

National Tsing Hua University
Business Oral Communication
Spring 2023



COURSE INFORMATION

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|-----------------------|--|----------------|--|------------------|--|
| Course Number | LANG 2000 _____ | Credits | | Classroom | |
| Class Hours | <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input checked="" type="checkbox"/> Thursday <input type="checkbox"/> Friday <input checked="" type="checkbox"/> 10:10 A.M. – 12:00P.M. | | | | |
| Course Type | <input type="checkbox"/> EGP (English for general purposes) <input type="checkbox"/> EAP (English for academic purposes) <input checked="" type="checkbox"/> EOP (English for occupational purposes) | | | | |
| Language Level | <input type="checkbox"/> B1 (中級) <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 (中高級) <input type="checkbox"/> B2+ <input type="checkbox"/> C1 | | | | |
| Core Ability | <input type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input checked="" type="checkbox"/> production | | | | |
| 可選課學生 身分別 | <input checked="" type="checkbox"/> 頂標生 <input checked="" type="checkbox"/> 前標生 <input type="checkbox"/> 中級生 <input type="checkbox"/> 初級生 | | | | |
| Prerequisites | 「中高級英文一/二」、「中高級英文三」 | | | | |



Instructor & Contact Information

| Name | Email | Office & Tel | Office Hour |
|-------------|--|-------------------------|--------------------|
| Sally Peng | sallypeng@gapp.nthu.edu.tw | | |



COURSE GOALS & DESCRIPTION

1) Primary Goals and Aims

This course is designed to help students learn and apply communication language and skills to workplace. Topics covered include: job interviews, presentations, meetings, traveling, as well as business letter writing. These topics have been carefully chosen in order to help students enrich their language use, encourage their critical thinking skills and most importantly prepare them for the workplace. Language and skills learnt are highly transferable; in other words, students can readily apply what they have learnt in class to their current academic activities: giving presentations, holding academic discussions, writing formal letters and socializing in school events.

Since the course is heavily focused on communication, students will be asked to ACTIVELY participate in conversations, discussions and presentations in class and their grades will be mainly based on their performance in these activities.

After this course students are expected to achieve the following aims:

- to respond to and participate in conversations and discussions related to course topics,
- to prepare and deliver formal presentations for general work and business purposes,
- to provide feedback, accept feedback, and use feedback so as to improve communication skills,
- to transfer learnt interview, meeting, and presentation skills to academic activities,
- to compose effective and concise business documents that are grammatically correct and that use appropriate business style, and
- to foster a positive attitude toward English learning.

2) Objectives

After lessons on **Job Interviews**, students will be able to

- describe job market trends, and identify the personal attributes and qualifications needed for today's job market;
- use the elevator speech to deliver a 15-second and 30-second self-introduction speeches;
- answer interview questions accurately and appropriately with target language and grammar learnt in class;
- answer behavioral questions with the STAR method;
- compose an effective CV with the format and content that creates the right impression for their skillset.

After lessons on **Presentations**, students will be able to

- discuss features of good presentations which include presentation structure, delivery, verbal and nonverbal cues, language use and voice control;
- produce a variety of “hooks” to draw attention from the audience at the beginning of the presentation;
- devise a product presentation through use of language that accentuates product features and selling points;
- finish the presentation with various types of conclusion for different purposes;
- present key information and draw conclusion through describing charts and graphs.

After lessons on **Meetings**, students will be able to

- master skills associated with chairing and participating in a meeting
- communicate appropriately and professionally at a meeting using diplomatic language;
- take, proofread and organize notes in preparation for writing minutes;
- compose and edit meeting minutes.

3) Corresponding CEFR Can-Do Statements

Listening

- Can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in the field of business communication.
- Can follow the essentials of lectures, talks and reports and other forms of complex academic or professional presentation.

Spoken Interaction

- Can participate actively in discussion in familiar contexts, elucidating and supporting points of views.
- Can interact with a certain degree of fluency and spontaneity that makes conversation with native speakers possible.

Spoken Production

- Can present clear, detailed descriptions on a wide range of subjects related to business communication.
- Can develop a clear argument, linking ideas logically, and expanding and supporting points with appropriate examples.

Written Production

- Can create standard business documents, including CVs, meeting agendas, meeting minutes, with the help of a template.

- Can write clear, detailed descriptions on a variety of subjects related to business communication.

Strategies

- Can generally cover gaps in vocabulary and structure with paraphrases.
- Can monitor language use, and become more aware of slips and errors and correct them.

Reference: EQAUALS Banks of Descriptors – As Checklists

UNIVERSITY STUDENT CORE COMPETENCY INDICATORS

| | | | |
|---|---|---|---|
| The ability to communicate and express oneself in English | The ability to think critically and organize ideas logically in English | Global views of English and multicultural diversity | The ability to use existing English learning resources and development of independent self-learning habit |
| 30% | 20% | 20% | 30% |

TEACHING MATERIALS AND REFERENCES

No textbooks will be used for this course, yet the instructor will distribute handouts in class. Students will be responsible for the photocopying fees of the handouts: NT \$100/person.

