



**3691202**

# 2025

# **English for Creative Business**

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## Preface

This course, **“English for Creative Business,”** is designed to equip students with the essential communication skills necessary to thrive in the dynamic world of creative enterprise. The curriculum encompasses a wide range of practical applications, from foundational listening and speaking proficiencies to advanced techniques in negotiation, contract comprehension, and job application processes. Students will develop their abilities in crucial areas such as comprehending and executing instructions, articulating intentions, planning business ventures, managing professional interactions, and delivering effective presentations.

The course emphasizes a progressive learning approach, building upon fundamental skills to tackle more complex communication scenarios. Students will engage with authentic business materials, participate in interactive activities, and utilize technology to enhance their learning experience. A variety of assessment methods will be employed, including formative and summative evaluations, to measure student progress and ensure the attainment of learning outcomes.

Ultimately, this course aims to empower students to communicate with confidence, clarity, and professionalism in all facets of the creative business landscape. By mastering the art of effective communication, students will be well-prepared to navigate the challenges and opportunities of this exciting and ever-evolving field.

Asst. Prof. Phorramatpanyaprat Tongprasong, Ph.D.  
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## Writer



Assistant Professor Pramratpanprat Thongprasong holds a Doctor of Philosophy (Educational Administration) degree from the University of Phayao. He formerly served as the Associate Dean for Academic Affairs at the Faculty of Management Science, Suan Dusit University (2013–2015). He has also been a member of the University Research Administration Committee (2021–2024) and the University Council (as an elected faculty representative) at Suan Dusit University during the periods 2010–2013 and 2016–2022.

Currently, he serves as the program chair and assistant professor in the Bachelor of Business Administration program in Creative Business and Digital Technology at Suan Dusit University. He has been recognized as a Fellow under the UK Professional Standards Framework (UKPSF) for his teaching competencies.

Assistant Professor Thongprasong is committed to integrating research with teaching and learning, with a focus on key areas such as outcome-based performance, creative work practices, entrepreneurial characteristics, innovation, and management across educational, business, and social development contexts.

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# **Course Instructional Plan**

**Course Name: English for Creative Business**

**Course Code: 3691202**

**Credits – Hours: 3(2-2-5)**

**Scheduled class time: 60 hours per semester**

**Self-study: 75 hours per semester**

## **Course Description:**

Listening; speaking; reading; writing; listening to commands; reading and complying with commands; intension expression; determination; planning for a business; asking and giving information about situations; phone conversation; business communication via electronic mail; making an appointment; note-taking; daily work schedule; meeting arrangement; presentation and demonstration; applying for a job; negotiation and signing a contract; reading work manual and digital media; and, skill practice

## **Course Objectives:**

1. To enable students to review and reinforce their understanding of English through conversations, inquiries, and the exchange of information in business-related situations. This includes telephone communication, chatbot interactions, business email correspondence, scheduling appointments, writing memos, managing daily work schedules, organizing meetings, delivering presentations and demonstrations, applying for jobs, negotiating and signing contracts, and reading operational manuals and digital media.
2. To develop students' English language skills in listening, speaking, reading, and writing. Emphasis is placed on listening to instructions, reading and following directions, expressing

intent and commitment, and applying knowledge through practical business planning activities.

3. To cultivate positive attitudes and values in students toward themselves and others, and to encourage responsible behavior in relation to oneself, colleagues, society, and organizations.

### **Course Learning Outcomes (CLOs):**

Upon completion of this course, students will be able to:

1. **CLO1:** Actively engage in learning English through blended learning activities to develop their potential as creative entrepreneurs or business professionals and responsible digital citizens.
2. **CLO2:** Explain the use of English based on participation in supplementary English language activities related to creative business.
3. **CLO3:** Select and apply English language skills in the operational processes of creative businesses, digital technology businesses, or its application to social and digital economy ventures.
4. **CLO4:** Choose appropriate communication methods based on the development of basic English listening, speaking, reading, and writing skills according to creative business situations.
5. **CLO5:** Present outcomes from basic English listening, speaking, reading, and writing according to creative business situations.
6. **CLO6:** Practice flexible thinking in resolving situations that arise in business activities and demonstrate foundational creative thinking with a commitment to quality processes.
7. **CLO7:** Explain the creation of value from English language information for creative business.

8. **CLO8:** Demonstrate discipline, ethical conduct, and responsibility in completing tasks within the given timeframe.
9. **CLO9:** Conduct themselves politely, demonstrating personality traits in creative expression that align with Thai cultural identity while connecting with international standards.
10. **CLO10:** Practice emotional skills to cultivate a positive attitude towards themselves and others, fostering the characteristics of a good digital citizen in the social and digital economy.

### **Contents:**

#### **Week 1: Foundations of Workplace Communication**

##### **1. Introduction to Business English 4 Hours**

- 1.1 The importance of effective communication in creative business.
- 1.2 Understanding different communication styles and contexts.
- 1.3 Setting communication goals for professional success.
- 1.4 Overview of the course and learning objectives.

#### **Week 2: Active Listening and Following Instructions**

##### **2. Mastering Receptive Communication 4 Hours**

- 2.1 Principles of active listening: focusing, interpreting, recalling.
- 2.2 Identifying different types of commands and instructions.
- 2.3 Strategies for accurate comprehension and compliance.
- 2.4 Practicing listening to and following multi-step directions.

#### **Week 3: Clear and Concise Spoken Communication**

##### **3. Developing Effective Speaking Skills 4 Hours**

- 3.1 Clarity of articulation and pronunciation.



3.2 Using appropriate tone and register in professional settings.

3.3 Structuring spoken information logically.

3.4 Practicing clear and concise explanations.

**Week 4: Reading for Understanding in the Workplace**

**4. Enhancing Reading Comprehension 4 Hours**

4.1 Identifying main ideas and supporting details.

4.2 Understanding different types of workplace documents (brief memos, notices).

4.3 Developing strategies for efficient reading.

4.4 Practicing reading and summarizing information.

**Week 5: Fundamentals of Business Writing**

**5. Enhancing Reading Comprehension 4 Hours**

5.1 Principles of clear, concise, and professional writing.

5.2 Understanding different formats of business communication.

5.3 Focusing on grammar, punctuation, and spelling accuracy.

5.4 Practicing writing short, clear messages.

**Week 6: Expressing Intention and Determination**

**6. Communicating Purpose and Drive 4 Hours**

6.1 Using language to clearly state intentions and goals.

6.2 Employing persuasive language to convey determination.

6.3 Understanding non-verbal cues that reinforce intention.

6.4 Practicing expressing intentions in various scenarios.

**Week 7: Planning for a Business (Language Focus)**

**7. Language for Business Planning 4 Hours**

7.1 Using language to articulate business ideas and concepts.

7.2 Describing target markets and potential challenges.

7.3 Formulating goals and objectives using precise language.

7.4 Practicing presenting business plans orally and in writing.

**Week 8: Asking and Giving Information Professionally**

**8. Information Exchange Skills 4 Hours**

- 8.1 Formulating clear and effective questions
- 8.2 Providing accurate and relevant information.
- 8.3 Using appropriate language for different information-seeking contexts.
- 8.4 Practicing asking for and giving directions, details, and clarifications.

**Week 9: Navigating Digital Conversations**

**9. Effective Online Communication 4 Hours**

- 9.1 Netiquette and professional online behavior.
- 9.2 Writing effective instant messages and online forum posts.
- 9.3 Understanding the nuances of asynchronous and synchronous digital communication.
- 9.4 Practicing clear and concise digital exchanges.

**Week 10: Business Communication via Electronic Mail**

**10. Mastering Business Emails 4 Hours**

- 10.1 Writing professional and effective email subject lines.
- 10.2 Structuring business emails clearly and concisely.
- 10.3 Using appropriate tone and language for different email purposes
- 10.4 Practicing writing various types of business emails (requests, updates, confirmations).

**Week 11: Managing Schedules and Appointments**

**11. Language for Organization 4 Hours**

- 11.1 Asking for and giving information about availability.
- 11.2 Making, confirming, and rescheduling appointments.
- 11.3 Using appropriate language for telephone and email appointment arrangements.
- 11.4 Practicing scheduling scenarios.

**Week 12: Note-Taking and Daily Work Schedules**

**12. Documenting and Organizing Information 4 Hours**

- 12.1 Developing effective note-taking strategies during meetings and presentations.

- 12.2 Understanding different formats for daily work schedules.
- 12.3 Using language to clearly outline tasks and priorities.
- 12.4 Practicing note-taking and creating personal schedules.

### **Week 13: Meeting Arrangement and Participation**

#### **13. Language in Meetings 4 Hours**

- 13.1 Language for initiating and proposing meetings.
- 13.2 Participating effectively in discussions: expressing opinions, agreeing, disagreeing respectfully.
- 13.3 Summarizing key points and action items.
- 13.4 Practicing meeting scenarios.

### **Week 14: Presentation and Demonstration Skills**

#### **14. Delivering Effective Presentations 4 Hours**

- 14.1 Structuring a clear and engaging presentation.
- 14.2 Using visual aids effectively (language focus).
- 14.3 Practicing clear and confident delivery.
- 14.4 Handling questions and feedback professionally.

### **Week 15: Negotiation, Contracts, and Job Applications**

#### **15. Advanced Business Communication Skills 4 Hours**

- 15.1 Language for effective negotiation: expressing needs, making concessions.
- 15.2 Understanding key terms and phrases in contracts (introduction).
- 15.3 Writing effective job applications and cover letters.
- 15.4 Practicing negotiation scenarios and application writing.

### **Teaching Methods and Learning Activities:**

The instructor selects appropriate teaching methods and learning activities based on weekly course content and aligned with student learning behaviors as follows:

1. *Cooperative Learning*: Students collaborate in groups to explore assigned topics, supporting each other's learning through close consultation. Emphasis is placed on

interpersonal and teamwork skills, analytical thinking, brainstorming, and appropriate expression. Group work is summarized and submitted to the instructor.

2. *Collaborative Knowledge Sharing*: Students explore various study topics through worksheets using the “jigsaw technique” to connect ideas and content. Group processes and summary skills are applied, followed by digital presentation and instructor-led synthesis.
3. *Mind Mapping Instruction*: Students analyze and synthesize assigned topics in groups using brainstorming, problem analysis, and multimedia-assisted presentations. Each group develops “concept maps” to visualize understanding, followed by instructor-led summary using digital visual aids.
4. *Learning Center Approach*: Students are assigned self-directed tasks to foster responsibility and independent learning. Groups study assigned content through worksheets and collaborate to summarize and present their findings.
5. *Problem-Based Learning* The instructor presents real-world or simulated problems for students to solve collaboratively. Students analyze the problem, identify relevant knowledge areas, propose solutions, and apply critical thinking and decision-making skills. Through this process, students develop research abilities, teamwork, and reflective thinking. Final findings are compiled into a report and presented to the class, with feedback and guidance provided by the instructor.
6. *Concept Formation through Case Studies*: Students examine case studies by observing, comparing, classifying, and identifying patterns. Guided questioning

from the instructor supports critical thinking and the development of various “concept maps.”

7. *Self-Directed Learning*: Students gather information from learning materials, handouts, books, and recommended resources, then synthesize and analyze their findings into a written report for submission.
8. *Case-Based and Cooperative Learning*: Through worksheets, students engage in group activities involving observation, analysis, synthesis, and summarization, supported by self-study to deepen understanding.
9. *CIPPA Model (Construct, Interact, Participate, Process, Apply)*: Focuses on student-centered learning. Students explore knowledge collaboratively, engage physically and cognitively, and apply learned concepts to similar or new situations as designed by the instructor.
10. *Inductive Teaching Method*: The instructor presents details and examples to guide students from specific observations to general principles. Students observe, compare, brainstorm, and identify key patterns, encouraged to reach conclusions independently under instructor support.
11. *Practice-Based Instruction*: Students repeatedly perform tasks, respond to review questions, and practice learned skills under instructor supervision, promoting experiential learning and practical application.
12. *Online Learning*: The instructor delivers lessons via digital platforms, enabling high-quality interactive learning through text, images, video, and multimedia. Students can access lessons anytime, anywhere, fostering lifelong learning and independent study via web browsers, apps, email, social media, and discussion tools.

13. *Creating a Conducive Learning Environment:* Learning activities prioritize student action over passive listening. Instruction integrates communication (reading, writing, discussion, presenting), and emphasizes higher-order thinking skills such as analysis, synthesis, creativity, and evaluation.
14. *Pair Work Presentations:* Students work in pairs to prepare presentations using digital or blended media. The instructor provides feedback, encourages discussion, and facilitates meaningful learning exchanges.
15. *Independent Research Assignments:* Students explore content from digital sources such as websites to develop work-related skills and enhance their English proficiency through creative application.

### **Instructional Materials:**

The teaching and learning in the “**English for Creative Business**” course is designed to provide students with knowledge and foster a thinking process that can be applied in related subjects, as well as in their future careers. To achieve this, diverse teaching and learning activities are employed, aligned with student-centered teaching methods and activities. The following instructional materials are utilized:

1. **Course Handouts:** Supplementary materials for learning.
2. **Worksheets or Information Sheets:** Used to support learning each week, providing focused practice on grammar, vocabulary, specific communication skills, and concepts introduced in lectures.
3. **Digital Media Presentations:** For presenting work, allowing students to develop skills in creating and delivering professional presentations using various digital tools (e.g., PowerPoint, Canva, Grammarly, Keynote, Prezi) and incorporating multimedia elements.

4. **Case Studies:** Examples of real-world scenarios related to communication challenges, successful presentation strategies, the use of English in art and cultural contexts, and business communication within creative industries. These will encourage critical thinking and problem-solving.
5. **Instructional Videos:** Covering topics such as effective communication practice (e.g., active listening, clear articulation), reading comprehension strategies for business texts, and developing strong writing skills for various professional formats (e.g., emails, reports, proposals).
6. **Real Objects and Samples:**
  - *Examples of Effective Digital Marketing Campaigns* (Printouts or Screenshots): To analyze language, visual communication, and target audience in online advertising and promotional materials.
  - *Samples of Well-Designed Branding Materials* (Physical or Digital): Including business cards, logos with taglines, website homepages, and excerpts from style guides to examine brand messaging in English.
  - *Prototypes or Mock-ups of Creative Projects* (Student-Generated or Examples): To practice describing features, benefits, and design choices in English, as well as pitching ideas.
  - *Examples of Art/Design Exhibition Catalogues or Brochures* (Physical or Digital): To analyze English descriptions of artworks, artist statements, and curatorial notes.
  - (Optional - Depending on Resources): Samples of professional correspondence (emails, letters), scripts/transcripts of successful pitches, product packaging for international markets, or design briefs.
7. **Supplementary Documents and Reading Materials:** For further study and research, including articles, book chapters,

and online resources related to business communication, creative industries, and digital technology.

8. **Additional Research** from Websites, Applications, Articles, Books, eBooks, or Related Digital Media: In various formats of digital media, encouraging students to independently explore and learn from a wide range of English language resources relevant to their field.

This completed list provides a comprehensive overview of the learning resources you plan to use in “English for Creative Business” course. Remember to tailor the specific examples and activities to best suit the needs and interests of the students.

### **Assessment and Evaluation:**

#### **1. Assessment (Measurement)**

Methods of measurement and allocation of scores out of 100 points are as follows:

##### 1.1 Formative (Total 80%)

1.1.1 Pairs Works and Presentation: 20%

1.1.2 Group Works and Presentation: 40%

1.1.3 Participation in Group Activities: 20%

##### 1.2 Summative (Total 20%)

1.2.1 Comprehensive Knowledge Test with Presentation, Summarization, Explanation, and Analysis: 20%

Learning outcomes will be assessed in each week's teaching activities to cover all five learning outcomes specified in the course details. This includes:

- Evaluating activities based on established criteria to assess the success of the activities from the monitoring and tracking process, leading to guidelines for future improvements.
- The assessment proportion for each week will total 100%, which will then be compared to the overall score proportions specified above.



