotiation
7	Th	13	Review and class discussion on principled negotiation
8	M	17	Continued review and class discussion on principled negotiation In-class negotiation practice
8	Th	20	➤ Principled negotiation simulation – report due at end of class
9	.M	24	➤ Team presentations Audience questions and feedback
9	Th	27	➤ Team presentations Audience questions and feedback
10	M	July 1	Course review Student feedback ➤ Test

