Module Syllabus

F103 – Business Communication (ONLINE)

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Term, year:	Winter, 2025
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GBSB GLOBAL
BUSINESS SCHOOL

1. Module Description

This module is designed to empower students to carry out day to day communication in English in a professional environment by adequate understanding of various types of communication and use of technology to facilitate efficient interpersonal communication. Students will learn a number of communication strategies that will help them carry out multiple communication tasks in both social and professional contexts. Upon completion of the module, students will demonstrate an advanced level of key competences in business communication and will communicate fluently and effectively in a variety of written and oral formats.

NOTE: The content of this module is regulated by the Malta Further and Higher Education Authority (MFHEA).

2. Module Learning Outcomes

Competencies – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Apply knowledge and skills of business communication to perform tasks that require technical capacity in applying different modes of communication (non-verbal, oral, written) for different purposes in both social and professional contexts;
b) Demonstrate an advanced level of key competences in business communication using English language;
c) Engage through reading, writing and discussion with some frequently occurring business genres such as business documentation, reports, and business correspondence.

Skills – at the end of the module/unit the learner will have acquired the following skills:

a) *Demonstrate acquired knowledge of business communication and the ability to apply a range of technical communication skills to carry out multiple complex tasks in both social and professional contexts;*

b. *Communicate fluently and effectively in a variety of written and oral formats in both social and professional contexts;*

c. *Demonstrate professional writing, listening and speaking skills to perform various tasks like drafting letters, technical reports, e-mails, making inquiries, telephone calls, etc.;*

b) *Work with others in different roles in a variety of simulated business contexts.*

3. Module Topics and Content

This module takes place during weeks 1 – 6 of the term.

Week	Topics and Content	Engagement Activities	Formative Assessment	Readings
Live session 1	*Q&A session via MS Teams (link will be shared in VLE)*			
Week 1	*Session 1* **Understand the definition, nature, and scope of communication in business contexts.**	*Activity 1* **Communication Barriers** **Debate** -Effective communication is more important than the message itself in a business	*Formative Assessment 1 – 15%* *Personal Communication Reflection-* Write a reflective essay about a recent experience	Sivasubramanian, G. (2020). *Introduction to business communication* (1st ed.). Scholars' Press. • **Chapter 1: Introduction to Business**

		setting. Do you support or oppose the idea and why? -Individual -150-200 words	where communication played a critical role (either positive or negative). You should analyze: - The message you wanted to communicate. -How you communicated it (was it verbal, non-verbal, written, etc.?). -Any communication barriers you faced and how you overcame or didn't overcome them. -The feedback you received (if any). What would they do differently next time. -Individual -350-400 words.	**Communic ation**. Chan, M. (2020). *English for business communication* (1st ed.). Taylor and Francis. • **Chapter 1: Introductio n to Business Communic ation**.
	Session 2 ***Understan d various types of communic ation in a business environme nt.***			
	Session 3 ***Understan d the role of non-verbal communic ation and improve awareness***			Chan, M. (2020). *English for business communication* (1st ed.). Taylor and Francis. • **Chapter 4: The Role of Non-Verbal Communic ation**.
	Session 4 ***Learn the key principles of communic ation for success in business.***			Prince, E. S. (2017). Practical Business Communication (1st ed.). • **Chapter 1: The Importance of Business Communic ation**
	Session 5 ***Explore techniques to improve communic ation in profession al settings.***			Barr, E. (2021). *101 Tips for Improving Your Business Communication*. • **Chapter 2: Improving Written Communic ation**
Live session 2	*Q&A session via MS Teams (link will be shared in VLE)*			
Week 2	***Session 6*** ***Explore communic ation networks in organizati ons.***	*Activity 2* ***Conflict Resolution in a Workplace Setting*** ***Role Play***	***Formative Assessment 2 – 25%*** ***Client Meeting Role-Play and Feedback Exercise***	John, W. St., & Haskell, B. (2016). *Essential communications skills for managers, Volume I* (1st ed.). Business Expert Press.