Subsequently, students will be evaluated in accordance with the course details and the learning outcome assessment criteria of the course.

## 2. Evaluation

Evaluation is based on a criterion-referenced approach using percentage scores, categorized into 8 grade levels as follows:

Grade Level	Meaning	Grade Point	Percentage
A	Excellent	4.0	85-100
B+	Very Good	3.5	79-84
B	Good	3.0	73-78
C+	Fairly Good	2.5	67-72
C	Fair	2.0	61-66
D+	Poor	1.5	55-60
D	Very Poor	1.0	50 – 54
F	Fail	0.0	0 - 49

A passing grade requires a grade level of “D” or higher.

In cases where a student has not completed the tasks of coursework by the end of the semester, an “I” (Incomplete) grade will be recorded. The student must complete the requirements and have the grade changed according to the announcements of the Academic Promotion and Registration Office, which can be found in the university's announcements for each semester.

## Week 1: Foundations of Workplace Communication

Welcome to Week 1 of “**English for Creative Business**,” where we lay the **Foundations of Workplace Communication**. This introductory week, titled **Introduction to Business English**, will establish the critical role that effective communication plays in the dynamic worlds of creative enterprise and digital technology. We will explore the significance of clear and impactful communication, examine the diverse communication styles and the various professional contexts you’ll encounter, and guide you in setting personal communication goals to drive your future success. Additionally, we will provide a comprehensive overview of the course and its learning objectives, setting the stage for your journey towards becoming a confident and proficient communicator in the business realm.

The Learning Outcomes for Week 1 establish the foundational understanding of effective communication in creative business, different communication styles, and the importance of setting communication goals. Achieving these initial LLOs **directly prepares students to engage with and progressively build the broader English communication skills and professional attributes** outlined in the Course Learning Outcomes (CLOs), setting the stage for their development as effective communicators and future creative professionals.

This introductory module serves as a cornerstone, establishing the fundamental understanding that communication is not merely a transactional process of exchanging information, but a complex, dynamic, and relational activity crucial for organizational success, particularly within the nuanced landscape of creative business and digital technology.

### **TOPIC 1: Introduction to Business English**

1.1 The importance of effective communication in creative business.

- 1.2 Understanding different communication styles and contexts.
- 1.3 Setting communication goals for professional success.
- 1.4 Overview of the course and learning objectives.

## 1.1 The Importance of Effective Communication in Creative Business

Academically, the significance of effective communication in any organizational context is well-documented. Theories such as the *Transactional Model of Communication* (Barnlund, 1970) highlight the simultaneous sending and receiving of messages, emphasizing the role of shared meaning and potential for noise (barriers) in the process. In creative industries, this becomes particularly critical due to the often abstract and innovative nature of ideas.

**1.1.1 Bridging the Gap Between Ideas and Reality:** Creative concepts are often initially internal and intangible. Effective communication acts as the crucial bridge to externalize these ideas into tangible forms. This process aligns with the concept of encoding in communication models, where abstract thoughts are translated into understandable symbols (verbal, visual, etc.).

Failure in encoding due to poor articulation, lack of clarity, or inappropriate medium can lead to misinterpretation during the decoding phase by the receiver (developers, designers, investors). *The Elaboration Likelihood Model* (ELM) (Petty & Cacioppo, 1986) suggests that the persuasiveness of a communicated idea depends on the receiver's motivation and ability to process the message. Clear and compelling communication increases the likelihood of central route processing, leading to deeper understanding and acceptance of creative visions.

**1.1.2 Fueling Collaboration and Teamwork:** Creative projects are inherently collaborative, drawing upon diverse skill sets and perspectives. *Social Exchange Theory* (Homans, 1958; Blau, 1964) posits that relationships are built on the exchange of resources, including information and support. Effective communication

facilitates this exchange, fostering trust, psychological safety (Edmondson, 1999), and shared understanding necessary for synergy.

Conversely, poor communication can lead to misunderstandings, conflicts, and decreased team cohesion, hindering the creative process. ***Group Communication Theories***, such as Functional Group Decision-Making Theory (Gouran & Hirokawa, 1983), emphasize the importance of open communication, critical evaluation of ideas, and consideration of diverse perspectives for effective problem-solving and innovation within teams.

***1.1.3 Building Strong Relationships with Clients and Stakeholders:*** In client-facing creative businesses, strong communication is paramount for building rapport and trust, key elements in Relationship Marketing (Berry, 1983). Effective communication manages expectations, addresses concerns, and demonstrates expertise, fostering long-term, mutually beneficial relationships.

***Attribution Theory*** (Heider, 1958) suggests that clients and stakeholders form judgments about a creative professional's competence and reliability based on their communication style and clarity. Professional and transparent communication builds positive attributions, leading to increased confidence and project success.

***1.1.4 Navigating the Digital Landscape Professionally:*** The digital realm introduces unique communication challenges and opportunities. ***Media Richness Theory*** (Daft & Lengel, 1986) suggests that the effectiveness of communication depends on the richness of the medium (e.g., face-to-face being richer than email). Creative professionals must adapt their communication styles for various digital platforms, understanding the nuances of asynchronous (e.g., email) versus synchronous (e.g., video conferencing) communication and the implications for message delivery and interpretation. ***Network Theory*** highlights the interconnectedness of individuals and organizations in the digital

space, emphasizing the role of effective online communication for networking, building online presence, and collaborating remotely.

### ***1.1.5 Presenting Your Work and Ideas with Confidence:***

The ability to articulate creative processes, technical skills, and the value proposition of one's work is crucial for professional advancement. *Rhetorical Theory* (Aristotle) provides frameworks for persuasive communication, emphasizing ethos (credibility), pathos (emotional connection), and logos (logical reasoning). Confident and clear communication in presentations enhances the speaker's ethos and increases the likelihood of audience buy-in.

*Social Cognitive Theory* (Bandura, 1986) suggests that self-efficacy, or the belief in one's ability to succeed, is influenced by communication competence. Effective presentation skills contribute to a stronger sense of self-efficacy in professional settings.

## **1.2 Understanding Different Communication Styles and Contexts**

Effective communicators are adaptable, recognizing that communication is not monolithic but varies significantly based on individual styles and situational contexts.

Exploring Various Communication Styles: Communication styles are influenced by personality, cultural background, and individual preferences. Understanding these differences is crucial for minimizing misunderstandings and fostering inclusive communication.

***1.2.1 Direct vs. Indirect:*** This dimension relates to the explicitness of the message. Direct communicators state their intentions clearly, while indirect communicators may rely on implication and context. ***Cultural Communication Theories*** (e.g., Hofstede's Cultural Dimensions) highlight how cultural values influence communication directness.

**1.2.2 Formal vs. Informal:** The level of formality in language and behavior varies depending on the relationship between communicators and the setting. Professional contexts often require more formal language, adhering to established norms and hierarchies. ***Social Penetration Theory*** (Altman & Taylor, 1973) suggests that the level of formality often decreases as relationships develop.

**1.2.3 Verbal vs. Nonverbal:** Communication is comprised of both spoken words and nonverbal cues (body language, facial expressions, tone of voice). Nonverbal Communication Theories (e.g., Ekman's work on facial expressions) emphasize the importance of congruence between verbal and nonverbal messages for effective communication.

**1.2.4 Written vs. Oral:** Different situations necessitate different communication mediums. Written communication allows for more detailed and documented information, while oral communication facilitates immediate feedback and rapport-building. The choice of medium can impact message richness and the potential for misinterpretation (Media Richness Theory).

**1.2.5 Visual vs. Auditory:** Individuals process information differently. Recognizing whether someone is a more visual or auditory learner can inform how you present information for better comprehension. ***Dual-Coding Theory*** (Paivio, 1986) suggests that information is processed through both verbal and visual systems, and using both can enhance memory and understanding.

**1.2.6 Analyzing Different Communication Contexts:** The environment and circumstances surrounding communication significantly influence its effectiveness.

(1) *Internal Team Communication*: Often characterized by more informal language, shared jargon, and a focus on task-related information. ***Systems Theory*** in organizational communication views teams as interconnected systems where communication patterns influence overall functioning.

(2) *Client Communication*: Requires professionalism, clarity, active listening to client needs, and a focus on building trust and managing expectations (Relationship Marketing).

(3) *Public Presentations*: Demands structured content, engaging delivery, audience analysis, and effective use of visual aids (**Rhetorical Theory**).

(4) *Networking Events*: Focuses on making initial connections, conveying key information concisely, and building rapport (**Impression Management Theory**).

(5) *Digital Communication*: Each platform (email, social media, video calls) has its own norms, etiquette, and best practices. Understanding these platform-specific conventions is crucial for professional online communication.

(6) *Intercultural Communication*: Communicating across cultural boundaries requires sensitivity to diverse communication styles, values, and norms. ***Intercultural Communication Competence*** (ICC) models emphasize the importance of knowledge, skills, and attitudes for effective cross-cultural interactions.

### 1.3 Setting Communication Goals for Professional Success

Establishing personal communication goals is a proactive approach to professional development, aligning individual efforts with desired outcomes.

***1.3.1 Why Communication Goals are Important***: Goals provide direction, focus effort, and facilitate self-assessment. They align with principles of *Goal-Setting Theory* (Locke & Latham, 1990), which posits that specific, measurable, achievable, relevant, and time-bound (SMART) goals lead to improved performance. In the

context of communication, goals can enhance clarity, effectiveness, professionalism, and relationship building.

**1.3.2 Examples of Communication Goals for Freshers:** The examples provided (improving email clarity, participating in discussions, enhancing active listening, building presentation confidence, giving/receiving feedback) are all SMART goals when accompanied by specific actions, measures, relevance to professional development, and timelines.

**1.3.3 Making Your Goals SMART:** The SMART framework provides a practical methodology for setting effective communication goals, ensuring they are well-defined and actionable. This framework is widely applied in various fields, including management and education, to promote focused and results-oriented development.

## **1.4 Overview of the Course and Learning Objectives**

This section provides a metacognitive function, outlining the course's purpose, scope, and intended learning outcomes. It sets expectations and provides a roadmap for the learning journey.

**1.4.1 Course Description:** The description highlights the practical focus of the course on developing essential English communication skills for the creative and digital industries. It emphasizes the integration of language skills (listening, speaking, reading, writing) with crucial workplace skills.

**1.4.2 Key Learning Objectives:** These objectives articulate the specific knowledge, skills, and attitudes students are expected to acquire by the end of the course. They serve as benchmarks for learning and provide a framework for assessment. The objectives outlined (reinforcing business English skills, developing core language skills, cultivating positive attitudes) align with broader



educational goals of developing both communicative competence and professional acumen.

*(1) Review and Reinforce Business English Communication Skills:* Students will strengthen their understanding and application of English in various business contexts through active communication like conversations, inquiries, and information exchange. This encompasses specific skills such as telephone communication, chatbot interactions, business email correspondence, scheduling appointments, memo writing, managing work schedules, organizing meetings, presenting, job applications, contract negotiation, and understanding operational manuals and digital media.

*(2) Develop Core English Language Skills:* Students will improve their fundamental English abilities in listening, speaking, reading, and writing. The course specifically emphasizes the ability to comprehend instructions, follow directions accurately, articulate intentions and commitments clearly, and apply their knowledge through practical business planning exercises.

*(3) Cultivate Positive Attitudes and Responsible Behavior:* Students will develop positive self-perception and interpersonal skills, fostering responsible conduct towards themselves, their peers, the broader society, and within organizational settings.

#### ***1.4.3 Course Structure (Brief Overview of Future Topics):***

Providing a preview of upcoming topics helps students understand the logical progression of the course and how foundational concepts will be built upon in subsequent weeks. This *aligns with principles of scaffolding in education, where learning is structured in a progressive manner.*

Building upon our foundational understanding of workplace communication this week, the following weeks will delve into specific and practical English communication skills vital for your success in creative business and digital technology. We will explore

*Active Listening and Following Instructions*, crucial for effective teamwork and project execution. We'll then *focus on Clear and Concise Spoken Communication and Reading for Understanding in the Workplace*, equipping you with the tools to process and share information effectively. A significant portion of the course will be dedicated to *Fundamentals of Business Writing* and mastering *Business Communication via Electronic Mail*.

Furthermore, we will cover essential skills such as *Expressing Intention and Determination, planning for a Business (Language Focus), Asking and Giving Information Professionally*, and navigating *Digital Conversations*. Towards the latter part of the semester, we will focus on organizational skills through *Managing Schedules and Appointments* and *Note-Taking and Daily Work Schedules*, as well as collaborative skills in *Meeting Arrangement and Participation*. Finally, we will equip you with impactful *Presentation and Demonstration Skills* and introduce you to more advanced topics like *Negotiation, Contracts, and Job Applications*. This structured progression will ensure you develop a comprehensive skillset in English for the creative and digital professional world.

**1.4.4 Assessment Methods (Brief Introduction):** Outlining the assessment methods provides transparency and allows students to understand how their learning will be evaluated. The emphasis on *formative assessment (80%)* aligns with a learning-centered approach, prioritizing ongoing development and feedback. *Summative assessment (20%)* provides a measure of overall learning achievement.

Your learning in this course will be assessed through a combination of **formative activities**, which make up 80% of your grade and are designed to help you learn and grow throughout the semester. These include *pair work and presentations, group projects and presentations, and your active participation in group activities*. The

remaining 20% of your grade will come from a **summative assessment** at the end of the course, which will involve a *comprehensive knowledge test combined with a presentation, summarization, explanation, and analysis of the course material*. Throughout the semester, each week's activities will contribute to your overall formative assessment, allowing us to track your progress and provide you with valuable feedback to enhance your skills. Our primary focus is on **developing your practical English communication abilities** in the *context of creative business and digital technology*, and the assessments are designed to support this growth through constructive feedback and opportunities for application.

**1.4.5 Expectations and Engagement:** This section emphasizes the importance of active participation and a supportive learning environment. It aligns with **Constructivist Learning Theories**, which emphasize the active role of the learner in constructing knowledge through experience and interaction.

To make the most of this “**English for Creative Business**” course, your active participation is highly encouraged. This is a space where practice makes perfect, and we believe in creating a welcoming and supportive environment where you feel comfortable taking risks and experimenting with the language. Remember, this course is specifically designed to empower you, building both your confidence and competence in using English as a powerful tool for your creative and professional journeys. We are here to support your learning every step of the way.

Grasping these foundational concepts via an academic lens, students can appreciate the theoretical underpinnings of effective workplace communication and approach their development in a more informed and strategic manner. The course aims to equip them not just with practical skills, but also with a deeper

understanding of the principles that govern successful communication in the dynamic creative and digital landscape.

### **Summary**

Week 1 of “**English for Creative Business**” lays the groundwork by emphasizing the critical importance of effective communication for success in creative and digital industries. It highlights how strong communication skills are vital for bridging the gap between creative ideas and tangible reality, fueling collaboration and teamwork, building strong relationships with clients and stakeholders, navigating the professional digital landscape, and presenting work and ideas with confidence.

The module also introduces the need for understanding different communication styles (direct/indirect, formal/informal, verbal/nonverbal, written/oral, visual/auditory) and how these interact within various professional contexts (internal teams, client communication, public presentations, networking, digital platforms, intercultural interactions). Recognizing these nuances allows for more adaptable and effective communication.

Furthermore, Week 1 underscores the significance of setting personal communication goals for professional growth. It explains why these goals are important for clarity, effectiveness, professionalism, stronger relationships, and career advancement, and provides examples of SMART goals for freshers.

