**ENGL2A10 Communicating effectively in the workplace**

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1. **Objectives**

This subject combines psychological theory, communication theory and practical communication skills and goes beyond subjects already in the Department of English Curricula. It seeks to help students develop and mature through an understanding of the power of language which permeates all aspects of our lives.

The subject highlights communication theory, and social psychology to unpack issues around intercultural diversity, media history, stereotyping and bias. Importantly, it explicitly explores how individuals communicate and negotiate relationships in their workplace and their personal lives. It has relevance for all students entering the professional workforce and, irrespective of their chosen professions (engineering, accountancy or nursing) provides them with skills to negotiate and manage work and personal relationships.

1. **Teaching and Learning Methodology**

Teaching and learning will involve students in brainstorming and presenting examples (can be online) during seminars, which are directly related to the theoretical points studied. You are expected to be ready to participate in class activities consistently. Hearing from YOU helps others learn and allows your lecturer to guide your learning. It can also help build strong and positive relations across the class. Please also bring a laptop/tablet for class exercises.

All teaching and assessment materials are available on Blackboard**. If you are sick, notify me of your absence via email. Class recordings are posted on Blackboard Collaborate each week.**

Steps for accessing class recordings

* click ‘Blackboard Collaborate Ultra -> Top left corner ‘Recordings’. (<https://www.youtube.com/watch?v=FgfHnM6AlI0>)

1. **Outline and Readings (\*Tentative subject to changes)**

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| **Weeks** | **Topics** |
| **Week 1** | **Course Introduction**   * Course briefing * Introduction to communication theory |
| Reading | *Ray Archee, Myra Gurney, Terry Mohan (2013). Communicating as Professionals, 3rd Edition, Cengage Publishing*  *Chapter 1: Communicating theory and professional practice Pages 1 to 14* |
| **Week 2** | **Non-verbal communication**   * Classification of non-verbal behaviour (e.g., Kinesics, Proxemics, Chronemics, Haptics, and Vocalics), * How we use non-verbal communication in professional practice and in personal relations. |
| Reading | *Ray Archee, Myra Gurney, Terry Mohan (2013). Communicating as Professionals, 3rd Edition, Cengage Publishing*  *Chapter 3: Non-verbal communication: meanings without words Pages 59 - 70* |
| **Week 3** | **Verbal communication**  -The power of verbal communication,  -Bringing verbal and non-verbal communication together,  -How to use verbal and non-verbal communication, effectively in the workplace. |
| Reading | *Ray Archee, Myra Gurney, Terry Mohan (2013). Communicating as Professionals, 3rd Edition, Cengage Publishing Chapter 10. Oral reports and presentations Pages 263 - 276* |
| **Week 4** | **Working and communicating in groups**   * Groups and teams – how they differ, * Group and team formation, * Group dynamics and the role of individuals in groups and teams, * How to create and manage effective groups and teams in professional practice. |
| Reading | *Ray Archee, Myra Gurney, Terry Mohan (2013). Communicating as Professionals, 3rd Edition, Cengage Publishing. Chapter 8: Communicating in groups and teams to achieve professional goals.* |
| **Week 5** | **Intrapersonal and interpersonal communication**   * Definition of different types of communication * Communication competence * Effects of values, attitudes and self-esteem on interpersonal communication |
| Reading | *Ray Archee, Myra Gurney, Terry Mohan (2013). Communicating as Professionals, 3rd Edition, Cengage Publishing Chapter 7: Concepts and applications in interpersonal communication* |
| **Week 6** | **Intercultural communication**   * Defining culture and communication * The role of language (verbal and non-verbal) in intercultural relations, * Hofstede’s Dimensions of Culture and their relevance to effective management, * Managing diverse intercultural groups in the workplace. |
| Reading | *Ray Archee, Myra Gurney, Terry Mohan (2013). Communicating as Professionals, 3rd Edition, Cengage Publishing Chapter 4: Intercultural Communication* |
| **Week 7** | **Quiz (25%)**   * **Wednesday lecture time March 6** |
| **Week 8** | **Conflict resolution and management skills**      - A model of conflict and the associated stages and responses to conflict,  - The nature of conflict both functional and dysfunctional conflict,  - Effective styles of communication during conflict,  - Adapting different conflict management styles according to the situations faced. |
| Reading | *Julia T. Wood (2016). Interpersonal Communication: Everyday Encounters, 8th Edition, Cengage Publishing*  *Chapter 9: Managing conflict in relationships* |
| **Week 9** | **Communication and Rhetoric**   * Persuasion * Organisational narratives * The nature of messages |
| Reading | *Blundel, R. (2008). Effective Organisational Communication: Perspectives, Principles & Practices. 3rd Edition, Financial Times Management.*  *Chapter 5: Developing arguments. Persuasive Communication.* |
| **Week 10** | **Finale**  **-** Structuring your presentation  - PowerPoint slides evaluation  - Multimodality: Visual aids  **\*No Seminars (Public Holiday)** |
| **Weeks 11 & 12** | **Oral Presentation Assessment (20%)** |
| **Week 13** | **Course Wrap Up**  **Final Written Assignment (40%)**   * **Deadline 19 April (Friday) at 12:30 PM** * **Turnitin Submission via Blackboard** |

References:

* Ray Archee, Myra Gurney, Terry Mohan (2013).  [*Communicating as Professionals*](https://julac.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=HKPU_IZ21269578950003411&context=L&vid=HKPU&search_scope=All&tab=default_tab&lang=en_US), 3rd Edition, Cengage Publishing
  + There is also a [2008 (second) edition](https://julac.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=HKPU_IZ21175647720003411&context=L&vid=HKPU&search_scope=All&tab=default_tab&lang=en_US) of the same title by Mohan in the library:
* Julia T. Wood (2016). [*Interpersonal Communication: Everyday Encounters*](https://julac.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=HKPU_IZ21166230040003411&context=L&vid=HKPU&search_scope=All&isFrbr=true&tab=default_tab&lang=en_US), 8th Edition, Cengage Publishing
* For short loans kept at the Reserve Desk

1. **Assessments**
2. Quiz (25%) – Cover topics of Weeks 1-6
3. Group Oral Presentation (20%)
4. Final Essay (40%)
5. Seminar Participation (15%)
6. **Group Oral Presentation Sign-up Form**

<https://docs.google.com/document/d/1C_Ck7QLphi0Ux-Oa72gizUjI_EUMF-yokU5TtKg1OxE/edit?usp=sharing>

1. **Submission of all assessments**

* Late submissions without prior approval/official documents/evidence of illness will be downgraded by 20%. Assignments that are late for three days will not be marked.
* A reference list, additional data, or analysis can be placed in the appendices and will not be counted. Please state the word length at the end of the paper.
* Use APA style referencing. If you are found to plagiarise you will fail.
* All students must submit assignments via the blackboard with Turnitin.

1. **Evidence for late submission of assessment**

You must provide official evidence for my prior approval in case of late submission.

Examples of commonly accepted forms of evidence:

* + medical/health certificate which confirms illness
  + letter of support/explanation from a support service at the University, for example, a Student Support Unit
  + letter of support/explanation from a third party (eg. local authority report or counsellor's letter)

Examples of evidence that are unlikely to be accepted:

* evidence of a medical condition that a doctor did not see/diagnose
* a letter/informal text message(s) from a friend or family member

1. **Grading**

The PolyU regulations describe an ‘A’ grade as ‘excellent’. To achieve an ‘A’, you need to, for example,

* Seeing the issues from a different angle, perhaps one the teacher did not have in mind but which is useful.
* Showing a deep understanding of the problem, and being able to see the problem from a broader perspective.
* Using high-level abstract thinking to generalize to other contexts.
* Drawing a conclusion that is held open or qualified to allow logically possible alternatives.
* Having an element of originality.
* Reflect on your own ‘voice’ and ‘opinions’ about what you have written in the assignment.
* Theorizing, hypothesizing, or recommending.

Note that for ‘A’, the criteria are necessarily only indicative as genuinely top-level performance may include original ideas of your own, not predictable in advance by the teacher.

1. **Grounds for appeal**

You should only appeal if you think you have valid grounds (e.g. wrong calculation of your total scores). Your appeal will not normally be considered:

* if you are appealing on the grounds of extenuating circumstances that could have been submitted by the deadline.
* if you disagree with the academic judgment of your lecturer or examiners. Coursework and examinations cannot be remarked.
* if you marginally failed/failed to attain a pass. Unfortunately, there will always be some students who receive low scores or fall just below the passing mark.

1. **Academic Writing**

* How to write a good academic essay? Please visit the following ELC website and refer to **Essays** and **Referencing** sections.
  + <https://elc.polyu.edu.hk/cill/writing/>
* You may also contact ELC for Writing Assistance Programme. It provides individual, professional advice on all aspects of your writing - by appointment or on a drop-in basis.
  + <https://www.polyu.edu.hk/elc/independent-learning/wap/>

1. **Course Policy on generative AI**

You may use generative AI to help with classwork activities **but not for work that will be assessed**.

In class, you can use generative AI as a tool to support your learning (e.g., brainstorming ways to discuss an issue).

However, to ensure you develop a solid foundation in the knowledge, skills, and abilities required for this course, the usage of any generative AI (e.g., ChatGPT) **is not allowed** **for any of your assessments**. You are expected to do your assessment without any usage whatsoever of generative AI, and you will be required to declare that you have not used such tools in the production of your assessment.

Note that generative AI tools generate content that may be inaccurate and incomplete. They borrow existing data and rarely produce original content and fresh perspectives. You should not consider these tools as substitutes for traditional research approaches.

*Penalty for academic misconduct regarding the use of generative AI*:

If it is found (using Turnitin and other methods) that generative AI was used in your assessed work this will be considered academic misconduct. Depending on the severity of the case, such misconduct can result in **an immediate failing grade or a significant reduction in marks** for the assessment in question.

1. **DEPARTMENTAL POLICY ON PLAGIARISM**

**(DEPARTMENT OF ENGLISH, THE HONG KONG POLYTECHNIC UNIVERSITY)**

1. Any kind or amount of plagiarism will result in an “F” grade for the whole subject. This is regardless of whether the student made a mistake, forgot or didn’t know.

2. Students who are found to have plagiarised will receive a warning letter from the department.

3. Repeated offences will be submitted to Student Discipline Committee for investigation and decision. The resulting penalty can be found in the Student Handbook (pp.61-62 on “Academic Integrity), and more details on “Plagiarism” can be found on pp.110-111: (<https://www2.polyu.edu.hk/as/Polyu/STDHBK/Handbook1617/Student_Handbook_2016-17_Full_Version.pdf>)

4. The following links provide useful information on how to avoid plagiarism:

\* <http://edc.polyu.edu.hk/PSP/Plagiarism_Booklet.pdf>

\* <http://edc.polyu.edu.hk/PSP/student.htm>

\* <https://elc.polyu.edu.hk/CILL/reference.aspx>

\* <https://www.lib.polyu.edu.hk/research-support/tools/ref-management-tools>