		Role-Play and Giving Feedback	• **Chapter 3: Overcoming Communication Barriers**.
	- Two employees (roles can be played by students) are involved in a conflict regarding a project. One employee feels that the other is not contributing enough to the project, while the other feels overwhelmed with their current workload. They must work together to resolve the conflict in a professional manner.	**Part 1: Role-Play (10-15 minutes per pair)** Students will pair up and participate in a role-play scenario. One student will act as a client and the other as a business representative. The role-play will involve discussing a product/service, addressing the client's concerns, and attempting to close a sale or resolve a problem.	
Session 7 ***Understand the principles of effective listening.***			Sivasubramanian, G. (2020). *Introduction to business communication* (1st ed.). Scholars' Press. • **Chapter 5: Listening Skills**.
Session 8 ***Develop and practice active listening skills.***	Employee 1 (Person A): A team member who feels that their colleague (Person B) is not contributing enough to the team project. Employee 2 (Person B): A team member who feels overwhelmed and unable to contribute as expected due to personal or workload issues.	**Scenario:** A customer service representative addresses a client's complaint about late delivery or a defective product.	Chan, M. (2020). *English for business communication* (1st ed.). Taylor and Francis. • **Chapter 5: Listening Techniques**.
Session 9 ***Develop skills for effective speaking in business.***	Mediator (Optional role for a third student): A colleague or manager who helps facilitate the discussion and find a resolution. This role involves guiding the conversation, encouraging active listening, and ensuring that both parties remain respectful and productive.	**Part 2: Giving Constructive Feedback** (5 minutes) After the role-play, each participant will provide feedback to the other on their communication skills, focusing on the following: -How well they explained their point.	Chan, M. (2020). *English for business communication* (1st ed.). Taylor and Francis. • **Chapter 2: Effective Communication Strategies**
Session 10 ***Practice real-world oral communication in business scenarios.***	-Group (2-3) -500-600 words	-Tone of voice and clarity. -Active listening skills. -How they handled any challenges or objections. -Feedback should be constructive, professional, and focused on improvement. -Pair work	Kuhnke, E. (2012). *Communication Skills for Dummies* (1st ed.). • **Chapter 7: Communicating in a Business Environment**

			-Video recording	
Live session 3	**Q&A session via MS Teams (link will be shared in VLE)**			
Week 3	*Session 11* *Understand the fundamentals of business writing.*	*Activity 3* *Writing Professional Emails* *Learning By Doing* *Writing a professional email on one of the below:* Objective: To practice writing a professional email using Google Mail or any email platform. Instructions: Imagine you are a sales representative at a company. Write an email to a potential client introducing your company's new product. The email should include: -A polite greeting. -A brief introduction to the product. -A call to action (e.g., "Let me know if you would like more information or a demo"). -A polite closing. -Individual -200 words	***Formative Assessment 3 – 15%*** ***Creating a Collaborative Document Using Google Tools*** In small groups of 2-3, collaborate to create a simple business proposal for a new product or service. (For example, your company is launching a new eco-friendly notebook. Write a proposal explaining the product, target audience, and marketing plan in 3-4 paragraphs). Steps: -Create a new document in Google Docs and share it with your group members. -Each group member will contribute to one section of the proposal. -Use comments in Google Docs to provide feedback to each other or ask questions. -Submit the final document once everyone has contributed. -2 or 3 students - 500-600 words	John, W. St., & Haskell, B. (2016). *Essential communications skills for managers, Volume I* (1st ed.). Business Expert Press. • **Chapter 5: Organizational Communication Networks**.
	Session 12 *Learn how to write professional emails and use other written communication tools.*			Sivasubramanian, G. (2020). *Introduction to business communication* (1st ed.). Scholars' Press. • **Chapter 8: Written Communication in Business**.
	Session 13 *Understand how to communicate with external stakeholders.*			Chan, M. (2020). *English for business communication* (1st ed.). Taylor and Francis. • **Chapter 3: Communication Networks in Organizations**.
	Session 14 *Master the basics of professional telephone communication.*			John, W. St., & Haskell, B. (2016). *Essential communications skills for managers, Volume I* (1st ed.). Business Expert Press. • **Chapter 8: Oral Communication for Managers**.

	Session 15 Understand the tools and etiquette for effective virtual communication.			Kuhnke, E. (2012). *Communication Skills for Dummies* (1st ed.). • **Chapter 9: Communicating in Virtual and Remote Environments**
Live session 4	*Q&A session via MS Teams (link will be shared in VLE)*			
Week 4	*Session 16 Learn the principles of business report writing.*	*Activity 4* *Peer Review of Written Reports* *Peer Review* -The lecturer will share a professional business report on a given topic written by different students (e.g., market research, financial performance, or company analysis). Students will conduct peer review. -Individual -200 words	*Formative Assessment 4– 15%* *Report Creation* Business Report Write a short business report outlining a proposed solution to improve communication between teams within your organization. The report should include: -Executive Summary: A brief overview of the communication problem. -Problem Statement: Describe the issue. -Proposed Solutions: Practical steps to improve communication. -Conclusion: Summarize the key points and next steps. -Individual -500-700 words.	Prince, E. S. (2017). Practical Business Communication (1st ed.). • **Chapter 8: Writing Business Reports**
	Session 17 Further develop skills in technical and proposal report writing.			Crowther, M. O. (2007). *How to Write Letters (Formerly The Book of Letters)*. • **Chapter 10: Writing Business Reports and Proposals**
	Session 18 Explore communication through electronic channels.			Kuhnke, E. (2012). Communication Skills for Dummies (1st ed.). • **Chapter 8: Communicating via Electronic Channels**
	Session 19 Understand the importance of communication in the age of globalization.			Barr, E. (2021). *101 Tips for Improving Your Business Communication*. • **Chapter 15: Communicating in a Globalized World**
	Session 20 Refine advanced business			Sivasubramanian, G. (2020). *Introduction to business*