CLASS RULES

All students are expected to fulfill the following requirements for the course:

1. **Attend and participate** in class (and also outside of class)! Absence from a class is **NO** excuse for not knowing the assignment and what has been discussed in that class. **It is YOUR responsibility** to ask your fellow classmates what has been covered and what you will be doing in the next class. More than **three absences** will result in the **failure** of this class. **Arrive class on time**. If you arrive 10 or more minutes after class begins, you will be considered absent rather than tardy.
2. **Complete** assignments and papers **on time**. **20%** (per day) penalty will be applied to **LATE** assignments. Late submissions are permissible in case of a serious illness or a family crisis. Please provide proof of illness.
3. Be aware that **cheating and plagiarism** of any form will not be tolerated and will result in the **failure** of this class.

4. There will be **NO make-up exams/presentations** unless valid and official reasons for absence are presented **beforehand**.
5. The handouts given in class should be kept at least till the end of the semester for later reference or final exam.
6. **Cellular phones** should be turned off during the two-hour class period.



GRADING

1. Attendance and Participation – 10%
2. Homework (CV Writing) - 10%
3. Quiz – 10%
4. 2 Presentations - 30%
5. Self-Assessment – 10%
6. Final Exam – 30 %

Overview of Presentation Topics and Assessment Rubrics

(i) Job Interview (3 groups; 2-4 people/group)

- *Assessment Criteria: demonstration of understanding of a job interview through carefully devised Q&A between the interviewee and the interviewer; job interview tactics and strategies; language use; non-verbal communication skills*

(ii) Presentation (3-4 groups; 1-4 person or people/group)

- *Assessment Criteria: flow and coherence of the presentation, content of the presentation (including an appropriate hook, well-thought content and strong conclusion), language use, non-verbal communication skills*

(iii) Meetings (4 groups; 3-4 people/group)

- *Assessment Criteria: natural, effective communication between the chairperson and the attendees, use of diplomatic language, familiarity with the pace and flow of a meeting, non-verbal communication skills*



TEACHING ACTIVITIES

- Lectures Pair/Group Discussion Assignments
- Student Presentations Quizzes Projects

CLASSROOM LANGUAGE

English 70 %

Mandarin 30%



DETAILED SYLLABUS

| Week | Date | Main Topic | Content |
|-------------|-------------|------------------------------------|---|
| 1 | 2/16 | Course Orientation | |
| 2 | 2/23 | Job Interview | <ul style="list-style-type: none">● <u>Speaking and Listening</u> How to Answer: Tell Me about Yourself.● <u>Work Skill</u> Introduction to Elevator Speech |
| 3 | 3/2 | Job Interview | <ul style="list-style-type: none">● <u>Speaking and Listening</u> Traditional Job Interview Questions and Answers● <u>Vocabulary</u> Powerful Verbs● <u>Grammar</u> Mixed Verb Tenses |
| 4 | 3/9 | Job Interview | <ul style="list-style-type: none">● <u>Speaking and Listening</u> Behavioral Job Interview Questions and Answers● <u>Work Skill</u> The STAR Method |
| 5 | 3/16 | Job Interview | <ul style="list-style-type: none">● <u>Writing</u> CV Writing |
| 6 | 3/23 | Presentation: Job Interview | |
| 7 | 3/30 | Presentations | <ul style="list-style-type: none">● <u>Reading</u> Overview of a Presentation: Structure and Elements● <u>Speaking and Listening</u> Opening a Presentation: Hooks/Openers |

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| | | | <ul style="list-style-type: none"> ● <u>Grammar</u> Transition Phrases |
| 8 | 4/6 | No Class – Intercollegiate Activities | |
| 9 | 4/13 | Presentations | <ul style="list-style-type: none"> ● <u>Reading</u> Product Presentation ● <u>Speaking and Listening</u> Giving a Product Presentation ● <u>Vocabulary</u> Product Features |
| 10 | 4/20 | Presentations | <ul style="list-style-type: none"> ● <u>Work Skill</u> Analyzing and Describing Graphs and Charts ● <u>Vocabulary</u> Describing Trends ● <u>Writing</u> Describing Trends |
| 11 | 4/27 | Presentation: Product Presentations | |
| 12 | 5/4 | Quiz | |
| 13 | 5/11 | Meetings | <ul style="list-style-type: none"> ● <u>Reading</u> Overview of a Meeting ● <u>Speaking and Listening</u> Chairing a Meeting ● <u>Vocabulary</u> Work Idioms |
| 14 | 5/18 | Meetings | <ul style="list-style-type: none"> ● <u>Speaking and Listening</u> Managing and Participating in a Meeting ● <u>Work Skill</u> Diplomatic Language |
| 15 | 5/25 | Meetings | <ul style="list-style-type: none"> ● <u>Speaking and Listening</u> Closing a Meeting ● <u>Writing</u> Meeting Minutes |

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| 16 | 6/1 | Presentation: Meetings | |
| 17 | 6/8 | Business Travel | <ul style="list-style-type: none"> ● <u>Reading</u> Dining Etiquette ● <u>Speaking and Listening</u> High-End Restaurant Experience ● <u>Vocabulary</u> World Cuisine, Ordering Food |
| 18 | 6/15 | Final Exam | |