Finally, the week provides an overview of the course and its learning objectives, outlining the topics to be covered and the skills students will develop in listening, speaking, reading, and writing, alongside essential workplace communication abilities. The assessment methods, primarily focusing on formative activities, are also introduced. The overall aim is to empower students to become

confident and proficient communicators in their creative and technological endeavors.

### **Review Questions**

Solidify your understanding of this week’s foundational concepts by considering the following review questions:

1. Why is effective communication specifically important in the context of creative business and digital technology? Provide at least two distinct reasons.
2. Describe two different communication styles and explain how the effectiveness of each might vary depending on the professional context.
3. Why is it beneficial for students to set personal communication goals at the beginning of a course like this? Give an example of a SMART communication goal you might set for yourself.
4. What are the main goals of this “English for Creative Business” course, as outlined in the overview?
5. Can you briefly explain the connection between the topics covered this week and how they contribute to your future success in creative and digital fields?

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## Week 2: Active Listening and Following Instructions

Welcome to Week 2, where we will delve into the critical skill of **Active Listening and Following Instructions**, essential for effective collaboration and task execution in any professional environment. This week's lesson, **Mastering Receptive Communication**, will equip you with the techniques to not just hear, but truly understand and act upon spoken information, laying the groundwork for clear and efficient workplace interactions.

The Learning Outcomes for Week 2 focus on developing active listening skills and the ability to accurately follow instructions. Achieving these LLOs directly contributes to students' overall English communication proficiency (CLO1 & CLO4), their ability to comprehend and act upon workplace directives (CLO2), and their capacity to effectively participate in collaborative tasks within creative business contexts (CLO3 & CLO5).

Week 2, Active Listening and Following Instructions: Mastering Receptive Communication, delves into the foundational skills of understanding spoken English in a professional context. We will begin by dissecting the **principles of active listening**, emphasizing the critical stages of focusing attention, accurately interpreting the speaker's message, and effectively recalling key information. Building upon this, we will explore **identifying different types of commands and instructions** encountered in the workplace, from direct orders to nuanced requests. To enhance your ability to act upon what you hear, we will examine practical **strategies for accurate comprehension and compliance**. Finally, the week will culminate in **practicing listening to and following multi-step directions**, simulating real-world scenarios where precise understanding and execution



are paramount for success in creative business and digital technology environments.

This week is crucial for building a strong foundation in understanding what others are saying, which is fundamental for effective collaboration and task completion in any professional setting.

This module shifts the focus from expressive communication (as in Week 1's emphasis on articulating ideas) to receptive communication, highlighting that effective professional interaction relies equally on the ability to accurately receive, interpret, and act upon information conveyed verbally.

## **TOPIC 2: Mastering Receptive Communication**

2.1 Principles of active listening: focusing, interpreting, recalling.

2.2 Identifying different types of commands and instructions.

2.3 Strategies for accurate comprehension and compliance.

Practicing listening to and following multi-step directions:

### **2.1 Principles of Active Listening: Focusing, Interpreting, Recalling**

Active listening is a cognitively demanding process that goes beyond passive hearing. It aligns with *Cognitive Load Theory* (Sweller, 1988), suggesting that effective listening requires allocating sufficient cognitive resources to the task, minimizing extraneous load (distractions), and optimizing germane load (processing the message).

**2.1.1 Focusing (Paying Attention):** This initial stage is crucial for sensory input and preventing selective attention failures, where individuals filter out parts of a message.

(1) *Physical Presence*: Maintaining eye contact (within cultural norms) and adopting an open posture are nonverbal cues that signal engagement, influencing the speaker's delivery and fostering a positive communication climate, consistent with Social Information Processing Theory (Walther, 1992), which suggests that relational cues are exchanged even in mediated communication. Minimizing physical distractions reduces external cognitive load.

(2) *Mental Focus*: Consciously suppressing internal thoughts and external distractions requires executive functions such as inhibitory control and working memory (Baddeley & Hitch, 1974). Mindfulness techniques can enhance this focus. Overcoming personal biases and assumptions requires metacognitive awareness of one's own filters and tendencies.

(3) *Adjusting Your Environment*: Managing environmental noise aligns with reducing extraneous cognitive load, allowing more resources for processing the auditory information. In virtual settings, managing digital distractions is equally important.

(4) *Recognizing Barriers*: Identifying and mitigating personal listening barriers involves self-awareness and the application of strategies to consciously counteract them. This relates to the concept of noise in communication models, which can be internal (psychological) or external (environmental).

**2.1.2 Interpreting (Understanding the Message)**: This stage involves making meaning of the auditory input, drawing on linguistic knowledge and contextual cues.

(1) *Understanding Vocabulary and Grammar*: This relies on the listener's lexical access and syntactic processing abilities. Encountering unfamiliar vocabulary increases cognitive load, potentially hindering comprehension. Contextual inference is a key skill, drawing on *schema theory* (Bartlett, 1932) to activate relevant background knowledge and predict meaning.

(2) *Identifying Main Ideas and Supporting Details*: This requires semantic processing to discern the hierarchical structure of the message. Effective listeners can differentiate between central arguments and supporting evidence, demonstrating strong organizational skills in information processing.

(3) *Recognizing Nonverbal Cues*: Integrating nonverbal signals (tone, facial expressions, body language) with verbal content is crucial for a holistic understanding. *Expectancy Violations Theory* (Burgoon, 1993) suggests that deviations from expected nonverbal behavior can significantly impact message interpretation.

(4) *Understanding the Speaker's Intent*: This involves theory of mind, the ability to attribute mental states (beliefs, desires, intentions) to others. Understanding the speaker's purpose (to inform, persuade, instruct) influences how the message is received and processed.

(5) *Paraphrasing and Summarizing (Mentally)*: These cognitive strategies enhance comprehension and retention by forcing the listener to actively re-encode the message in their own words. This aligns with the levels-of-processing theory of memory ( Craik & Lockhart, 1972), which suggests that deeper processing leads to better recall.

**2.1.3 Recalling** (Remembering the Information): This final stage involves encoding and retrieving the interpreted information from memory.

(1) *Taking Notes* (Strategically): Effective note-taking involves selective attention to key information and efficient encoding into written form. Different note-taking methods (linear, Cornell, mind maps) can optimize organization and retrieval based on individual learning styles and the nature of the information.

(2) *Mental Organization*: Creating mental schemas or associations helps in encoding specificity (Tulving & Thomson,

1973), where retrieval cues that match the encoding context enhance memory recall.

(3) *Asking Clarifying Questions* (Appropriately): This is an active strategy to address gaps in understanding and improve the accuracy of the recalled information. It demonstrates metacognitive monitoring of one's own comprehension.

(4) *Reviewing* (If Necessary): Rehearsal, as suggested by the multi-store model of memory (Atkinson & Shiffrin, 1968), strengthens memory traces and improves long-term retention, particularly for complex or critical information.

*A short example illustrating strategic note-taking during a brief explanation of “Active Listening”:*

**Scenario:** A speaker is explaining the key components of active listening.

**Speaker:** “...So, active listening isn’t just about being quiet. It involves several key things. First, paying attention – fully focusing on the speaker, both verbally and nonverbally. Second, showing that you’re listening – using nonverbal cues like nodding and eye contact. Third, providing feedback – this can be verbal, like paraphrasing or asking clarifying questions. And finally, deferring judgment – trying not to interrupt or form opinions until the speaker has finished.”

***Strategic Notes:***

Using a modified **Cornell style** (mentally or on paper):

<b>Notes</b>	<b>Cues (Later)</b>
Active Listening: Not just quiet.	What <i>is</i> it then?
1. Pay Attention: Full focus (verb/nonverb)	Key actions?
2. Show Listening: Nod, eye contact	Nonverbal signals?
3. Provide Feedback: Paraphrase, Q's	Verbal signals? Purpose?
4. Defer Judgment: No interrupt/opinions	Why important?
<i>Key takeaway: Active engagement, not passive.</i>	Main idea?

***Explanation of Strategic Elements in the Example:***

- *Purposeful Listening*: The note-taker is listening for the core definition and key components of active listening.
- *Active Processing*: They're rephrasing ("Not just quiet") and identifying the numbered points as important.
- *Effective Organization*: Using a numbered list clearly structures the four components. The "Cues" column anticipate later review.
- *Concise Language*: Using keywords and abbreviations ("verb/nonverb," "Q's") saves time.
- *Planning for Review*: The "Cues" column prompts questions for later self-testing and deeper understanding. The "Key takeaway" synthesizes the main idea.

This short example demonstrates how strategic note-taking focuses on understanding, organizing, and preparing for future engagement with the information, rather than just writing everything down.

## 2.2 Identifying Different Types of Commands and Instructions

Recognizing the nuances in how instructions are delivered is crucial for appropriate and timely compliance. This involves understanding pragmatics, the study of how context influences meaning.

**2.2.1 Direct Commands:** These utilize imperative verbs and have a clear, explicit directive. They often reflect a hierarchical power dynamic or a situation requiring immediate action.

*Examples:* “Submit the report by Friday.”, “Click the ‘Save’ button.”, “Please send me the updated design files.”

**2.2.2 Indirect Commands (Requests):** These are often framed as questions or polite suggestions, employing hedges and modal verbs (e.g., could, would, might). Understanding these indirect forms requires interpreting the speaker's implied intent, relying on social cues and contextual understanding.

*Examples:* “Could you please send me the agenda?”, “Would you mind reviewing this document?”, “It would be helpful if you could update the client list.”

**2.2.3 Multi-Step Instructions:** These require sequential processing and strong working memory capacity to hold and execute multiple steps in the correct order. Effective listeners often employ strategies like mental chunking or note-taking to manage the cognitive load.

*Examples:* “First, open the application. Then, click ‘File,’ select ‘Export,’ and choose the PDF format. Finally, save the file to your desktop.”

**2.2.4 Process-Oriented Instructions:** These describe a series of procedures, often requiring a higher level of understanding of the overall goal and the interrelation of individual steps. They often involve declarative knowledge (understanding what needs to be done) and procedural knowledge (understanding how to do it).

*Examples:* “To onboard a new client, you need to complete the following steps: 1) Gather their information. 2) Create an account in the system. 3) Send a welcome email. 4) Schedule an introductory call.”

**2.2.5 Urgent vs. Non-Urgent Instructions:** This distinction relies on understanding temporal cues (e.g., “immediately,” “by Friday”) and contextual urgency. Accurate interpretation is critical for prioritizing tasks effectively.

*Examples:* “Immediately back up the server!” vs. “Please review this proposal sometime next week.”

**2.2.6 Verbal vs. Written Instructions:** Each format has different processing demands. Verbal instructions rely on auditory processing and memory, while written instructions require reading comprehension and the ability to refer back to the text. Dual-Coding Theory suggests that presenting information in both formats can enhance understanding and recall.

## **2.3 Strategies for Accurate Comprehension and Compliance**

Developing effective strategies for processing spoken instructions enhances both understanding and the likelihood of successful task completion. These strategies often involve metacognitive regulation of one's listening process.

**2.3.1 Focus Your Attention Fully:** As discussed earlier, minimizing distractions and maximizing mental focus are foundational for accurate reception.

**2.3.2 Identify Key Information:** This involves extracting the essential elements of the instruction: the action verb, the object of the action, and any constraints (time, format, etc.). This requires strong syntactic and semantic processing skills.

**2.3.3 Ask Clarifying Questions** (Proactively): This demonstrates active engagement and a commitment to accuracy. Formulating effective clarifying questions requires identifying specific points of ambiguity or uncertainty.

**2.3.4 Take Notes** (For Multi-Step Instructions): This externalizes some of the cognitive load associated with holding multiple steps in working memory, allowing for more accurate execution.

**2.3.5 Paraphrase and Summarize** (Out Loud, If Appropriate): This provides immediate feedback to the speaker, allowing for correction of any misunderstandings. It also reinforces the listener's comprehension through active rephrasing.

*Example:* “So, just to confirm, the first step is to log in, then upload the image file, and finally, add the caption. Is that correct?”

**2.3.6 Pay Attention to Nonverbal Cues:** Integrating nonverbal information provides additional context and can highlight emphasis or potential areas of confusion in the verbal message.

**2.3.7 Follow Instructions Sequentially:** For multi-step instructions, maintaining the correct order is crucial for



achieving the desired outcome. This requires strong executive functions, particularly planning and organization.

**2.3.8 Double-Check** (If Possible): This reflects a commitment to accuracy and quality. It involves comparing the completed task against the original instructions.

**2.3.9 Seek Confirmation After Completion** (If Necessary): This proactive step ensures that the task has been performed correctly and meets the speaker's expectations, fostering effective feedback loops.

*Example:* “I’ve submitted the report. Could you please let me know if everything looks okay?”

## **2.4 Practicing Listening to and Following Multi-Step Directions**

Practical exercises are crucial for developing and refining active listening and instruction-following skills. These activities often simulate real-world scenarios to enhance transfer of learning.

**2.4.1 Oral Instructions:** These exercises directly target auditory processing and working memory skills. The complexity can be gradually increased by adding more steps or conditional clauses.

**2.4.2 Visual-Verbal Instructions:** Combining visual aids with spoken instructions mirrors many real-world tasks (e.g., assembling equipment with a manual and verbal guidance). This tests the ability to integrate information from different modalities, aligning with *Dual-Coding Theory*.

**2.4.3 Simulated Workplace Scenarios:** Role-playing provides a contextualized environment for practicing these skills,

incorporating social dynamics and potential communication barriers found in professional settings.

**2.4.4 “Simon Says” Variations:** These gamified activities enhance attention to conditional instructions and the ability to filter out irrelevant information, strengthening selective attention and inhibitory control.

**2.4.5 Error Detection Exercises:** These activities develop critical listening skills by requiring the listener to identify inconsistencies or ambiguities in instructions, promoting metacognitive awareness of potential comprehension breakdowns.

Engaging with these principles and actively practicing these strategies, learners develop a robust foundation in receptive communication, a skill that is not only essential for effective task execution but also for building strong professional relationships and navigating the complexities of the creative business and digital technology environments. This week’s focus on mastering receptive communication complements the expressive communication skills emphasized in Week 1, laying the groundwork for comprehensive communication competence.

## **Summary**

**Week 2, Active Listening and Following Instructions:** Mastering Receptive Communication, focuses on developing the crucial skill of understanding spoken English in professional settings. We explored the three core principles of active listening: focusing, interpreting, and recalling information. We also examined various types of workplace commands and instructions, and learned effective strategies for accurate comprehension and compliance. The week concluded with

practical exercises in listening to and following multi-step directions, essential for effective task completion and collaboration in creative business and digital technology fields.

### **Review Questions**

1. What are the three key principles of active listening, and why is each important in a professional setting?
2. Describe two different types of commands or instructions you might encounter in the workplace, and explain how your approach to understanding them might differ.
3. What are two effective strategies for improving your comprehension and ability to comply with spoken instructions? Explain why these strategies are helpful.
4. Why is the ability to listen to and follow multi-step directions important in the context of creative business and digital technology projects? Provide an example.
5. Reflect on a time you found it challenging to listen actively or follow instructions. What could you have done differently by applying the principles and strategies discussed this week?

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### **Week 3: Clear and Concise Spoken Communication**

Welcome to Week 3, where we will focus on honing your **Clear and Concise Spoken Communication** abilities. In the dynamic world of creative business and digital technology, your ability to articulate ideas effectively is paramount. This week's lesson, **Developing Effective Speaking Skills**, will equip you with practical techniques to ensure your spoken communication is not only understood but also impactful and professional. We will explore key elements that contribute to clear and concise delivery, setting you on the path to becoming a confident and influential communicator.

Week 3 directly address the development of effective speaking skills, which is a core component of overall English communication proficiency (CLO1 & CLO4). The ability to articulate clearly, use appropriate tone, structure information logically, and provide concise explanations are crucial for various business activities, including presentations (CLO5), professional interactions (CLO2 & CLO9), and conveying information effectively (CLO7). Furthermore, the emphasis on adapting communication links to flexible thinking (CLO6), and the commitment to improvement aligns with a positive attitude (CLO10).