	writing skills.			*communication* (1st ed.). Scholars' Press. • **Chapter 8: Written Communication in Business.**
Live session 5	*Q&A session via MS Teams (link will be shared in VLE)*			
Week 5	*Session 21* *Learn how to communicate effectively during crises and conflicts.*	*Activity 5* *Drafting a Crisis Response Message* *Practical Session and Collaborative work* The Crisis: A defective product has been recalled due to safety concerns, and the company needs to address customers' concerns and media inquiries. The company's leadership team has asked for an official statement to be sent to customers and shared on social media. Students work in groups and collaboratively create: -A Customer Communication (email or letter) that explains the issue, apologizes for the inconvenience, outlines how the company is resolving the situation, and offers compensation or a solution. -A Public Statement (press release or social media post) that communicates the recall to the public, the steps the	*Formative Assessment 5 – 20%* *Creating an Effective Business Presentation* *Practical Session and Collaborative work* Students will use PowerPoint or another presentation tool to create a business presentation on a topic of their choice related to business communication (e.g., launching a new product, a market analysis, company performance). - Individual work -10 to 15 slides to present in the live session 6	Sivasubramanian, G. (2020). *Introduction to business communication* (1st ed.). Scholars' Press. • **Chapter 2: Principles of Effective Communication**

		company is taking, and how customers can get assistance. - Group (2-3) -Customer email: 200-300 words -Public statement: 150-250 words		
	Session 22 *Practice delivering effective business presentations.*			Kuhnke, E. (2012). Communication Skills for Dummies (1st ed.). Chapter 6: Delivering Effective Presentations
	Session 23 *Develop communication skills for collaborative work environments.*			Prince, E. S. (2017). *Practical Business Communication* (1st ed.). **Chapter 9: Communication in Teams and Collaborative Environments**
	Session 24 *Understand the ethical and legal aspects of communication.*			Chan, M. (2020). *English for business communication* (1st ed.). Taylor and Francis. **Chapter 7: Practical Business Speaking**.
	Session 25 *Review key concepts and practice communication skills.*			
Live session 6	*Q&A session via MS Teams (link will be shared in VLE)*			
Week 6	*Submission of the Summative Assessment Activities*			

4. Module Assessment

The assessment of this Module consists of Formative and Summative assessment activities listed in the table 1 below:

Table 1:

Online 100%	
Formative	*Summative*
35 hours	15 hours
Practical Skill Assessment - 50%	Oral Assessment (5-7min) – 30%
Oral Assessment (role plays) - 25%	Report (3000 words) – 70%
Use of Digital Software Tools - 15%	

*Prefinal grade is based on the Formative Assessment activities, and it is not a part of a module final grade. **Students should have more than 50 points of the prefinal grade to be allowed to submit summative assessment activities which represent module final grade.***

Table 2:

Formative	Summative
Practical Skill Assessment: Regular individual assignments consisting in practicing written communication skills by using different tools and approaches.	**Oral Assessment:** Pairs of students will be given a specific business/professional situation. They have to record a 5-7 min. dialogue applying oral communication skills that they learnt in the module.
Oral Assessment: Assessment provided on oral communication skills displayed in role-plays or giving feedback.	**Report:** Students are asked to work on a particular business problem (can be of their choice or provided by the instructor). Work on this problem will include:
Use of Digital Software Tools: Group assignments where students are required to use digital software for business communication.	- Writing a letter to government authorities; - Writing an email to a stakeholder making a request; - Listen to an interview on this problem in YouTube and create interview minutes (link needs to be provided); Prepare a report to management in an appropriate structure detailing steps that have been done (those listed above), and a proposal for further steps/actions to solve this problem. Report should include in the Annex all written communication tasks listed above.

The passing grade for the module is 60%

4.1. Formative Assessment

4.1.1. Formative Assessment 1

Explain the formative assessment 1
- objectives –

This task helps students reflect on a recent communication experience—either positive or negative. It encourages them to analyze:

- *The message they tried to communicate.*
- *How they communicated it (verbal, written, non-verbal).*
- *Barriers faced and how they overcame them.*
- *Feedback received and what they would do differently next time.*

This helps students develop self-awareness and improve their communication skills.

- guidelines –

Font: Times New Roman, 12 pt.
Spacing: 1.5 lines.
Margins: 1-inch.

Structure:
- *Introduction (50-75 words): Brief overview of the experience.*
- *Main Body (200-250 words):*
  - *The message communicated.*
  - *How it was communicated (verbal, written, non-verbal).*
  - *Barriers faced and how they were overcome.*
  - *Feedback received.*
- *Conclusion (50-75 words): What you would do differently next time.*
  Word Count: 350-400 words.
  Referencing: Use APA style for any outside references.

