The Hong Kong University of Science and Technology

Professional Speaking for the Workplace
LANG2064
3 credits
Pre-requisites: LANG1403 or LANG 1404, 1406, 1407, 1408, or 1409
Exclusions: LABU2040, LABU2060, LANG2062

Name of Course Leaders: Kin Tang & May Liao
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Office Hours of Course Leaders: Available by appointment only. Students should contact their section instructor directly with any questions.

Course Description

LANG 2062 is a three-credit course for students of any discipline. Students attend 3 hours of class per week over one semester. This course enhances student awareness of how spoken communication can drive change and persuade action. By exploring and analyzing spoken genres and applying linguistic and communication theories and strategies, students learn to shape and adapt their language to influence diverse workplace audiences in multimodal settings. The course particularly focuses on developing skills in personal and corporate branding, intercultural awareness, and rhetorical and linguistic strategies. Students will also learn to handle sensitive business situations, including crises and intercultural communication, and navigate business meetings to achieve intended goals while maintaining rapport through effective communication strategies. Through critical analysis, hands-on practice, and reflections, the course equips students with a versatile repertoire of language and communication skills, preparing them to be effective communicators and leaders in the workplace.

Key topics:

- Module 1: Language of personal branding
- Module 2: Intercultural communication & Discursive practices in business meetings
- Module 3: Crisis Communication

Methods of instruction: interactive tutorials support active learning through group discussion, collaborative activities, peer learning, input, practice and feedback.

Intended Learning Outcomes (ILOs)
By the end of this course, students should be able to:
1. Analyse a variety of internal and/or external audience's needs and expectations and formulate effective communication strategies to address specific purposes and contexts.
2. Analyse and assess critically spoken workplace discourses, contexts, and communicative and linguistic features, using a language-based approach.
3. Articulate ideas clearly and concisely using appropriate verbal and non-verbal communication to communicate persuasively and interact effectively with participants to achieve various communication purposes.

4. Communicate and present evidence-based arguments, and apply different communication theories and techniques to engage with and persuade the stakeholders.
5. Enhance presentation skills and convey meaning appropriately through multimodal communication to build rapport with various target audiences.
6. Develop intercultural awareness and use language of diversity and inclusion to conduct effective cross-cultural workplace communication.
7. Develop collaboration and teamworking skills by integrating peer feedback and evaluating diverse perspectives.
8. Reflect and analyse language and communicative skills and approaches in various communication scenarios to identify strengths and areas for improvement.

Assessment and Grading

This course will be assessed using criterion-referencing and grades will not be assigned using a curve. Detailed rubrics for each assignment are provided below, outlining the criteria used for evaluation.

Assessments:

Assessment Task	Contribution to Overall Course grade (%)	Due date
Assessment 1 - Personal Branding Video (Individual)	25%	Approx. week 6*
Assessment 2 - Reflection on Business Meeting (Individual)	25%	Approx. week 11*
Assessment 3 a. Giving a Crisis Press Conference (Group and individual)	25%	Approx. week 13*
b. Reflection on Crisis Press Conference (Individual)	10%	
c. Peer Evaluation of Crisis Press Conference (Individual)	5%	
Assessment 4 - Pre-class activities, classwork, and self-directed learning modules	10%	spread through course

* Specific due dates are posted on Canvas. Assessment marks for individual assessed tasks will be released within two weeks of the due date.

Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
Assessment 1 - Personal Branding Video (Individual)	ILO1, ILO2, ILO3, ILO5,	This task assesses students' ability to apply personal branding techniques (ILO1),

		effective rhetorical and linguistic strategies (ILO2), and diverse and appropriate modes of communication (including verbal and non-verbal) in their video for professional purpose to appeal to the target audience (ILO2) (ILO3) (ILO5).
Assessment 2 - Reflection on Business Meeting (Individual)	ILO2, ILO6, ILO8	This task assesses students' ability to analyze (ILO2) and evaluate the effectiveness of their own and peers' language use in business meetings (ILO8) by applying a wide range of workplace communication theories (ILO2) and raise awareness in conducting effective cross-cultural workplace communication (ILO6).
Assessment 3 a. Giving a Crisis Press Conference (Group and individual) b. Reflection on Crisis Press Conference (Individual) c. Peer Evaluation of Crisis Press Conference (Individual)	ILO1, ILO2, ILO3, ILO4 ILO2, ILO6, ILO8 ILO7	This task assesses students' ability to compose and deliver an effective response statement and answer challenging questions (ILO4) by applying appropriate crisis communication strategies and theories (ILO1), verbal messaging (ILO2), and non-verbal skills (ILO3) to address major stakeholders' concerns (ILO4).
SDL work: series of self-directed learning tasks	ILO8	This assesses students' completion of a series of tasks which facilitates self-reflection, active learning from feedback, peer learning and self-directed study (ILO8).

Grading Rubrics

Detailed rubrics for each assignment are provided on Canvas. These rubrics clearly outline the criteria used for evaluation. Students can refer to these rubrics to understand how their work will be assessed.

Final Grade Descriptors:

Grades	Short Description	Elaboration on subject grading description

A	Excellent Performance	Content: Demonstrates sophisticated synthesis of well-developed ideas from quality sources with skilful coherence. Communication: Uses nuanced language and non-verbal communication with sustained awareness of target audience/reader, context, purpose.
B	Good Performance	Content: Demonstrates synthesis of well-developed ideas from quality sources with effective coherence. Communication: Uses effective language and non-verbal communication with very high awareness of target audience/reader, context, purpose.
C	Satisfactory Performance	Content: Demonstrates synthesis of relevant ideas from quality sources with mostly clear coherence. Communication: Uses appropriate language and non-verbal communication with some awareness of target audience/reader, context, purpose.
D	Marginal Pass	Content: Synthesizes relevant ideas with some analysis, somewhat coherently. Ideas may be superficial, repetitive, missing or inadequate. Communication: Use some appropriate language and non-verbal communication with little awareness of target audience/reader, context, purpose. Communication is often inadequate or awkward.
F	Fail	Content: Does not synthesize, develop or organize ideas sufficiently. Ideas are very superficial, repetitive, irrelevant, inadequate, and/or lacking. Communication: limited awareness of audience, context, purpose; limited control of language.

Course AI Policy

We encourage students to make use of all the tools available that can help them to communicate more effectively in English. We also expect students to uphold the highest standards of academic integrity. There is no penalty for using or not using GenAI. However, GenAI and other tools cannot be used as a substitute for a student's own work. Students are expected to write their own assessed assignments and to prepare their presentations themselves.

GenAI tools can be very useful for:

- Brainstorming ideas and suggesting sources BUT the information provided may not be accurate or relevant to your assignment.

- Giving suggestions about improving the organization of your writing BUT GenAI tends to suggest very formulaic patterns of writing which may not fit your requirements.

- Giving suggestions about improving your language BUT GenAI may make suggestions for language changes which are not appropriate for the intended context and audience.

- Suggesting simple ways of expressing complex discipline-specific concepts BUT these explanations may be unfamiliar to your audience.

- Providing summaries of long texts BUT important information may be omitted, particularly if the original text is not well-written.

In short, GenAI provides opportunities to enhance your use of English and contains pitfalls which you need to be aware of.

Communication and Feedback
Assessment marks for individual assessed tasks will be communicated via Canvas within two weeks of submission. Feedback on assignments will include strengths and areas for improvement where relevant. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

Resubmission Policy
Resubmissions are not accepted, except in exceptional circumstances.

Required Texts and Materials
Course materials and additional resources are provided via Canvas.

Academic Integrity
Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to Academic Integrity | HKUST – Academic Registry for the University's definition of plagiarism and ways to avoid cheating and plagiarism.