This week focuses on how to express yourself verbally in a professional manner that is easily understood and impactful. This week shifts the focus from receptive communication (listening) to expressive communication, specifically the ability to convey messages effectively through speech. It emphasizes the importance of clarity, conciseness, and audience awareness in spoken communication within professional contexts.

### TOPIC 3: Developing Effective Speaking Skills

- 3.1 Clarity of articulation and pronunciation.
- 3.2 Using appropriate tone and register in professional settings.
- 3.3 Structuring spoken information logically.
- 3.4 Practicing clear and concise explanations.

#### 3.1 Clarity of Articulation and Pronunciation

This topic addresses the physiological and linguistic aspects of spoken language production, emphasizing how they contribute to message intelligibility.

**3.1.1 Articulation:** This refers to the physical movements of the speech organs (tongue, lips, jaw, vocal cords) to produce distinct speech sounds (phonemes).

(1) *Phonetics:* The study of speech sounds, including their production, transmission, and perception. Effective articulation requires a strong command of the phonetics of the English language, including vowel and consonant sounds, diphthongs, and suprasegmental features (stress, intonation, rhythm).

(2) *Motor Control:* Articulation involves complex neuromuscular coordination. Speech motor control research explores how the brain plans and executes the precise movements required for speech. Deficits in motor control can lead to articulation disorders (e.g., dysarthria).

(3) *Clarity:* Clear articulation involves producing each phoneme distinctly, avoiding slurring, mumbling, or imprecise movements. This is crucial for listeners to accurately decode the spoken message. Factors affecting articulation clarity include speaking rate, volume, and the presence of background noise.

**Pronunciation:** This refers to the way words are spoken, including the selection of phonemes, stress patterns, and intonation.

(4) *Phonology:* The study of how phonemes are organized and patterned in a language. Correct pronunciation requires

knowledge of English phonology, including syllable structure, stress placement (which can change word meaning), and intonation patterns (which convey grammatical and pragmatic information).

(5) *Accent and Dialect*: Pronunciation varies across accents and dialects. While there is no single “**correct**” pronunciation, in professional contexts, speakers often strive for a standard pronunciation that is widely understood. Sociolinguistics explores the social factors that influence language variation, including pronunciation.

(6) *Intelligibility vs. Comprehensibility*: Intelligibility refers to how clearly a speaker’s speech can be understood. Comprehensibility, a broader term, refers to how easily a listener can understand the meaning of the message, which includes factors beyond pronunciation, such as vocabulary and grammar.

- *Speaking Rate*: Avoid speaking too quickly or too slowly. A moderate pace allows listeners to process the information comfortably.

- *Mouth Movement*: Enunciate clearly by moving your mouth and tongue appropriately to form each sound. Lazy or minimal mouth movement can lead to mumbled or unclear speech.

- *Volume Control*: Speak at an appropriate volume so that everyone in the conversation or presentation can hear you without straining. Adjust your volume based on the environment and the number of listeners.

- *Pauses*: Use pauses strategically to emphasize key points, allow listeners time to process information, and create natural breaks in your speech. Avoid excessive filler words like “um,” “uh,” “like,” or “you know,” which can detract from clarity.



## 3.2 Using Appropriate Tone and Register in Professional Settings

This topic moves beyond the mechanics of speech to consider the social and contextual dimensions of spoken communication, focusing on how speakers adjust their language to suit different situations and audiences.

**3.2.1 Tone:** This refers to the emotional quality of the voice, which can convey a wide range of attitudes and feelings (e.g., enthusiasm, seriousness, concern, skepticism).

(1) *Paralinguistics*: The study of nonverbal aspects of speech, including tone of voice, pitch, volume, and tempo. Tone of voice plays a crucial role in conveying meaning and influencing the listener's interpretation of the message. Affective communication research explores how emotions are expressed and perceived through vocal cues.

(2) *Emotional Intelligence*: The ability to perceive, understand, and manage emotions in oneself and others. Effective use of tone requires emotional intelligence to gauge the emotional climate of the situation and adjust one's vocal delivery accordingly.

(3) *Professionalism*: In professional settings, tone should generally convey respect, confidence, and objectivity. Inappropriate tone (e.g., sarcasm, condescension) can damage relationships and undermine credibility.

**3.2.2 Register:** This refers to the level of formality of language used in a particular situation.

(1) *Sociolinguistics*: Register variation is a key area of study in sociolinguistics, which examines how social factors (e.g., audience, setting, purpose) influence language use.

(2) *Formal Register*: Characterized by complex sentence structures, precise vocabulary, and avoidance of colloquialisms. Used in formal presentations, legal documents, and academic writing.

(3) *Informal Register*: Characterized by simpler sentence structures, everyday vocabulary, and the use of colloquialisms. Used in casual conversations with friends and family.

(4) *Professional Register*: A register used in workplace settings, typically falling between formal and informal. It requires clarity, precision, and respect, while also allowing for some degree of rapport-building. Speakers adjust their register based on their relationship with the audience (e.g., colleagues, clients, superiors).

### 3.3 Structuring Spoken Information Logically

This topic addresses the organization of spoken discourse, emphasizing how clear and logical structure enhances message coherence and listener comprehension.

**3.3.1 Discourse Analysis:** The study of how language is used in connected text or speech. Effective spoken communication requires strong discourse skills, including the ability to organize ideas, use cohesive devices, and manage turn-taking.

(1) *Coherence*: The logical connection of ideas in a spoken message. A coherent message is easy to follow and understand because the ideas are related to each other in a meaningful way. *Cohesion*: The linguistic devices used to link ideas together, such as conjunctions (e.g., “and,” “but,” “because”), pronouns, and transitional phrases (e.g., “first,” “next,” “in conclusion”).

(2) *Speech Act Theory*: (Austin, 1962; Searle, 1969) This theory analyzes how speakers use language to perform actions (e.g., to inform, to request, to promise). A well-structured spoken message makes the speaker's intended speech act clear.

(3) *Logical Structures*: Common organizational patterns for spoken communication include:

(4) *Chronological Order*: Presenting information in the order in which it occurred.

(5) *Spatial Order*: Describing something from one location to another.

(6) *Problem-Solution*: Identifying a problem and proposing a solution.

(7) *Cause-Effect*: Explaining the causes and effects of a situation.

*Comparison-Contrast*: Highlighting the similarities and differences between two or more things.

**3.3.2 Signposting**: Using verbal cues to guide the listener through the structure of the message (e.g., “First, I will discuss...”, “Now, let’s move on to...”, “In summary...”).

### 3.4 Practicing Clear and Concise Explanations

This topic emphasizes the application of the principles discussed above in a specific communicative context: providing explanations.

**3.4.1 Explanatory Communication**: The ability to convey complex information in a clear and understandable way. This is a crucial skill in many professional settings, including training, presentations, and client communication.

(1) *Information Processing Theory*: This theory suggests that listeners have limited capacity for processing information. Effective explanations are designed to minimize cognitive load by breaking down complex information into smaller, more manageable chunks.

(2) *Clarity and Conciseness*: Explanations should be both clear (easy to understand) and concise (avoiding unnecessary words or details).

(3) *Audience Awareness*: Effective explanations are tailored to the knowledge level and needs of the audience. Speakers must anticipate potential points of confusion and provide appropriate background information or examples.

### ***3.4.2 Techniques for Effective Explanations:***

(1) *Defining Terms*: Providing clear definitions of technical or unfamiliar vocabulary.

(2) *Using Examples and Analogies*: Illustrating abstract concepts with concrete examples or relating them to familiar concepts.

(3) *Visual Aids*: Using diagrams, charts, or other visual aids to supplement verbal explanations.

(4) *Checking for Understanding*: Asking questions to ensure the audience is following the explanation and addressing any points of confusion.

*Example*: “Does that make sense?” or “Are there any questions about that?”

(5) *Summarizing Key Points*: Reinforcing the main ideas of the explanation.

*Example*: “So, to summarize, we've discussed the project timeline, the key design changes, and the next steps for the team.”

Mastering these elements of clear and concise spoken communication, individuals can enhance their ability to convey information effectively, build rapport, and achieve their communicative goals in a variety of professional settings. This week's focus on developing effective speaking skills complements the listening skills developed in Week 2, contributing to overall communicative competence.

## Summary

**Week 3, Clear and Concise Spoken Communication:** Developing Effective Speaking Skills, focused on enhancing verbal communication for professional settings. We explored the importance of clear articulation and pronunciation for intelligibility, the significance of using appropriate tone and register to convey professionalism and context-awareness, and the techniques for structuring spoken information logically to ensure clarity for the listener. The week culminated in practicing the delivery of clear and concise explanations, a vital skill for conveying complex ideas effectively in creative business and digital technology fields.

## Review Questions

1. Why are clear articulation and correct pronunciation important in professional spoken communication? Provide two specific reasons.
2. Explain the difference between “tone” and “register” in spoken communication. Give an example of a situation where a formal register would be appropriate and another where an informal register might be suitable.
3. Describe one method for structuring spoken information logically and explain why using such a structure is beneficial for the audience.
4. What are two key strategies for delivering clear and concise explanations of complex ideas?
5. Reflect on a recent conversation or presentation you either gave or heard. Identify one area where clearer articulation, more appropriate tone, better structure, or a more concise explanation could have improved the communication.

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## **Week 4: Reading for Understanding in the Workplace**

Welcome to Week 4, where we'll sharpen your ability to navigate the crucial skill of **Reading for Understanding in the Workplace**. In the professional landscape of creative business and digital technology, you'll encounter a constant stream of written communication. This week focuses on equipping you with the essential tools to effectively extract meaning, identify key information, and synthesize what you read. Mastering these receptive reading skills will empower you to stay informed, make sound decisions, and communicate effectively based on written sources.

The Learning Outcomes for Week 4, **Reading for Understanding in the Workplace**, are designed to directly contribute to your overall communication proficiency and business acumen. By the end of this week, you will be able to identify main ideas and supporting details in workplace texts, enhancing your comprehension skills crucial for effective information processing (aligning with CLO4). Furthermore, you will understand the specific purpose and key information within different types of workplace documents like brief memos and notices, enabling you to extract relevant information efficiently for practical application (linking to CLO3 and CLO5). You will also develop and apply strategies for efficient reading, allowing you to manage information flow effectively in a business context (supporting CLO1 and CLO7). Finally, you will practice reading and summarizing information, demonstrating your ability to synthesize key takeaways and communicate them concisely (aligning with CLO4 and CLO5), all contributing to your development as informed and effective creative business professionals and digital citizens (supporting CLO1).



This week focuses on equipping you with the skills to effectively process and extract meaning from various written materials you'll encounter in your creative business and digital technology. This week addresses the crucial skill of reading comprehension, focusing on the ability to extract meaning from various workplace documents. It goes beyond simply decoding words to emphasize active engagement with text, critical analysis, and efficient information processing.

## **TOPIC 4: Enhancing Reading Comprehension**

4.1 Identifying main ideas and supporting details.

4.2 Understanding different types of workplace documents (brief memos, notices).

4.3 Developing strategies for efficient reading.

4.4 Practicing reading and summarizing information

### **4.1 Identifying Main Ideas and Supporting Details**

This topic delves into the cognitive processes involved in extracting the core message and its supporting evidence from a text.

**4.1.1 Cognitive Psychology of Reading:** Reading comprehension is a complex cognitive process involving multiple levels of analysis.

(1) *Bottom-up processing:* This involves decoding individual words and phrases, relying on phonological and syntactic knowledge.

(2) *Top-down processing:* This involves using background knowledge, context, and expectations to predict meaning and interpret the text. Effective reading requires an interaction between these two processes.

**4.1.2 Text Structure:** Workplace documents often follow specific organizational patterns. Recognizing these patterns can

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aid in identifying main ideas and supporting details. Common patterns include:

(1) *Topic-subtopic*: A main idea is presented, followed by supporting details that elaborate on it.

(2) *Problem-solution*: A problem is described, and then solutions are proposed.

(3) *Cause-effect*: A cause-and-effect relationship is presented.

Comparison-contrast: Similarities and differences between two or more things are discussed.

**4.1.3 Schema Theory:** (Rumelhart, 1980) Readers use existing knowledge structures (schemas) to interpret new information. Activating relevant schemas can facilitate the identification of main ideas by providing a framework for understanding the text.

**4.1.4 Working Memory:** (Baddeley, 2003) Identifying main ideas and supporting details requires holding information in working memory while processing the text. Readers with strong working memory capacity may be better able to synthesize information and extract the essential message.

**4.1.5 Critical Reading:** This involves evaluating the information presented in the text, considering the author's purpose, bias, and the evidence provided. Critical readers go beyond simply identifying main ideas to analyze their validity and relevance.

At the heart of effective reading comprehension lies the ability to distinguish between the central message and the information that supports it.

- **Main Idea:** This is the overarching point the author is trying to convey. It's the core message or the central argument of a paragraph, a section, or an entire document.
  - *Location:* The main idea is often found at the beginning of a paragraph (topic sentence), but it

can also appear at the end as a conclusion or be implied throughout the text. Sometimes, especially in longer documents, each section will have its own main idea contributing to the overall thesis.

- *Keywords*: Look for recurring words or phrases that signal the central theme.
- *Questioning*: Ask yourself: “What is the author primarily trying to tell me here?” or “What is the most important point of this section?”
- **Supporting Details**: These are the pieces of information that explain, clarify, illustrate, or provide evidence for the main idea. They add depth and credibility to the author's message.
  - *Types of Supporting Details*: These can include facts, statistics, examples, anecdotes, definitions, explanations, reasons, and descriptions.
  - *Signal Words*: Certain words and phrases can signal the introduction of supporting details (e.g., “for example,” “in addition,” “furthermore,” “because,” “to illustrate,” “specifically”).
  - *Questioning*: Ask yourself: “What evidence or explanation does the author provide to support this main point?” or “How does this information help me understand the main idea better?”
- **Practice**: We will engage in exercises that involve identifying the main idea in various paragraphs and short workplace documents. You’ll also practice distinguishing the supporting details that bolster those main ideas. This will involve highlighting key sentences and analyzing the relationship between them.

## 4.2 Understanding Different Types of Workplace Documents (Brief Memos, Notices)

This topic focuses on the specific characteristics of common workplace documents and how their format and purpose influence reading strategies.

**4.2.1 Workplace Discourse:** Workplace documents are a form of professional discourse with specific conventions and purposes. Discourse analysis examines how language is used in these contexts.

**4.2.2 Genre Analysis:** (Swales, 1990) Different types of documents (memos, notices, reports, emails) belong to different genres, each with its own set of conventions regarding structure, style, and purpose. Understanding genre conventions is crucial for efficient reading.

### 4.2.3 Memos:

(1) *Purpose:* To communicate information within an organization.

(2) *Characteristics:* Concise, direct, focused on a specific topic, often uses headings and bullet points.

– *Format:* Typically follow a specific structure:

- To: (Recipient's name or group)
- From: (Sender's name)
- Date: (Date of writing)
- Subject: (A concise and clear summary of the memo's content)
- Body: The main message, usually brief and to the point, often organized with bullet points or numbered lists for clarity.
- Closing (Optional): A brief professional closing.

### Sample 4.1

*A sample memo, using the same scenario as before, but presented as you might see it quickly drafted for internal use:*

#### **MEMO**

TO: Marketing Team

FROM: Sarah C.

DATE: 5/27

SUBJ: Social Media Campaign Brainstorm - Next Week  
Hey Team,

Just a quick heads-up about a brainstorm sesh for the new social media campaign (starts June 15th). Need to get some good ideas flowing!