-allocation of marks –

Message analysis 20 points
Communication medium 20 points
Barriers Identification 20 points
Feedback and Reflection 15 points
Conclusion 20 points
Writing Quality and Structure 15 points

- evaluation criteria – rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Message Analysis	Clear, thorough explanation of message and its importance.	Clear explanation, but lacks some detail.	Basic explanation with limited depth.	Unclear or incomplete explanation of the message.
Communication Medium	Clear explanation of communication method and why it was used.	Clear explanation, but with minimal reasoning.	Mentions the method but lacks clarity or reasoning.	Lacks explanation or unclear response.
Barriers Identification	Thoroughly identifies barriers and reflects on how they were managed.	Identifies barriers and discusses solutions in general terms.	Identifies barriers but does not discuss how they were managed.	Does not identify key barriers or provides minimal reflection.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Feedback and Reflection	Insightful reflection on feedback and how it shaped communication.	Reflects on feedback with a reasonable explanation.	Mentions feedback but lacks detailed reflection.	Does not reflect on feedback or provides vague reflections.
Conclusion	Insightful, specific suggestions on improving future communication.	Clear, reasonable suggestions for improvement.	Basic suggestions for future improvements.	Weak or no suggestions for improvement.
Writing Quality & Structure	Well-organized, clear writing with excellent grammar and punctuation.	Clear writing, with minor grammatical errors.	Some grammar or spelling issues, but readable.	Poor structure or frequent grammar/spelling errors.

4.1.2. Formative Assessment 2

Explain the formative assessment 2

- objectives –

This task aims to help students develop practical business communication skills in a client meeting scenario. By engaging in role-play and providing feedback, students will:

- *Demonstrate effective communication in a business context, focusing on how to manage client complaints and concerns.*
- *Practice problem-solving and negotiation skills when dealing with a dissatisfied client.*
- *Develop active listening skills to understand and respond to client needs effectively.*
- *Give and receive constructive feedback to improve communication techniques.*
- *Improve self-awareness in communication and develop strategies to address challenges in client interactions.*

This exercise will enhance students' ability to communicate clearly, resolve conflicts, and handle difficult situations professionally.

- guidelines – Font, format, structure, referencing etc.

Font: Times New Roman, 12 pt.
Spacing: 1.5 lines.
Margins: 1-inch.

-allocation of marks –

Role-Play Performance (Communication) 30 points
Role-Play Performance (Listening) 30 points
Constructive Feedback 20 points
Overall Professionalism 20 points

- evaluation criteria – rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Role-Play Performance (Communication)	Clearly communicates solutions, shows empathy, and resolves the issue professionally.	Communicates well, addresses the complaint effectively, with minor gaps in empathy or solution clarity.	Attempts to resolve the issue, but lacks clarity or empathy in communication.	Struggles to address the complaint or provide clear solutions.
Role-Play Performance (Listening)	Actively listens, responds thoughtfully, and shows understanding of the client's concerns.	Listens and responds, but may miss some key points or require prompting.	Shows some active listening, but responses lack depth or accuracy.	Does not demonstrate active listening; fails to address client concerns.
Constructive Feedback	Provides specific, actionable feedback with clear examples for improvement.	Provides feedback with some detail, but lacks clarity or examples.	Feedback is basic, lacks actionable suggestions or specific examples.	Feedback is vague or not constructive.
Overall Professionalism	Maintains professionalism throughout, with a polite and positive tone.	Mostly professional, with minor lapses in tone or attitude.	Demonstrates professionalism but lacks consistency in tone or approach.	Lacks professionalism in tone or behavior.

4.1.3. Formative Assessment 3

Explain the formative assessment 3
- objectives –

This formative assessment helps students practice collaborative business communication in a digital environment. The objectives are to:

- *Develop teamwork skills: Collaborate effectively with peers to create a business proposal.*
- *Demonstrate digital communication: Use Google Docs to create and edit a professional document.*
- *Contribute equally: Each group member contributes to a specific section of the proposal.*
- *Use feedback: Provide and receive constructive feedback using comments within Google Docs.*
- *Improve writing and editing skills: Write a cohesive business proposal with clear structure, focus, and professional language.*

This task will develop students' ability to work collaboratively, use digital tools, and produce a professional document in a business context.

- guidelines –

Font: Times New Roman, 12 pt.
Spacing: 1.5 lines.
Margins: 1-inch.

Document Sections (each student contributes to one section):

Structure:
Introduction (100-150 words).
Target Audience (100-150 words)
Marketing Plan (100-150 words)
Conclusion (100-150 words)
Word Count: 500-600 words total.

-allocation of marks –

Collaboration and Teamwork 20 points
Content Quality 20 points
Document Structure 20 points
Use of Google Docs Features 20 points
Final Submission 20 points

- evaluation criteria – rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Collaboration and Teamwork	All members actively contribute, give constructive feedback, and work cohesively.	Most members contribute and provide feedback, with minor lapses in engagement.	One or two members contribute more, feedback provided but lacking depth.	One member dominates or minimal contribution from others; little feedback.
Content Quality	Sections are well-written, clear, and aligned with the purpose of the proposal.	Sections are clear, but may lack depth or detail in some areas.	Some sections are unclear or lack focus; could use more detail.	Sections are poorly written or lack focus, missing key details.
Document Structure	Well-organized, easy to follow, with clear headings and cohesive flow.	Mostly organized; some minor issues with flow or section transitions.	Adequate structure but some sections are disorganized or unclear.	Poorly structured; hard to follow or incomplete.
Use of Google Docs Features	Effective use of Google Docs tools (sharing, commenting, and editing).	Google Docs tools used appropriately, with minor issues in engagement.	Limited use of Google Docs features, lacking some collaboration elements.	Little to no use of Google Docs tools for collaboration or feedback.
Final Submission	Complete and polished document, with all sections integrated.	Document complete, but may have minor issues with formatting or integration.	Document incomplete or some sections lack detail or are poorly formatted.	Submission is incomplete or has major formatting or content issues.

4.1.4. Formative Assessment 4

Explain the formative assessment 4
*   - objectives –*

This formative assessment aims to develop students' business writing and problem-solving skills. The objectives are:

- *Analyze communication problems within an organization and propose practical solutions.*
- *Structure a business report using professional writing standards, including executive summary, problem statement, proposed solutions, and conclusion.*
- *Enhance problem-solving skills: Identify real communication issues and suggest actionable improvements.*
- *Practice report writing: Create a clear, concise, and well-organized business report suitable for a workplace setting.*

By completing this assessment, students will refine their ability to communicate complex issues clearly and provide practical solutions in a professional report format.

- guidelines –

Font: Times New Roman, 12 pt.
Spacing: 1.5 lines.
Margins: 1-inch.

Structure:
Executive Summary (100-150 words)
Problem Statement (150-200 words)
Proposed Solutions (200-250 words)
Conclusion (100-150 words):

-allocation of marks–

Executive Summary 20 points
Problem Statement 20 points
Proposed Solutions 20 points
Conclusion 20 points
Writing Quality & Structure 20 points

- evaluation criteria – rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Executive Summary	Clear, concise, and covers all key points of the report.	Provides a summary of the problem and solutions but lacks some clarity.	The summary is vague or misses key details.	Lacks clarity or important details about the problem and solutions.
Problem Statement	Thorough, detailed explanation of the problem with context and stakeholders.	Clear description of the problem, but lacks some detail or context.	Basic description of the problem, lacking depth or important details.	Unclear or incomplete problem description with minimal context.
Proposed Solutions	Practical and specific solutions that are well-explained and feasible.	Solutions are clear but lack full detail or may not be fully feasible.	Solutions are general or not fully practical.	Solutions are unrealistic, unclear, or missing entirely.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Conclusion	Concise summary with clear next steps.	Summarizes the key points, but next steps could be more specific.	Basic summary, but lacks clear next steps or action points.	No clear summary or next steps provided.
Writing Quality & Structure	Well-organized, professional tone, excellent grammar and formatting.	Good organization and grammar with minor errors.	Adequate organization, but some issues with grammar, structure, or flow.	Poorly organized, unclear writing with frequent grammar or formatting issues.

4.1.5. Formative Assessment 5

Explain the formative assessment 5
*   - objectives –*

This assessment helps students develop their presentation and communication skills in a business context. The objectives are:

- *Create a professional business presentation using PowerPoint or another presentation tool.*
- *Present a topic related to business communication, such as a product launch, market analysis, or company performance.*
- *Demonstrate effective visual communication by designing clear, engaging slides that complement the spoken presentation.*
- *Practice public speaking by delivering a live presentation to the class, demonstrating confidence, clarity, and organization.*

By completing this task, students will enhance their ability to communicate business ideas clearly, design effective presentations, and engage an audience.

- guidelines –

Font: Calibri or Arial, 12 pt. (for text), 18-24 pt. (for headings).
Slide Background: Simple and professional, avoid clutter.
Spacing: Ensure readability, with appropriate line spacing on slides.

Slide Structure:

1. ***Title Slide:***
   o *Presentation title, student's name, course, date.*
2. ***Introduction Slide (1 slide):***
   o *Briefly introduce the topic, why it's important, and what will be covered in the presentation.*
3. ***Content Slides (8-12 slides):***
   o *Present the main content in a clear, structured way. Each slide should focus on one key point.*
   o *Use visuals (charts, graphs, images) to support your points.*
   o *Ensure text is minimal; use bullet points where appropriate.*
4. ***Conclusion Slide (1 slide):***
   o *Summarize the key takeaways or recommendations.*
   o *Conclude with a call to action or next steps.*
5. ***Q&A Slide (1 slide):***
   o *Optional slide to invite questions from the audience (depending on presentation time).*

-allocation of marks

Content Quality 40 points
Visual Design & Slide Organization 20 points
Delivery and Presentation Skills 20 points
Clarity & Focus 20 points

- evaluation criteria – rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content Quality	Content is thorough, well-researched, and highly relevant to the topic.	Content is clear, relevant, with minor details missing or unclear.	Content is basic or lacks depth in key areas.	Content is unclear, underdeveloped, or not relevant to the topic.
Visual Design & Slide Organization	Professional design, highly organized slides, excellent use of visuals, easy-to-read text.	Good design with minor issues; visuals and text complement each other.	Design is functional but lacks creativity; visuals are minimal or unclear.	Slides are cluttered or too basic; visuals are ineffective or distracting.
Delivery and Presentation Skills	Engages the audience with confidence; clear, enthusiastic speech with excellent pacing.	Clear delivery, confident, with minor pacing or engagement issues.	Delivery is unclear or lacks engagement; some issues with pacing.	Struggles with clarity or engagement; lacks confidence or significant pacing issues.
Clarity & Focus	Presentation is clear and focused on key points with no unnecessary information.	Mostly focused, with some minor tangents or excessive details.	Some sections of the presentation are unclear or unfocused.	Lacks focus, with irrelevant information or disorganized ideas.