Meeting deets:

- When: Tues, May 27th
- Time: 10-11:30 AM
- Where: Conf Room B
- Goal: New content, engagement, messaging ideas.

Come ready to share!

Thanks,

Sarah

- *Abbreviated Format:* Uses shorter versions of “To,” “From,” “Date,” and “Subject.”
- *Informal Tone:* Uses “Hey Team,” and “deets” (details), creating a more casual feel suitable for internal colleagues.
- *Concise Language:* Gets straight to the point with minimal formal phrasing.
- *Bullet Points for Key Info:* Clearly lists the essential meeting information.

- *Action-Oriented: Directly tells the team what's needed* (“Come ready to share!”).
- *Simplified Closing: Uses a brief “Thanks.”*

*This sample demonstrates a more informal but still functional memo that prioritizes quick and direct communication within a team that likely has an established working relationship. It still conveys the necessary information effectively, albeit with a less formal style than the “great example.”*

(3) *Reading strategies:* Skimming for the main point, focusing on action items, paying attention to the sender and recipient. Quickly identify the subject line to understand the topic. Then, scan the body for the main message and any required actions or key information. Pay attention to dates and deadlines.

#### **4.2.4 Notices:**

(1) *Purpose:* To announce information to a group of people.

(2) *Characteristics:* Brief, clear, often uses bold text or headings, may include dates and deadlines.

- *Format:* Can vary but often include a clear heading, the main information presented concisely, and relevant details like dates, times, and locations. They might be posted physically or distributed digitally.

## Sample 4.2

### NOTICE

#### OFFICE CLOSURE FOR BUILDING MAINTENANCE

- Wednesday, May 28th, 2025
- Reopening Date: Thursday, May 29th, 2025
- During the Closure: All staff are expected to work remotely during this period. Please ensure you have the necessary equipment and access to perform your duties.
- Urgent Matters: For urgent matters during the closure, please contact Tongprasong, P. at phorramatpanyaprat@gmail.com or 02 244 5748.

We apologize for any inconvenience this may cause and appreciate your understanding as we work to maintain a safe and productive work environment.

Department of Smart living Building.

May 18th, 2025

### NOTICE

#### OFFICE CLOSURE FOR BUILDING MAINTENANCE

(1) Purpose: To inform all staff of a temporary office closure due to essential building maintenance.

(2) Characteristics: This notice is:

- Brief: Providing only necessary information.
- Clear: Stating the reason and dates of the closure directly.
- Using Bold Text/Headings: Employing bolding to highlight key information.

- Including Dates and Deadlines: Clearly specifying the closure period.

Main Information:

Please be advised that our office will be temporarily closed for essential building maintenance. This closure is necessary to ensure the safety and functionality of our workspace.

*Why this is a good sample:*

- *Clear Heading:* Immediately identifies the subject of the notice.
- *Concise Main Information:* Directly states the office closure and its reason.
- *Key Details Highlighted:* Uses bold text for crucial information like the closure dates and reopening date.
- *Actionable Information:* Tells staff what is expected of them during the closure (remote work) and provides contact information for urgent matters.
- *Includes Relevant Details:* Clearly specifies the dates of closure and reopening.
- *Professional Tone:* Maintains a formal and informative tone appropriate for an official announcement.
- *Optional Elements Included:* Shows where the issuing department and date of notice could be added.

*This sample effectively demonstrates how a notice can be used to briefly and clearly announce important information to a group, utilizing formatting to highlight key details like dates and deadlines.*

(3) *Reading strategies:* Quickly identifying the key information (what, when, where), noting any deadlines or instructions. Look for key details such as who is affected, what is happening, when it will occur, and where. Pay attention to any calls to action or important instructions.



**Practice:** You will analyze examples of real-world memos and notices, identifying their purpose, key information, and intended audience. We will discuss how the format and language used contribute to their effectiveness.

**4.2.5 Document Design:** The visual layout of a document (e.g., font, spacing, headings) can significantly affect readability. Readability research explores how document design can be optimized to improve comprehension.

### 4.3 Developing Strategies for Efficient Reading

This topic explores techniques that readers can use to process text more quickly and effectively, without sacrificing comprehension.

**4.3.1 Reading Rate:** The speed at which a person reads. Efficient readers can adjust their reading rate depending on the purpose and difficulty of the text.

**4.3.2 Skimming:** Reading quickly to get a general overview of the text. Strategies include reading the first and last paragraphs, headings, and subheadings.

- *When to Use:* To get a general idea of a document before reading in detail, to decide if a document is relevant to your needs, or to quickly review a document you've already read.

**4.3.3 Scanning:** Reading quickly to find specific information. Strategies include looking for keywords, dates, or names.

- *When to Use:* To find a specific date, *name*, statistic, or keyword in a report, email, or article

**4.3.4 SQ3R** (Survey, Question, Read, Recite, Review): (Robinson, 1978) A reading comprehension method that involves:

- (1) *Survey*: Skimming the text to get an overview.
- (2) *Question*: Formulating questions about the text.
- (3) *Read*: Reading the text actively, looking for answers to the questions.
- (4) *Recite*: Summarizing the main points.
- (5) *Review*: Reviewing the material to reinforce understanding.

**4.3.5 Metacognition:** (Flavell, 1979) Being aware of one's own reading process and using strategies to monitor and regulate comprehension. Effective readers use metacognitive strategies to identify when they are not understanding the text and take steps to improve their comprehension (e.g., re-reading, asking questions).

**Practice:** You will practice applying these efficient reading strategies to different workplace documents and discuss the advantages and disadvantages of each technique depending on the reading purpose and the complexity of the text.

## 4.4 Practicing Reading and Summarizing Information

This topic focuses on the application of the above strategies to real-world workplace texts, with a focus on summarizing as a key skill.

**4.4.1 Summarization:** Condensing a text into a shorter version that retains the main ideas and essential supporting details.

- (1) *Macrostructure*: Summarization requires identifying the macrostructure of the text, which is the overall organizational pattern and hierarchy of ideas.
- (2) *Text Linguistics*: This field of linguistics studies how texts are structured and how readers create meaning from them.

Summarization involves applying principles of text linguistics to extract the most important information.

***Methods of Summarizing:***

- *Sentence Summaries:* Writing one or two sentences to capture the main idea of each paragraph or section.
- *Bullet Points:* Listing the key points in a concise, easy-to-read format.
- *Mind Maps:* Visually representing the main ideas and their relationships.
- *Short Paragraph Summary:* Writing a brief paragraph that encapsulates the core message and supporting evidence.

**4.4.2 Information Synthesis:** Summarizing often involves synthesizing information from multiple sources or different parts of a single document, requiring the reader to integrate and organize information.

**4.4.3 Workplace Applications:** Summarization is a valuable skill in the workplace, used for:

- (1) *Writing meeting minutes.*
- (2) *Creating executive summaries.*
- (3) *Condensing reports for colleagues.*
- (4) *Communicating key information to clients.*

**4.4.4 Identifying Key Information:** Before summarizing, you need to accurately identify the main ideas and the most important supporting details.

**4.4.5 Paraphrasing:** Expressing the author's ideas in your own words. This shows that you understand the information and avoids plagiarism.

**4.4.6 Conciseness:** Keep your summary brief and to the point, focusing on the essential information. Avoid including minor details or your own opinions.

**4.4.7 Structure:** Organize your summary logically, often following the same general structure as the original text.

**Practice:** You will read various workplace documents (memos, short articles, notices) and practice summarizing them using different methods. We will focus on accuracy, conciseness, and clarity in your summaries. You will also learn to differentiate between a summary and a personal response or analysis.

Through the end regarding Week 4, you'll know how to read work papers quickly and effectively, understand the main points and supporting details, and summarize important information in a way that makes it easier to understand. These skills are very important if you want to do well in the information-heavy worlds of creative business and digital technology.

## **Summary**

Week 4, **Reading for Understanding in the Workplace**, focused on developing essential skills for effectively processing written communication encountered in professional settings. We explored techniques for identifying main ideas and the supporting details that underpin them. We also examined the purpose and key features of common workplace documents such as brief memos and notices. Furthermore, we learned and practiced various strategies for efficient reading, including skimming and scanning, to manage information effectively. The week culminated in developing the ability to read and summarize information concisely, demonstrating

comprehension and the capacity to extract crucial points from workplace texts.

### **Review Questions**

Sharpen your understanding of workplace texts by considering the following review questions:

1. Explain the difference between a main idea and a supporting detail in a written document. Provide an example of each.
2. Describe the typical purpose and key elements of a brief workplace memo. How does the format help the reader understand the information?
3. What is one efficient reading strategy (other than reading every word), and in what type of situation would this strategy be most useful in a professional context?
4. Why is the ability to summarize information effectively an important skill in the workplace? What are two key characteristics of a good summary?
5. Reflect on a time you struggled to understand a workplace document. Which of the reading strategies or techniques discussed this week could have helped you better comprehend the information?

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## Week 5: Fundamentals of Business Writing

Welcome to Week 5, where we transition our focus to the critical skill of **Fundamentals of Business Writing**. In the professional realms of creative business and digital technology, your ability to communicate effectively in written form is just as crucial as your spoken communication. This week's lesson, **Introduction to Business Writing**, will lay the groundwork for crafting clear, concise, and professional written messages that convey your ideas with impact and credibility. We will explore the core principles of effective business writing, introduce you to common formats, emphasize the importance of accuracy, and provide opportunities to practice writing short, clear communications.

The Learning Outcomes for Week 5, Fundamentals of Business Writing, are specifically designed to enhance your professional communication skills in written English, aligning with the broader course objectives. By the end of this week, you will be able to **apply the principles of clear, concise, and professional writing** in your business communications, directly contributing to your ability to communicate effectively in various business-related situations (CLO1 & CLO4). You will also **understand different formats of business communication** such as emails and memos, enabling you to choose appropriate methods for conveying information in a business context (CLO3 & CLO2). Furthermore, you will **focus on and improve your grammar, punctuation, and spelling accuracy**, crucial for maintaining professionalism and credibility in all written communication (supporting CLO8 & CLO9). Finally, you will **practice writing short, clear messages** for different business purposes, directly enhancing your practical application of English in business scenarios and your ability to present information effectively in written form (CLO5).



This week marks a crucial step in developing your professional communication skills, focusing on how to convey your ideas effectively in written form within the context of creative business and digital technology.

In the professional world, clear, concise, and professional writing is paramount. Whether you're crafting emails, memos, reports, or social media updates, your written communication reflects your professionalism and the credibility of your ideas. This week will introduce you to the foundational principles and essential elements of effective business writing. This week lays the groundwork for effective written communication in professional contexts, focusing on the core principles, formats, and mechanics of business writing.

## **TOPIC 5: Introduction to Business Writing**

- 5.1 Principles of clear, concise, and professional writing.
- 5.2 Understanding different formats of business communication.
- 5.3 Focusing on grammar, punctuation, and spelling accuracy.
- 5.4 Practicing writing short, clear messages.

### **5.1 Principles of Clear, Concise, and Professional Writing**

This section delves into the key attributes that define effective business writing.

**5.1.1 Clarity:** The message should be easily understood by the intended audience.

- *Know Your Audience:* Tailor your language and level of detail to the reader's background and understanding. Avoid technical terms if your audience isn't familiar with them, or explain them clearly if necessary.
- *One Idea Per Sentence:* Keep your sentences focused on a single idea to prevent confusion.

- *Logical Flow*: Organize your ideas logically within paragraphs and the overall document, using transition words and phrases to guide the reader.
- *Active Voice*: Generally, using the active voice (e.g., “The team developed the prototype”) makes your writing more direct and easier to understand than the passive voice (e.g., “The prototype was developed by the team”).
- *Concrete Language*: Use specific and concrete words rather than vague or abstract terms. For example, instead of “We need to improve efficiency,” say “We need to reduce production time by 15%.”

**5.1.2 Plain Language:** This movement advocates for using clear, straightforward language, avoiding jargon and complex sentence structures. Research in cognitive psychology shows that simpler language reduces cognitive load and improves comprehension.

(1) *Audience Awareness*: Effective writers consider the reader’s knowledge, background, and needs. Communication Accommodation Theory (Giles, Coupland, & Coupland, 1991) explains how speakers adjust their language to accommodate their audience.

(2) *Conciseness*: Expressing the message in the fewest possible words without sacrificing clarity.

(3) *Efficiency*: Concise writing saves the reader’s time and increases the likelihood that the message will be read and understood.

(4) *Redundancy*: Avoiding unnecessary repetition and wordiness. Style guides like *The Elements of Style* (Strunk & White, 1999) emphasize the importance of eliminating superfluous words.

**5.1.3 Conciseness:** Respect your reader's time by getting straight to the point. Avoid unnecessary words, phrases, and lengthy sentences.

- *Eliminate Redundancy:* Avoid repeating the same information in different words.
- *Use Strong Verbs:* Replace phrases with single, powerful verbs (e.g., instead of “make a decision,” use “decide”).
- *Avoid Filler Words:* Cut out unnecessary words like “very,” “really,” “actually,” and phrases like “due to the fact that” (use “because”).
- *Be Direct:* State your purpose clearly and early in your communication.
- *Use Bullet Points and Lists:* For presenting multiple pieces of information, bullet points or numbered lists can enhance readability and conciseness.

**5.1.4 Professionalism:** Adhering to accepted standards of business communication, demonstrating respect for the reader and the organization.

(1) *Tone:* Maintaining a respectful, objective, and courteous tone. Research on organizational communication highlights the importance of tone in conveying professionalism and building positive relationships.

(2) *Ethics:* Writing honestly and ethically, avoiding misleading or deceptive language.

*Your writing should reflect a respectful and business-like attitude.*

- *Appropriate Tone:* Maintain a professional tone that is suitable for your audience and the purpose of your communication. Avoid overly casual or emotional language.

- *Respectful Language*: Use polite and respectful language, even when delivering negative news.
- *Proofreading*: Carefully proofread your writing for errors in grammar, punctuation, and spelling, as these can significantly impact your credibility.
- *Professional Formatting*: Use standard business formatting for documents like emails and memos.

## 5.2 Understanding Different Formats of Business Communication

This section explores the common written formats used in business settings.

**5.2.1 Genre Analysis:** (Swales, 1990) Different business documents belong to specific genres, each with its own conventions and expectations.

### 5.2.2 Common Formats:

(1) *Emails*: A primary mode of business communication, requiring a balance of formality and conciseness.

- *Key Elements*: Clear subject line, professional greeting, concise body, appropriate closing, and signature.
- *Best Practices*: Use a specific subject line that summarizes the email's content, keep emails brief and focused, respond promptly, and use "reply all" judiciously.

(2) *Memos*: Internal documents used for communicating within an organization, typically concise and focused.

- *Key Elements*: "To," "From," "Date," "Subject," clear and concise body, and sometimes action items.

- *Best Practices*: Use a clear subject line, get straight to the point, and organize information logically.

(3) *Letters*: Used for external communication, often requiring a more formal tone.

(4) *Reports*: Used to present findings, analysis, or recommendations, often structured with headings and subheadings.

- *Key Elements*: Often include a brief introduction, key findings, and a concise conclusion or recommendations.
- *Best Practices*: Be objective, present data clearly (if applicable), and focus on the most important information.

(5) *Notices and Announcements*: Short written communications for disseminating information to a wider audience within or outside an organization.

- *Key Elements*: Clear heading, concise message, essential details (who, what, when, where), and sometimes a call to action.
- *Best Practices*: Use clear and simple language, highlight key information, and ensure they are easily visible or accessible.

(6) *Social Media Updates (Professional Contexts)*: Brief written content for platforms like LinkedIn or professional X (Twitter) accounts.

- *Key Elements*: Concise message, relevant hashtags, professional tone, and often a link or visual.
- *Best Practices*: Maintain a professional image, engage respectfully, and ensure content aligns with your professional goals or brand.