4.2 Summative Assessment

4.2.1 Summative Assessment 1

Explain the summative assessment 1
*   - objectives –*

This assessment helps students apply their oral communication skills to real-world business scenarios. The objectives are to:

- ***Demonstrate effective verbal communication**: Use appropriate language, tone, and clarity when discussing business-related issues.*
- ***Use active listening**: Show an understanding of the other party's perspective and respond appropriately.*
- ***Apply conflict resolution skills**: Manage and resolve potential misunderstandings or conflicts through communication.*
- ***Utilize non-verbal communication**: Integrate appropriate body language, gestures, and facial expressions in the conversation (as discussed in previous classes).*
- ***Collaborate in pairs**: Work together with a partner to simulate a professional dialogue, reflecting teamwork and collaborative problem-solving.*

This task will help students develop a deeper understanding of how communication is

used in business to address challenges, foster relationships, and negotiate outcomes.

- guidelines – Font, format, structure, referencing etc.

1. Font & Formatting

- **Font Type**: *Times New Roman*
- **Font Size**: *12 pt for body text, 14 pt for headings/subheadings*
- **Line Spacing**: *1.5 line spacing for the entire document (including the dialogue and any reflection or analysis)*
- **Margins**: *Standard 1-inch (2.54 cm) margins on all sides*
- **Alignment**: *Left-aligned text (no full justification)*
- **Paragraphs**: *Indent the first line of each paragraph by 0.5 inches (except for headings or introductory sections)*
- **Header/Footer**: *Include a header with your name, course title, and assignment title. No footer is required.*
- **Page Numbers**: *Include page numbers at the bottom center of each page.*

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2. Structure of the Assignment

The Business Communication Dialogue assignment will consist of two main parts:

Part 1: Dialogue Script (500-600 words)

This is the main component of the assignment, where students will create a script for a 5-7 minute business dialogue. The dialogue should reflect effective oral communication skills in a professional business context, such as a client meeting, sales discussion, or resolving a conflict.

- **Participants**: *Define the roles of the participants (e.g., a client and a sales representative, a manager and an employee, a company representative and a supplier).*
- **Scenario**: *Provide a clear description of the scenario (e.g., a negotiation meeting, a client complaint, a presentation of a new product, etc.).*
- **Structure**: *The dialogue should be well-structured, with an introduction, a body (where the main communication happens), and a conclusion.*
  - **Introduction**: *Briefly introduce the purpose of the conversation and the context.*
  - **Body**: *Develop the conversation, ensuring that it covers key communication aspects such as:*
    - *Clear and concise communication.*
    - *Active listening and feedback.*
    - *Addressing potential conflicts or misunderstandings.*
    - *Asking and answering questions appropriately.*
  - **Conclusion**: *End the conversation with a resolution or next steps, reflecting professional closure.*

Part 2: Reflection & Analysis (200-300 words)

After the dialogue script, students should provide a brief reflection and analysis of their dialogue. This section should evaluate their own communication skills as demonstrated in the dialogue.

- **Self-Analysis**: *Reflect on the communication strategies you used in the dialogue. Did you manage to communicate clearly and effectively? Did you listen actively?*
- **Improvements**: *Identify any areas where you could improve your communication skills. How would you modify your approach in a real-life situation?*
- **Feedback Consideration**: *If you received feedback from your partner during the role-play, explain how you applied that feedback or plan to improve in the future.*

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3. Referencing and Citations

- **Citations for External Sources**: *If you refer to any external resources, such as communication models or theories (e.g., active listening techniques, conflict resolution strategies), use the **APA (7th edition)** citation style.*
  - *In-text citation example: According to Johnson (2018), active listening can improve communication efficiency in conflict situations.*
  - *Full citation example:*
    - *Johnson, M. (2018). Effective communication in business. Cambridge University Press.*
- **No References Needed for Dialogue Content**: *Since the dialogue is a scripted exercise created by the students themselves, no formal citations or references are required for the dialogue itself unless external communication theories or models are referenced.*

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4. Submission & File Format

- **File Type**: *Submit the assignment as a single Word document (.docx) or PDF (.pdf).*
- **Naming Convention**: *Save your document with the following format: FirstName_LastName_BusinessDialogue.docx
  For example: John_Doe_BusinessDialogue.docx.*

-allocation of marks–

Content and Structure 20 points
Oral Communication Skills 20 points
Non-Verbal Communication 20 points
Engagement and Interaction 20 points
Overall Presentation (Technical) 20 points

- evaluation criteria – rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content and Structure	The dialogue addresses the scenario thoroughly, with a	The dialogue addresses the scenario but lacks	The dialogue covers the scenario but lacks focus or	The dialogue is unclear, poorly structured, or off-topic.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
	clear structure and relevant points.	some depth or detail.	depth in some areas.	
Oral Communication Skills	Clear, confident speech with appropriate tone, vocabulary, and pacing. Active listening demonstrated throughout.	Clear speech, appropriate tone, minor issues with pacing or vocabulary.	Some unclear speech or mismatched tone; active listening demonstrated inconsistently.	Unclear speech, inappropriate tone, or lack of active listening.
Non-Verbal Communication	Excellent use of body language, gestures, and facial expressions that enhance communication.	Good use of non-verbal cues, though could be improved.	Limited or ineffective use of body language or facial expressions.	Minimal or no use of non-verbal cues; distracting body language.
Engagement and Interaction	Both participants engage actively, responding thoughtfully and professionally.	Both participants engage, though with minor lapses in interaction or professionalism.	One participant dominates or there is a lack of interaction between them.	One participant does not engage or is passive throughout the dialogue.
Overall Presentation (Technical)	Video and audio are clear; the presentation is easy to follow and well-executed.	Minor issues with video/audio quality; still easy to follow.	Some issues with audio or video quality, making the presentation difficult to follow.	Major technical issues that affect the clarity or flow of the presentation.

4.2.1 Summative Assessment 2

Explain the summative assessment 2

- objectives –

This assessment is designed to help students apply their communication skills to solve a real-world business problem by producing different forms of professional communication. The objectives of this task are to:

- *Demonstrate written communication skills: Students will write a formal letter to government authorities, an email to a stakeholder, and minutes of an interview related to the business problem.*
- *Develop problem-solving and analytical skills: By working on the business problem, students will engage in critical thinking and propose actionable steps to resolve the issue.*
- *Understand the importance of formal communication: Through letter-writing, email communication, and taking minutes, students will practice how to convey information in a professional, clear, and structured manner.*
- *Structure a formal business report: Students will consolidate their communication tasks in a well-organized report, summarizing the work done and proposing further actions to solve the problem.*

By completing this assessment, students will practice various forms of business communication that are essential in professional settings.

- guidelines – Font, format, structure, referencing etc.

Font & Formatting

- **Font Type**: *Times New Roman or Arial (choose one)*
- **Font Size**: *12 pt for body text, 14 pt for headings/subheadings*
- **Line Spacing**: *1.5 line spacing for the entire report (including the body, introduction, and conclusion)*
- **Margins**: *Standard 1-inch (2.54 cm) margins on all sides*
- **Alignment**: *Left-aligned text (no full justification)*
- **Paragraphs**: *Indent the first line of each paragraph by 0.5 inches (except for the introduction and conclusion)*
- **Header/Footer**: *Include a header with your name, course title, and assessment title. No footer required.*
- **Page Numbers**: *Include page numbers at the bottom center of each page.*

Structure of the Report

Title Page:

- *Title of the report (e.g., "Business Problem Report: [Title of the Problem]")*
- *Student Name*
- *Course Name*
- *Instructor's Name*
- *Date of Submission*

Executive Summary (150-200 words):

- *A brief summary of the problem, the actions taken, and proposed next steps. This section should be concise and highlight the key points of the report.*

Main Body of the Report:

- **Introduction (100-150 words):**
  - *Briefly describe the business problem. Outline the context and relevance of the issue to the business.*
- **Steps Taken (300-350 words):**
  - **Letter to Government Authorities**: *Summarize the content and purpose of the letter. Explain its significance in addressing the problem.*
  - **Email to Stakeholder**: *Briefly describe the email content, the request made, and the importance of that communication in solving the issue.*
  - **Interview Minutes**: *Provide a summary of key points from the interview, especially any solutions or actions discussed in relation to the problem.*
- **Proposed Actions (150-200 words):**
  - *Detail the next steps or actions that should be taken to resolve the problem. These should be based on the communication done (letter, email, interview minutes) and could include recommendations for further communication or actions.*

Conclusion (100-150 words):

- *A brief summary of the steps taken and the proposed actions. Reiterate the importance of these steps in addressing the problem and how they fit into the larger solution.*

Annex (not included in the word count):

- **Letter to Government Authorities**: *Attach the full letter written to government authorities.*
- **Email to Stakeholder**: *Include a copy of the email sent to the stakeholder.*
- **Interview Minutes**: *Attach the minutes from the interview (include the link to the YouTube video).*

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3. Referencing and Citations

- **Referencing Style**: *Use the* **APA (7th edition)** *style for in-text citations and the reference list.*
- **Citing Sources**: *If you refer to external sources, such as articles, books, or websites, be sure to include the proper citation in the text. For example:*
    - *According to Smith (2020),...*
    - *(Smith, 2020)*
- **Reference List**: *At the end of the report, include a reference list with full citations for any sources you cited in your report.*
    - *Example for an online source:*
        - *Smith, J. (2020). Effective Business Communication. Retrieved from www.website.com*
- **No References Needed for Personal Communications**: *The letter, email, and interview minutes are considered personal communications and do not require citations.*