(7) *Instant Messages/Chat (Professional Contexts)*: Short, informal written communication for quick exchanges within teams.

- *Key Elements*: Brief and direct messages.
- *Best Practices*: Maintain a professional tone, be mindful of privacy, and avoid lengthy discussions that are better suited for email.

**5.2.3 Adaptation**: Effective business writers adapt their writing style and format to the specific purpose and audience of each document.

### **5.3 Focusing on Grammar, Punctuation, and Spelling Accuracy**

This section emphasizes the importance of mechanical correctness in business writing. Errors in grammar, punctuation, and spelling can undermine the clarity and professionalism of your writing, potentially leading to misunderstandings and damaging your credibility.

**5.3.1 Standard English**: Adhering to the rules of standard written English to ensure clarity and credibility.

**5.3.2 Grammar**: The rules governing sentence structure, word order, and parts of speech.

- *Subject-Verb Agreement*: Ensuring that verbs agree in number (singular or plural) with their subjects.
- *Pronoun Agreement*: Ensuring that pronouns agree in number and gender with their antecedents (the nouns they refer to).
- *Correct Tense Usage*: Using the appropriate verb tense to indicate when an action occurred.

- Sentence Structure: Constructing grammatically correct and complete sentences, avoiding fragments and run-on sentences.

### Sample 5.1

The team *is* diligently working on their innovative project. Each member *contributes* unique skills, and *they* understand their individual responsibilities. Yesterday, the lead designer *presented* the initial mockups, and the developers *began* coding the core features. The entire group *believes* this approach *will* ultimately lead to a successful and user-friendly product.

*Explanation:*

- **Subject-Verb Agreement:**

- “The team *is* diligently working...” – “Team” is a singular collective noun, so the singular verb “is” is used.
- “Each member *contributes* unique skills...” – “Each member” is singular, requiring the singular verb “contributes.”
- “The entire group *believes*...” – “Group” is a singular collective noun, so the singular verb “believes” is used.

- **Pronoun Agreement:**

- “The team is diligently working on their innovative project.” – “Their” is a plural pronoun, agreeing with the plural sense of “team” (referring to the individual members).
- “Each member contributes unique skills, and they understand their individual responsibilities.” - While “each member” is singular, in common usage, “they” is often used as a singular gender-neutral pronoun to refer back to it, especially when the gender of the member is unspecified. This is an evolving area of English grammar.
- “Their individual responsibilities.” – “Their” again refers back to the members of the team (understood as plural in this context).

- ***Correct Tense Usage:***

- “The team is diligently working...” - Present continuous tense indicates an action happening now or in the near future.
- “Each member contributes unique skills...” - Simple present tense indicates a habitual action or a general truth.
- “Yesterday, the lead designer presented the initial mockups...” - Simple past tense indicates a completed action in the past.
- “...and the developers began coding...” - Simple past tense indicates a completed action in the past.
- “The entire group believes this approach will ultimately lead...” - Simple present tense for a current belief, and future simple (“will lead”) for a future outcome.

- ***Sentence Structure:***

- “The team is diligently working on their innovative project.” - This is a complete and grammatically correct simple sentence.
- “Each member contributes unique skills, and they understand their individual responsibilities.” - This is a compound sentence, joining two independent clauses (“Each member contributes unique skills” and “they understand their individual responsibilities”) with the coordinating conjunction “and” and a comma.
- “Yesterday, the lead designer presented the initial mockups, and the developers began coding the core features.” - This is another compound sentence, joining two independent clauses with “and” and a comma.
- “The entire group believes this approach will ultimately lead to a successful and user-friendly product.” - This is a complex sentence with a main independent clause (“The entire group believes this approach will ultimately lead to a successful and user-friendly product”).



*This paragraph demonstrates how these grammatical elements work together to create clear, coherent, and correct writing. Paying attention to these rules ensures that your message is conveyed accurately and professionally.*

**5.3.3 Punctuation:** The use of symbols to clarify meaning and structure sentences.

- *Commas*: [,] Used to separate items in a list, set off introductory phrases, and join independent clauses with conjunctions.
- *Periods*: [.] Used to end declarative sentences.
- *Question Marks*: [?] Used to end interrogative sentences.
- *Exclamation Points*: [!] Used sparingly to express strong emotion.
- *Apostrophes*: ['] Used for possessives and contractions.
- *Semicolons*: [;] Used to join closely related independent clauses or separate items in a complex list.
- *Colons*: [:] Used to introduce lists, explanations, or quotations.

### Sample 5.2

The old house stood on a hill overlooking the town, its windows like vacant eyes staring out at the world; inside, dust motes danced in the faint sunlight. A sudden gust of wind rattled the loose shutters, making Sarah jump – what was that noise? She peered into the shadows, her heart pounding, and then she saw it: a small, furry creature scurrying across the floor! “Oh, it’s just a mouse,” she sighed, her initial fear quickly subsiding. The house, despite its age and the occasional rodent visitor, held a certain charm, didn’t it?

### Sample 5.3

Imagine a space brimming with ideas, a vibrant hub where innovation sparks like sudden fireworks; designers sketch furiously, their pencils dancing across textured paper, while coders tap away at glowing screens, crafting digital magic. The air crackles with possibility – what if we reimaged the entire user experience? “Let’s push the boundaries,” someone exclaims, their voice filled with passionate energy! It’s in these moments, these bursts of collaborative chaos, that truly groundbreaking concepts emerge, don’t they? The studio, despite its sometimes-frantic pace and the ever-present hum of creation, feels electric, alive; it’s where the future, in all its dazzling potential, is being built, isn’t it?

**5.3.4 Spelling:** Correctly forming words according to accepted conventions.

- *Commonly Misspelled Words:* Be aware of words that are frequently misspelled (e.g., “their,” “there,” “they’re”; “affect,” “effect”).
- *Homophones:* Understand the difference between words that sound alike but have different meanings and spellings (e.g., “to,” “too,” “two”).
- *Proofreading Tools:* Utilize spell checkers and grammar checkers as aids, but remember that they are not foolproof and careful manual proofreading is still essential.
- *Developing Good Habits:* Read widely to improve your vocabulary and spelling, and take the time to proofread your writing carefully before sending it.

**5.3.5 Consequences of Errors:** Grammatical, punctuation, and spelling errors can damage the writer's credibility, create confusion, and even lead to misinterpretations that have financial or legal repercussions.

## **5.4 Practicing Writing Short, Clear Messages**

This section focuses on the practical application of the principles and formats discussed.

**5.4.1 Brevity:** The ability to convey information concisely in short messages.

**5.4.2 Directness:** Communicating the main point clearly and directly, especially in short messages like emails and instant messages.

**5.4.3 Purposeful Writing:** Ensuring that every short message has a clear purpose and achieves its intended outcome.

**5.4.4 Digital Communication:** This section often emphasizes writing for digital platforms, such as email, instant messaging, and online forums, which often require even greater conciseness and clarity.

This section will involve practical exercises focused on crafting brief and effective written communication relevant to workplace scenarios.

- *Email Composition:* Writing short emails for various purposes, such as making requests, providing updates, confirming information, and responding to inquiries.
- *Memo Writing:* Drafting brief memos to announce information or make requests within a team or organization.

- *Notice Creation*: Writing clear and concise notices for internal announcements or events.
- *Social Media Updates*: Crafting professional and engaging short posts for business-related social media platforms.
- *Instant Messaging*: Practicing clear and concise communication through simulated chat scenarios.

The focus of these exercises will be on applying the principles of clarity, conciseness, and professionalism, while also paying close attention to grammar, punctuation, and spelling accuracy. You will receive feedback on your writing to help you identify areas for improvement and develop confidence in your business writing skills.

Within the end of Week 5, you'll have a good grasp of the basics of business writing and be able to write short, clear, and professional messages that are necessary for success in creative business and digital technology settings.

### **Summary**

Week 5, **Fundamentals of Business Writing**: Introduction to Business Writing, provided a foundation for effective written communication in professional contexts. We explored the core principles of clear, concise, and professional writing, emphasizing the importance of understanding your audience and conveying your message directly. We also introduced various formats of business communication, such as emails and memos, highlighting their key elements and best practices. A significant focus was placed on the critical role of grammar, punctuation, and spelling accuracy in maintaining credibility. The week concluded with practical exercises in crafting short, clear

messages for different business purposes, reinforcing the application of these fundamental principles.

### **Review Questions**

Test your understanding of the fundamentals of business writing with the following review questions:

1. Explain the three core principles of effective business writing (clarity, conciseness, and professionalism) and provide one practical tip for implementing each in your writing.
2. Describe the key elements of a professional business email. What makes a subject line effective?
3. Why is accuracy in grammar, punctuation, and spelling crucial in business writing? Provide an example of how an error in one of these areas could lead to misunderstanding.
4. What are two strategies for ensuring your business writing is concise? Provide an example of how you might apply one of these strategies to shorten a sentence.
5. Reflect on a piece of business writing you have done in the past (e.g., an email or a message). Identify one area where you could have applied the principles discussed this week to make it more effective.

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## Week 6: Expressing Intention and Determination

Welcome to Week 6, where we will focus on the powerful skill of **Expressing Intention and Determination**. In the competitive and dynamic landscapes of creative business and digital technology, clearly communicating your purpose and conveying your drive are essential for leadership, collaboration, and achieving your ambitions. This week's lesson, **Communicating Purpose and Drive**, will equip you with the linguistic and non-verbal tools necessary to articulate your goals with clarity and demonstrate your unwavering commitment to their realization.

The Learning Outcomes for Week 6, Expressing Intention and Determination, are designed to enhance your ability to communicate your purpose and drive effectively, aligning with several key course objectives. By the end of this week, you will be able to **use language to clearly state intentions and goals**, directly contributing to your ability to communicate effectively in business-related situations and articulate your objectives (CLO1 & CLO5). You will also learn to **employ persuasive language to convey determination**, enhancing your ability to influence and lead in various business contexts (CLO3 & CLO 9). Furthermore, you will **understand non-verbal cues that reinforce intention**, improving your overall professional communication and ability to convey sincerity and commitment (CLO4 & CLO8). Finally, through **practicing expressing intentions in various scenarios**, you will develop flexible thinking and the practical application of these skills in diverse professional settings (CLO6 & CLO5).



This week focuses on how to articulate what you aim to do and convey your strong resolve to achieve it, essential skills for leadership, teamwork, and personal success in creative business and digital technology. Alright, let's delve into the academic details of Week 6's topics on expressing intention and determination.

This overarching theme explores the multifaceted ways in which individuals articulate their aims and demonstrate their resolve to achieve them. It draws upon theories from linguistics, communication studies, psychology, and behavioral science to provide a comprehensive understanding of this crucial aspect of human interaction.

## **TOPIC 6: Communicating Purpose and Drive**

6.1 Using language to clearly state intentions and goals.

6.2 Employing persuasive language to convey determination.

6.3 Understanding non-verbal cues that reinforce intention.

6.4 Practicing expressing intentions in various scenarios.

### **6.1 Using language to clearly state intentions and goals.**

At its core, this topic examines the linguistic mechanisms employed to articulate future-oriented actions and desired outcomes. From a linguistic pragmatics perspective, stating intentions involves performing a speech act known as a *declaration* or a *commissive*. These utterances commit the speaker to a future course of action.

**6.1.1 Clarity and Explicitness:** Effective communication of intention hinges on clarity. Research in cognitive linguistics highlights the importance of precise lexical choices and syntactic structures in minimizing ambiguity. For instance, using specific action verbs (e.g., "I will *complete* the report") rather than vague ones (e.g., "I will *deal with* the report")

| Tongprasong, P. (2025). *English for Creative Business (3691202)*. Suan Dusit University

enhances clarity. Similarly, well-defined temporal markers (e.g., “by Friday,” “next month”) contribute to a shared understanding of the intended timeframe.

- *Example:* “My intention is to implement a new project management system. This will streamline our workflow and improve team collaboration.”

**6.1.2 Framing and Emphasis:** The way intentions are framed significantly impacts their interpretation. Rhetorical studies offer insights into the strategic use of language to emphasize the importance and feasibility of goals. For example, framing an intention as a solution to a problem (“My intention is to implement this new strategy to address the declining sales figures”) can increase its perceived value and urgency.

**Direct Statements of Intention:** Use clear and direct phrases to state what you intend to do.

- *Examples:* “I intend to lead the marketing team on this new campaign,” “Our goal is to launch the updated website by the end of the quarter,” “My intention is to learn Python programming this year.”
- *Specificity:* Be as specific as possible when stating your intentions. Instead of “I want to improve our social media,” say “I plan to increase our Instagram engagement by 20% in the next three months by implementing a new content strategy.”

**Using “Will” and “Going to”:** These are common future tense forms used to express intentions.

- *“Will”:* Often used for more immediate or spontaneous intentions, or when stating a firm decision.

- Examples: “I will send you the draft by tomorrow morning,” “We will overcome this challenge.”
- “*Going to*”: Typically used for planned intentions or future actions based on present intentions.
- Examples: “I’m going to focus on user experience in the next design iteration,” “They are going to present their findings next week.”

**Using Modal Verbs:** Modal verbs like “want to,” “plan to,” “aim to,” “hope to,” “seek to,” and “strive to” can also express intention with varying degrees of formality and commitment.

- *Examples:* “We want to expand our market share,” “I plan to attend the industry conference,” “The team aims to deliver a high-quality product.”

**Structuring Goal Statements:** When expressing goals, consider using the SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound) to make your intentions clearer and more impactful.

- *Example:* “Our goal is to increase (Measurable) website traffic by 15% (Specific) through targeted SEO optimization (Achievable/Relevant) by the end of Q3 (Time-bound).”

**6.1.3 Psycholinguistic Considerations:** From a psycholinguistic standpoint, the formulation of intentions is linked to cognitive processes such as goal setting and planning. The language used reflects the level of cognitive processing involved. Highly detailed and structured statements of intention often indicate a more concrete and well-thought-out plan.

**6.1.4 Cross-Cultural Variation:** It’s crucial to acknowledge that linguistic norms for expressing intentions vary across cultures.

Sociolinguistics emphasizes the role of cultural context in shaping communication styles. Directness in stating intentions, for example, might be valued in some cultures while more indirect approaches are preferred in others.

## **6.2 Employing persuasive language to convey determination.**

This aspect focuses on how language can be strategically used not only to state intentions but also to convince others (and oneself) of the speaker's commitment and resolve. This draws heavily on principles of rhetoric and persuasion theory.

**6.2.1 *Ethos, Pathos, and Logos:*** Aristotle's classical framework remains relevant. Speakers convey determination by establishing their credibility (ethos) through confident language and expertise, appealing to the emotions (pathos) by highlighting the significance of the goal and their passion, and using logical reasoning (logos) to demonstrate the feasibility and necessity of their actions.

**6.2.2 *Strength of Modality:*** Systemic Functional Linguistics provides a framework for analyzing how modality (e.g., using modal verbs like "will," "must," "shall") expresses degrees of certainty and obligation. Strong modal verbs can convey a stronger sense of determination compared to weaker ones.

**6.2.3 *Emphasis and Reinforcement:*** Persuasive language often involves techniques like repetition, emphatic stress, and the use of intensifiers (e.g., "absolutely," "definitely") to underscore the speaker's commitment.

**6.2.4 *Narrative and Anecdote:*** Sharing personal stories or relevant anecdotes can be a powerful way to illustrate past successes and reinforce the speaker's ability to overcome challenges, thereby bolstering their perceived determination.

**6.2.5 Addressing Potential Obstacles:** Acknowledging potential difficulties and outlining strategies to overcome them can enhance the persuasiveness of one's expressed determination. This demonstrates foresight and a realistic commitment to achieving the goal.

Simply stating your intentions isn't always enough; you often need to convey your strong resolve and commitment to achieving them. Persuasive language can help you inspire confidence and gain support.