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4. Submission and File Format

- **File Type**: *Submit your report as a single Word document (.docx) or PDF (.pdf).*
- **Naming Convention**: *Save your document with the following format: FirstName_LastName_BusinessProblemReport.docx*
- **Submission Platform**: *Upload your final report to the course's designated submission portal or email it to the instructor.*

-allocation of marks–

Business Problem Understanding 20 points
Written Communication 20 points
Interview Minutes 10 points
Report Structure & Clarity 20 points
Proposed Actions 20 points
Language & Presentation 10 points

- evaluation criteria – rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Business Problem Understanding	Clear and comprehensive understanding of the problem with insightful details.	Good understanding of the problem, with some minor details missing.	Basic understanding, missing some key elements of the problem.	Lacks clear understanding of the problem; vague or incorrect analysis.
Written Communication	Letter and email are clear, professional, and effectively address the issue.	Letter and email are well-written with minor issues in clarity or professionalism.	Letter and email are functional but lack clarity, professionalism, or detail.	Letter and email are unclear, unprofessional, or irrelevant to the issue.
Interview Minutes	Clear, concise minutes that capture all key points and relevant details.	Minutes are clear but may miss some important points or details.	Minutes capture basic points but lack important details or clarity.	Minutes are incomplete, unclear, or fail to capture key points.
Report Structure & Clarity	Well-organized report with clear structure and logical flow.	Report is organized with minor issues in structure or flow.	Report structure is unclear or lacks logical flow in places.	Report lacks structure or is difficult to follow.
Proposed Actions	Clear, feasible actions that directly address the business problem.	Actions are appropriate but lack some detail or clarity.	Actions are somewhat vague or lack direct relevance to solving the problem.	Proposed actions are unclear, impractical, or unrelated to the problem.
Language & Presentation	Professional language, excellent grammar, spelling, and formatting.	Good language use with few errors in grammar, spelling, or formatting.	Some errors in grammar, spelling, or formatting; affects clarity.	Frequent errors in grammar, spelling, or formatting; affects readability.

4.3. Engagement Activities

See section 3 chart.

5. Module Requirements

A. Core Readings List
1) Sivasubramanian, G. (2020). *Business Communication (1st ed.).* Scholars' Press. Retrieved from https://www.perlego.com/book/3211283/business-communication-a-comprehensive-account-of-the-aspects-of-business-communication-for-nonnative-speakers-of-english-pdf (Original work published 2020)
2) Chan, M. (2020). *English for Business Communication (1st ed.)*. Taylor and Francis. Retrieved from https://www.perlego.com/book/1524109/english-for-business-communication-pdf (Original work published 2020)
3) John, W. St., & Haskell, B. (2016). *Essential Communications Skills for Managers, Volume I.* Business Expert Press. Retrieved from https://www.perlego.com/book/403273/essential-communications-skills-for-managers-volume-i-pdf (Original work published 2016)

B. Supplementary Reading List

1) Prince, E. S. (2017). *Practical Business Communication (1st ed.).* Bloomsbury Publishing. Retrieved from https://www.perlego.com/book/2996177/practical-business-communication-pdf (Original work published 2017)

2) Barr, E. (2021). *101 Tips for Improving Your Business Communication.* Business Expert Press. Retrieved from https://www.perlego.com/book/2377941/101-tips-for-improving-your-business-communication-pdf (Original work published 2021)

3) Crowther, M. O. (2007). *How to Write Letters (Formerly The Book of Letters).* Perlego. Retrieved from https://www.perlego.com/book/1823759/how-to-write-letters-formerly-the-book-of-letters-a-complete-guide-to-correct-business-and-personal-correspondence-pdf (Original work published 2007)

4) Kuhnke, E. (2012). *Communication Skills For Dummies (1st ed.).* Wiley. Retrieved from https://www.perlego.com/book/2754758/communication-skills-for-dummies-pdf (Original work published 2012)

C. General Rules for Submitting Written Assignments

Prior to the assessment and grading, all homework assignments submitted via Virtual Learning Environment (VLE) are checked for plagiarism with the software embedded to the system. Before turning in the first assignment each student is responsible to familiarize him/herself with the *Plagiarism Handbook* available in the VLE.

Written assignments should generally be typewritten and will only be marked and graded if they are submitted via VLE by the requested time. **Late submissions will not be accepted under any circumstances!** *Being virtually absent shall not be an accepted excuse for not submitting the required homework for the following session.*

Technical issues: The VLE system works functionally well and technical issues almost nonexistent. Failure to submit the assignment on a timely basis is typically a result of a misuse of the VLE instructions or simply a missed deadline.

If a student experiences issues with the submission of a particular assignment, an email should be sent before the submission deadline to the lecturer (with a copy to the Academic Coordinator) along with the screenshot of the technical issue. Each case will be thoroughly investigated, and the ultimate decision will be made by the Academics Department whether the homework should be accepted for evaluation and grading.