**Using Strong and Positive Language:** Choose powerful verbs and positive adjectives to convey your conviction.

*Examples:* Instead of “We will try our best,” say “We are committed to achieving this.” Instead of “This might be difficult,” say “We are determined to overcome this challenge.”

**Expressing Confidence:** Use language that reflects your belief in your ability to succeed.

*Examples:* “I am confident that we can meet this deadline,” “We are certain that this strategy will yield positive results.”

**Highlighting Commitment:** Emphasize your dedication and willingness to put in the necessary effort.

*Examples:* “We are fully invested in this project,” “I am prepared to dedicate the time and resources required,” “Our team is resolute in our pursuit of excellence.”

**Using Rhetorical Devices:** Techniques like repetition, rhetorical questions, and strong statements can add emphasis and persuasive power to your communication.

*Repetition:* “We will succeed. We will persevere. We will achieve our goals.”

– *Rhetorical Questions:* “Can we afford to give up now? Absolutely not!”

- *Strong Statements*: “Failure is not an option. We will see this through to completion.”

***Framing Challenges as Opportunities***: When acknowledging potential difficulties, frame them as opportunities for growth and demonstrate your determination to find solutions.

*Example*: “While there may be hurdles, we view them as opportunities to innovate and strengthen our approach.”

***Appealing to Shared Values and Goals***: Connect your intentions and determination to the broader goals and values of the team or organization to gain alignment and support.

*Example*: “By achieving this, we will not only meet our targets but also reinforce our company's commitment to innovation.”

### **6.3 Understanding non-verbal cues that reinforce intention.**

While language plays a crucial role, non-verbal communication significantly contributes to how intentions and determination are perceived. This area draws upon research in non-verbal communication and social psychology.

**6.3.1 Kinesics** (Body Language): Posture (e.g., standing tall, leaning forward), gestures (e.g., firm handshakes, purposeful movements), and facial expressions (e.g., direct eye contact, determined gaze) can all signal conviction and resolve. Congruence between verbal and non-verbal cues is essential for credibility.

- *Eye Contact*: Maintaining appropriate eye contact shows sincerity, confidence, and engagement. Avoid looking away or down too much, as this can convey uncertainty or lack of conviction.
- *Posture*: Standing or sitting upright with an open posture (shoulders back, not crossed arms) conveys confidence and

assertiveness. Slouching or closed-off postures can suggest a lack of commitment.

- *Facial Expressions:* Your facial expressions should align with your message. A serious and determined expression can reinforce your commitment to a challenging goal, while a confident smile can accompany the statement of a positive intention.
- *Gestures:* Using deliberate and purposeful hand gestures can emphasize your points and convey enthusiasm. Avoid fidgeting or distracting movements that can undermine your message.

**6.3.2 Proxemics (Use of Space):** The way individuals use personal space can also communicate intention. For example, maintaining appropriate proximity during a discussion can convey engagement and seriousness.

- *Proximity and Physical Presence:* In face-to-face interactions, your physical presence and the distance you maintain can also convey your level of conviction and engagement.

**6.3.3 Paralinguistics (Vocal Cues):** Tone of voice (e.g., firm and steady), speech rate (e.g., deliberate pace), and volume (e.g., confident projection) can reinforce the verbal expression of intention and determination. Hesitation or a wavering voice might undermine the message.

- *Tone of Voice:* Your vocal tone should be firm, clear, and confident. Avoid wavering or hesitant speech. Varying your pitch and pace can also add emphasis and keep your audience engaged, conveying your passion and drive.

**6.3.4 Physiological Cues:** While often less consciously controlled, physiological responses like increased heart rate or perspiration (when appropriately managed and not indicative of

nervousness) can sometimes be interpreted as signs of intense focus and drive.

- *Consistency:* Ensure that your non-verbal cues are consistent with your spoken words. Mixed signals (e.g., saying you're determined while fidgeting nervously) can create doubt and undermine your message.

**6.3.5 Cultural Variations in Non-Verbal Cues:** It is vital to recognize that the interpretation of non-verbal cues varies significantly across cultures. A gesture that signifies determination in one culture might be perceived differently in another.

#### **6.4 Practicing expressing intentions in various scenarios.**

This final point emphasizes the importance of applying theoretical knowledge through practical exercises. Drawing upon pedagogical theories like experiential learning and active learning, this involves:

**6.4.1 Role-Playing:** Simulating real-life situations that require expressing intentions and determination allows learners to experiment with different linguistic and non-verbal strategies in a safe environment. Scenarios can range from professional settings (e.g., project proposals, negotiations) to personal interactions (e.g., setting boundaries, pursuing personal goals).  
**Scenario Analysis:** Examining case studies or video recordings of individuals effectively (or ineffectively) expressing intentions can provide valuable insights into successful communication strategies.

**6.4.2 Feedback and Reflection:** Receiving constructive feedback on one's communication style and reflecting on the impact of different approaches are crucial for developing proficiency in expressing intention and determination.



**6.4.3 Self-Assessment:** Encouraging learners to critically evaluate their own communication patterns and identify areas for improvement fosters metacognitive awareness and promotes continuous development.

The ability to express intention and determination effectively is context-dependent. This section will involve practical exercises in various professional scenarios.

- *Stating Personal Goals:* Clearly articulating your individual objectives and your commitment to achieving them in team meetings or performance reviews.
- *Leading a Team:* Expressing the team's goals and conveying your determination to guide them to success during project kick-offs or challenging phases.
- *Presenting Ideas:* Clearly stating your intentions for a creative project or a new business strategy and persuasively conveying your belief in its potential.
- *Negotiating:* Expressing your intentions and demonstrating your resolve to reach a mutually beneficial agreement.
- *Responding to Challenges:* Communicating your intention to overcome obstacles and your determination to find solutions in the face of setbacks.
- *Providing Feedback:* Clearly stating your intention to help someone improve and conveying your commitment to supporting their development.

These practice scenarios will involve role-playing, simulations, and discussions, allowing you to experiment with different linguistic and non-verbal techniques and receive feedback on your effectiveness in expressing intention and determination. You will learn to adapt your communication style to different audiences and situations to maximize your impact and achieve your goals.

Engaging with these academic perspectives and actively practicing their application, individuals can significantly

enhance their ability to clearly articulate their intentions, persuasively convey their determination, and ultimately increase the likelihood of achieving their goals.

### **Summary**

**Week 6, Expressing Intention and Determination:** Communicating Purpose and Drive, focused on the crucial skills of articulating goals and conveying strong resolve in professional settings. We explored how to use clear and specific language to state intentions and goals effectively, and how to employ persuasive language to communicate determination and inspire confidence. We also examined the role of non-verbal cues in reinforcing spoken intentions, emphasizing the importance of aligning body language and tone with verbal messages. The week culminated in practicing the expression of intentions in various realistic business scenarios, allowing for the application of these linguistic and non-verbal techniques.

## Review Questions

Strengthen your ability to communicate purpose and drive by reflecting on the following questions:

1. Describe two distinct ways you can use language to clearly state your intentions or goals in a professional context. Provide an example for each.
2. Explain how persuasive language can be used to convey determination. Give two examples of persuasive phrases you might use to show your commitment to a project.
3. Identify three non-verbal cues that can reinforce your spoken intentions. Explain how each cue contributes to conveying your message effectively.
4. Why is it important to practice expressing your intentions in various scenarios? How might the way you express intention differ when speaking to a team versus a client?
5. Reflect on a situation where you needed to express your intention or determination. What linguistic or non-verbal techniques did you use, and in hindsight, what might you have done differently based on what you learned this week?

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## **Week 7: Planning for a Business (Language Focus)**

Welcome to Week 7, where we shift our focus to the essential skill of **Planning for a Business (Language Focus)**. In the entrepreneurial and innovative spheres of creative business and digital technology, the ability to articulate your vision and strategy with precision is paramount. This week's lesson, **Language for Business Planning**, will equip you with the specific vocabulary and communication techniques needed to clearly define your business ideas, analyze your market, formulate strategic goals, and effectively present your plans in both spoken and written formats.

The Learning Outcomes for Week 7, Planning for a Business (Language Focus), are designed to equip you with the specific communication skills necessary for effective business planning, aligning with several key course objectives. By the end of this week, you will be able to **use language to articulate business ideas and concepts** clearly and concisely, crucial for communicating your vision and value proposition (CLO1 & CLO5). You will also be able to **describe target markets and potential challenges** using precise and analytical language, demonstrating your understanding of the business landscape (CLO2 & CLO7). Furthermore, you will **formulate goals and objectives using precise language**, enabling you to set clear and measurable targets for your business ventures (CLO3 & CLO5). Finally, you will **practice presenting business plans orally and in writing**, enhancing your ability to communicate your strategic thinking effectively to various stakeholders (CLO4 & CLO5).

This week shifts our focus to the specific language required to articulate and communicate your business ideas effectively, a crucial skill for entrepreneurs and innovators in creative business and digital technology.

Developing a solid business plan requires not only innovative ideas but also the ability to express those ideas clearly, describe your vision, analyze your market, and set achievable goals using precise and professional language. This week will equip you with the specific vocabulary and grammatical structures needed for effective business planning communication, both orally and in writing.

## **TOPIC 7: Language for Business Planning**

- 7.1 Using language to articulate business ideas and concepts.
- 7.2 Describing target markets and potential challenges.
- 7.3 Formulating goals and objectives using precise language.
- 7.4 Practicing presenting business plans orally and in writing.

This week focuses on the specific linguistic demands of formulating and communicating business plans. It draws upon principles from business communication, discourse analysis, marketing linguistics, and organizational communication to understand how language shapes the clarity, persuasiveness, and overall effectiveness of business planning (Ekman & Friesen, 1969; Buller & Burgoon, 1996; Bratman, 1987; Searle, 1969).

### **7.1 Using language to articulate business ideas and concepts.**

This topic explores the linguistic strategies involved in transforming abstract business visions into concrete and understandable descriptions. It draws upon conceptual metaphor theory and framing theory from cognitive linguistics and communication studies (Littlejohn & Foss, 2011; Searle, J. R., 1969; Bandura, 1977; Bandura, 1986).

**7.1.1 Conceptualization and Abstraction:** Articulating business ideas often involves making abstract concepts tangible through language. This can involve using metaphors (e.g., “our business

will be the *bridge* connecting consumers and sustainable products”), analogies, and similes to create shared understanding. Conceptual metaphor theory suggests that we understand abstract domains (like business) through more concrete source domains (like bridges).

*Defining Your Business Concept:* Use clear and concise language to explain what your business is, what problem it solves, or what unique value it offers.

*Elevator Pitch Language:* Practice crafting short, impactful descriptions of your business idea that can be delivered quickly and memorably. Focus on the core value proposition.

*Examples:* “We are developing a sustainable fashion platform that connects independent designers with eco-conscious consumers.” “Our SaaS solution provides AI-powered content creation tools for small businesses.”

*Using Precise Nouns and Verbs:* Choose words that accurately and specifically describe your product, service, or technology. Avoid vague or ambiguous language.

- Instead of: “We offer a good service.”
- Use: “We provide a personalized subscription service for curated vintage clothing.”

**7.1.2 Defining and Explaining:** Clear and precise definitions of key terms, products, services, and business models are crucial. This requires careful lexical choices and the ability to explain complex concepts in an accessible manner. Technical communication principles emphasize clarity, conciseness, and accuracy in such explanations.

*Explaining Your Value Proposition:* Clearly articulate the unique benefits your business offers to its customers. Use language that highlights the value and solves a specific need.

- *Focus on Benefits, Not Just Features*: Instead of saying “Our app has a photo filter,” say “Our app enhances your product photos, making them more appealing to online shoppers and increasing sales.”
- *Using Comparative Language (Carefully)*: When appropriate, use language to differentiate your offering from competitors, highlighting your unique advantages.

*Examples*: “Unlike traditional agencies, we offer a fully transparent and data-driven marketing approach.” “Our software is more intuitive and requires less technical expertise than existing solutions.”

*Describing Your Business Model*: Explain how your business will create, deliver, and capture value. Use clear terms to describe your revenue streams, cost structure, and operational processes.

- *Key Vocabulary*: Subscription-based, freemium, e-commerce, licensing, commission-based, B2B, B2C, etc.
- *Example*: “Our business model is a subscription-based service where users pay a monthly fee for access to our premium features and ongoing support.”

**7.1.3 Narrative and Storytelling**: Presenting a business idea as a compelling narrative can enhance engagement and memorability. This involves structuring the idea with a clear beginning (the problem or opportunity), middle (the proposed solution), and end (the potential impact). Research in narrative theory highlights the power of stories in conveying meaning and building connections.

**7.1.4 Visual Language:** While the focus is on verbal language, the ability to translate business ideas into visual concepts (e.g., through diagrams, flowcharts) and then describe these visuals effectively using language is also important. This involves visual rhetoric; the study of how visual images communicate meaning and persuade audiences.

**7.1.5 Language and Innovation:** The language used to describe a novel business idea can influence its perception as innovative or disruptive. Employing language that highlights uniqueness, differentiation, and potential impact is key. This intersects with studies of innovation discourse.

*Articulating Your Vision and Mission:* Use inspiring and concise language to communicate your long-term aspirations (vision) and your core purpose (mission).

- *Vision Statements:* Often use future-oriented and aspirational language.
  - *Example:* “To be the leading global platform connecting creative talent with innovative projects.”
- *Mission Statements:* Typically focus on the present and the company's core activities.
  - *Example:* “Our mission is to empower independent artists by providing them with the tools and resources they need to thrive in the digital age.”

## **7.2 Describing target markets and potential challenges.**

This aspect focuses on the language used to define the intended customers and to acknowledge and analyze potential obstacles to business success. It draws upon principles from marketing, risk management, and strategic communication.



**7.2.1 Market Segmentation Language:** Describing target markets requires precise language to define demographic, psychographic, behavioral, and geographic characteristics. This often involves using specialized vocabulary from marketing and market research. Marketing linguistics examines how language is used to construct and address target audiences.

*Defining Your Target Market:* Use precise language to describe your ideal customer segments, including demographics, psychographics, needs, and behaviors.

- *Using Specific Descriptors:* Instead of “young people,” use “Gen Z individuals aged 18-25 who are interested in sustainable fashion and actively engage with social media influencers.”
- *Quantifying Market Size (Where Possible):* Use data and statistics to support your market analysis.

*Example:* “Our target market comprises an estimated 15 million online shoppers in Southeast Asia who prioritize eco-friendly products.”

**7.2.2 Value Proposition Language:** Articulating how the business will meet the needs and desires of the target market requires clear and compelling language that highlights the unique value proposition. This involves using benefit-oriented language rather than just listing features.

*Analyzing Market Needs and Trends:* Use language that demonstrates your understanding of the market gaps and emerging trends that your business will address.

- *Identifying Pain Points:* “Our research indicates a significant pain point for small businesses is the lack of affordable and user-friendly marketing tools.”
- *Describing Opportunities:* “The growing trend towards remote work presents a significant

opportunity for our collaborative online workspace platform.”

*Articulating Potential Challenges:* Use clear and realistic language to identify potential risks and obstacles your business might encounter.

- *Being Specific About Challenges:* Instead of “We might face competition,” say “A key challenge will be competing with established players in the market who have greater brand recognition and larger marketing budgets.”
- *Using Conditional Language:* Use phrases like “potential challenges include,” “risks may involve,” “we anticipate difficulties in” to acknowledge uncertainties.
- *Describing Mitigation Strategies:* Briefly outline how you plan to address these challenges.

*Example:* “To mitigate the risk of high competition, we will focus on niche marketing and building strong customer relationships through personalized support.”

**7.2.3 Language of Risk Assessment:** Describing potential challenges requires careful and objective language. This involves identifying potential risks (e.g., competitive pressures, economic downturns, regulatory changes) and articulating their potential impact. Risk communication principles emphasize transparency and balanced framing of risks.

**7.2.4 Mitigation Strategy Language:** Alongside identifying challenges, business plans need to articulate strategies to mitigate these risks. This requires language that conveys proactivity, preparedness, and a clear understanding of potential solutions.

**7.2.5 Cautious vs. Optimistic Language:** While conveying confidence is important, the language used to describe challenges should also reflect a realistic and cautious approach. Balancing optimism with a clear understanding of potential difficulties enhances credibility.

### **7.3 Formulating goals and objectives using precise language.**

This topic focuses on the linguistic precision required for setting effective and measurable business goals and objectives. It draws upon principles of management, organizational behavior (Ajzen, 1991; Vroom, 1964), and the SMART (Specific, Measurable, Achievable, Relevant, Time-bound) framework.

**7.3.1 Specificity and Clarity:** Goals and objectives must be stated in clear and unambiguous language, leaving no room for misinterpretation. This involves using concrete action verbs and clearly defining the desired outcome.

**7.3.2 Measurability Language:** Objectives should be formulated in a way that allows progress to be tracked and success to be objectively assessed. This requires incorporating quantifiable metrics and benchmarks into the language used (e.g., “increase sales by 15% in the next quarter”).

**7.3.3 Achievability and Realism:** While ambitious, goals and objectives should be realistic and attainable given the available resources and constraints. The language used should reflect a grounded understanding of what is feasible.

**7.3.4 Relevance and Alignment:** Goals and objectives should be clearly linked to the overall business strategy and vision. The language used should articulate this alignment and the contribution of each objective to the broader goals.

**7.3.5 Time-Bound Language:** Effective goals and objectives have a defined timeframe for achievement. This requires incorporating specific deadlines and timelines into their linguistic formulation (e.g., “launch the new product by the end of Q3”).

**7.3.6 Action-Oriented Language:** Goals and objectives should be phrased in a way that clearly indicates the actions to be taken. Using strong action verbs promotes a sense of direction and accountability.

Setting clear, measurable, and achievable goals and objectives is essential for tracking progress and guiding your business. This requires using precise and action-oriented language.

- *Distinguishing Between Goals and Objectives:*
  - *Goals:* Broader, long-term aspirations. Often expressed using more general language.  
*Example:* “To become a leading brand in sustainable technology.”
  - *Objectives:* Specific, measurable, achievable, relevant, and time-bound (SMART) steps to achieve your goals. Require precise language.  
*Example:* “To increase our website traffic by 20% (Measurable) through targeted SEO and social media campaigns (Achievable/Relevant) within the next six months (Time-bound).”
- *Using Action Verbs:* Start your objectives with strong action verbs that clearly indicate what will be done.  
*Examples:* Increase, develop, launch, acquire, reduce, improve, implement, establish.
- *Quantifying Objectives:* Whenever possible, use numbers and percentages to make your objectives measurable.  
*Examples:* “Increase sales by 15%,” “Acquire 500 new subscribers,” “Reduce customer churn by 10%.”

- *Specifying Timelines:* Clearly state the timeframe for achieving your objectives.  
*Examples:* “by the end of Q4,” “within the first year,” “in the next three months.”
- *Ensuring Clarity and Alignment:* Use language that ensures everyone understands the goals and objectives and how they align with the overall business strategy.  
*Example:* “Our objective to increase social media engagement by 25% in the next quarter directly supports our goal of building a strong online community and enhancing brand awareness.”

## **7.4 Practicing presenting business plans orally and in writing.**

This final point emphasizes the practical application of language skills in communicating business plans through different modalities. It draws upon principles of presentation skills, business writing, and audience analysis.

**7.4.1 Oral Presentation Language:** This involves using clear, concise, and engaging language suitable for a spoken format. It includes techniques for structuring a presentation, using visual aids effectively (and describing them verbally), maintaining audience engagement, and handling questions. Public speaking and rhetorical delivery are key areas here.

- *Structuring Your Presentation:* Organize your plan logically, typically following a similar structure to your written plan (executive summary, problem/solution, market analysis, business model, financials, team, etc.).
- *Using Clear and Engaging Language:* Avoid jargon and explain complex concepts simply. Use visuals (slides) to support your points.

- *Maintaining a Professional Demeanor*: Speak clearly, maintain eye contact, and convey confidence and passion for your idea.
- *Answering Questions Effectively*: Be prepared to answer questions thoughtfully and concisely.

**7.4.2 Written Business Plan Language:** This requires formal and professional language appropriate for a written document. It involves clear and logical organization, the use of headings and subheadings, precise terminology, and attention to grammar and style. Business writing conventions are paramount.

- *Following Standard Formatting*: Use clear headings, subheadings, bullet points, and visuals to make your plan easy to read and understand.
- *Writing Clearly and Concisely*: Apply the principles of good business writing discussed in Week 5.
- *Providing Supporting Data*: Back up your claims and projections with research and evidence.
- *Executive Summary*: Craft a compelling and concise overview of your entire plan at the beginning.
- *Proofreading Meticulously*: Ensure your written plan is free of grammatical errors and typos.

**7.4.3 Audience Adaptation:** The language used in both oral and written presentations should be tailored to the specific audience (e.g., investors, lenders, internal stakeholders). This involves considering their background knowledge, interests, and expectations. Audience analysis is a critical skill.

**7.4.4 Persuasive Language in Presentations:** Both oral and written business plans aim to persuade the audience of the viability and potential of the business. This involves

strategically using persuasive language techniques discussed in Week 6, adapted for the business context.

**7.4.5 Visual Communication Integration:** Effectively integrating and verbally referencing visual elements (charts, graphs, diagrams) in both oral and written presentations enhances understanding and reinforces key messages.

**Practice Activities:** This week will involve opportunities to practice both oral and written presentations of different aspects of a business plan. You might work on:

- Delivering a short elevator pitch.
- Presenting a specific section of a business plan (e.g., market analysis).
- Writing a summary of your business model.
- Developing SMART objectives for a specific area of your business.
- Giving and receiving feedback on your presentation skills and written clarity.

Mastering the linguistic nuances of these areas, individuals can develop compelling and effective business plans that clearly articulate their vision, analyze their market, set achievable goals, and persuasively communicate their strategies to relevant stakeholders.

By the end of Week 7, you will have a stronger command of the language needed to articulate your business ideas, analyze your market, set clear goals, and present your business plans effectively, both verbally and in writing, a critical skillset for success in the world of creative business and digital technology.

**Summary**

**Week 7, Planning for a Business (Language Focus): Language for Business Planning**, concentrated on the specialized language required for developing and communicating business plans. We explored how to articulate business ideas and concepts clearly, define value propositions, and describe business models effectively. We also focused on the language needed to analyze and describe target markets, identify potential challenges, and formulate precise goals and objectives using the SMART framework. The week culminated in practicing the oral and written presentation of business plans, emphasizing clear structure, professional language, and persuasive communication.



## Review Questions

Solidify your understanding of the language of business planning by addressing the following review questions:

1. Describe two distinct linguistic strategies you can use to clearly articulate your business idea and its value proposition to potential stakeholders. Provide an example of each.
2. Explain the importance of using precise language when describing your target market and potential challenges in a business plan. Give an example of a vague description and a more precise one for either a target market or a challenge.
3. What are the key characteristics of SMART goals and objectives? Provide an example of a business objective that incorporates at least three of these characteristics.
4. Discuss two important considerations regarding language and delivery when presenting a business plan orally to potential investors.
5. Reflect on a business idea you have. Identify one key aspect of the business plan (e.g., target market, business model, or a specific objective) and briefly describe how you would articulate it using the principles discussed this week.

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## **Week 8: Asking and Giving Information Professionally**

Welcome to Week 8, where we will focus on the essential art of **Asking and Giving Information Professionally**. In the collaborative and fast-paced worlds of creative business and digital technology, the ability to efficiently and effectively exchange information is paramount for success. This week's lesson, **Information Exchange Skills**, will equip you with the strategies and linguistic tools to formulate clear questions, provide accurate and relevant details, and adapt your communication style to various professional contexts, ensuring smooth and productive interactions.

The Learning Outcomes for Week 8, Asking and Giving Information Professionally, are designed to enhance your information exchange skills crucial for effective collaboration and communication in professional settings, aligning with several course objectives. By the end of this week, you will be able to **formulate clear and effective questions** to elicit necessary information efficiently (CLO4 & CLO5). You will also be able to **provide accurate and relevant information** in response to inquiries, ensuring clear and effective communication (CLO1 & CLO5). Furthermore, you will **use appropriate language for different information-seeking contexts**, demonstrating adaptability and professionalism in various interactions (CLO2 & CLO9). Finally, you will **practice asking for and giving directions, details, and clarifications**, enhancing your practical communication skills for everyday workplace scenarios (CLO3 & CLO4).

This week focuses on the crucial communication skills involved in effectively seeking and providing information in various professional contexts relevant to creative business and digital technology.

In the collaborative and dynamic environments of creative business and digital technology, the ability to ask clear and effective questions and provide accurate and relevant information is paramount for efficient workflow, problem-solving, and successful project outcomes. This week will equip you with the linguistic tools and strategies to navigate information exchange professionally.

## **TOPIC 8: Information Exchange Skills**

8.1 Formulating clear and effective questions.

8.2 Providing accurate and relevant information.

8.3 Using appropriate language for different information-seeking contexts.

8.4 Practicing asking for and giving directions, details, and clarifications.

This week focuses on the crucial communication competencies involved in effectively seeking and providing information in professional contexts. It draws upon theories from communication studies, linguistics, information science, and organizational communication to provide a comprehensive understanding of this essential skill set (Clark, 1996; Brown & Levinson, 1987).

### **8.1 Formulating clear and effective questions.**

This topic examines the linguistic and strategic aspects of constructing inquiries that elicit the desired information efficiently and accurately. It draws upon principles of interrogative linguistics, pragmatics, and question design (Grice, 1975).

**8.1.1 Types of Questions:** Understanding different question types (e.g., open-ended, closed-ended, leading, probing,

hypothetical) is crucial. Interrogative linguistics analyzes the grammatical structures and semantic implications of these forms. Effective questioning involves strategically choosing the type of question based on the information needed and the context.

**8.1.2 Clarity and Precision:** Ambiguous or vague questions can lead to irrelevant or incomplete answers. Formulating clear questions requires precise language, avoiding jargon or technical terms the recipient might not understand, and focusing on a single piece of information at a time. Clarity in communication is a fundamental principle in communication studies.

- *Be Specific:* Avoid vague questions. Instead of “Can you tell me about the project?”, ask “Could you please provide an overview of the project timeline and key deliverables?”
- *Use Precise Language:* Choose words that accurately reflect the information you are seeking.
- *One Question at a Time:* Avoid asking multiple questions in a single sentence, as this can confuse the responder and lead to incomplete answers.

**8.1.3 Framing and Context:** The way a question is framed can influence the response. Framing theory suggests that the context in which information is presented (or a question is asked) affects its interpretation. Consider the power dynamics and the relationship with the person being asked.

*Effectiveness:* Your questions should be designed to elicit the specific information you require.

- *Open-ended vs. Closed-ended Questions:*
  - Open-ended questions (e.g., “How did you approach this design challenge?”) encourage detailed and elaborate answers, providing

broader insights. They often start with “How,” “Why,” “What,” “Tell me about...”

- Closed-ended questions (e.g., “Is the deadline next Friday?”) elicit brief, specific answers, often “yes” or “no,” or a short piece of factual information. They are useful for confirming details.
- *Leading Questions (Use with Caution)*: These are questions that subtly guide the responder towards a particular answer (e.g., “Don't you think this color scheme is more modern?”). While they can be used in specific persuasive contexts, they should be used sparingly when seeking objective information.
- *Probing Questions*: These are follow-up questions used to gain more in-depth information or clarification on a previous answer (e.g., “Could you elaborate on why you chose this particular software?”).
- *Hypothetical Questions*: These questions explore potential scenarios (e.g., “What would happen if we missed this deadline?”). They can be useful for risk assessment and planning.

**8.1.4 Purposeful Questioning:** Effective questions are driven by a clear purpose. Understanding the information gap and formulating questions directly aimed at filling that gap is essential for efficient communication. This aligns with principles of information seeking behavior in information science.

- *Use Polite Phrases*: Incorporate phrases like “Could you please,” “Would you mind telling me,” “I was wondering if you could clarify.”

- *Avoid Demanding Language:* Frame your questions as requests rather than demands.

**8.1.5 Active Listening and Follow-Up:** Asking effective questions is often intertwined with active listening. Paying close attention to the initial response allows for formulating relevant follow-up questions to clarify ambiguities, gather more detail, or explore related aspects. Active listening is a core communication skill.

**8.1.6 Cultural Considerations:** Questioning norms vary across cultures. Directness, the use of probing questions, and expectations around who can ask what questions can differ significantly. Cross-cultural communication research highlights these variations.

## **8.2 Providing accurate and relevant information.**

This aspect focuses on the linguistic and organizational skills required to convey information that is correct, pertinent, and meets the needs of the recipient. It draws upon principles of information delivery, knowledge management, and technical communication (Mehrabian, 1971; Reddy, 1979).

**8.2.1 Accuracy and Reliability:** Ensuring the information provided is factually correct and from reliable sources is paramount in professional contexts. This relates to the principles of information integrity and source evaluation in information science.

Ensure the information you provide is correct and based on reliable sources. If you are unsure, it's better to say so and offer to find out.

- *Verify Information:* Double-check facts, figures, and details before sharing them.



- *Cite Sources (When Necessary)*: If you are providing information based on research or external sources, briefly mention them.

**8.2.2 Relevance and Conciseness:** Providing information that directly addresses the question or need, without unnecessary details or tangents, is crucial for effective communication. Conciseness is a key principle in professional writing and speaking.

Provide information that directly answers the question asked or is pertinent to the topic at hand. Avoid going off on tangents or providing unnecessary details.

- *Listen Carefully to the Question*: Ensure you fully understand what is being asked before you respond.
- *Focus on the Key Points*: Highlight the most important information first.

**8.2.3 Clarity and Accessibility:** Presenting information in a clear, organized, and accessible manner is essential. This involves using appropriate language, structuring the information logically (e.g., using headings, bullet points), and considering the recipient's level of understanding. Technical communication principles emphasize clarity and audience adaptation.

Present the information in a way that is easy for the recipient to understand.

- *Use Clear and Simple Language*: Avoid jargon or technical terms that your audience might not be familiar with, or explain them if necessary.
- *Structure Your Response Logically*: Organize your information using bullet points, numbered lists, or a clear sequence of points.

- *Provide Examples (If Helpful):* Concrete examples can often make abstract information more understandable.

**8.2.4 Tailoring to the Audience:** Effective information providers consider the background, knowledge, and needs of the recipient and tailor their language and level of detail accordingly. This aligns with the principle of audience analysis in communication studies.

**8.2.5 Verification and Confirmation:** In critical situations, providing information might involve outlining the sources and methods used to verify its accuracy. Similarly, seeking confirmation that the recipient has understood the information is important.

**8.2.6 Ethical Considerations:** Providing information ethically involves being transparent about any limitations or biases, avoiding the spread of misinformation, and respecting confidentiality where necessary. Communication ethics is a vital aspect of professional conduct (Brown & Levinson, 1987).

*Completeness:* Ensure you provide all the necessary information to answer the question fully, without being overly verbose.

- *Anticipate Follow-up Questions:* Think about what the person might need to know next and try to include that information proactively.
- *Professional Tone:* Maintain a helpful, respectful, and professional tone when providing information.
- *Be Patient:* If someone is struggling to understand, rephrase your explanation or provide additional details calmly.
- *Help:* If you don't have all the information immediately, offer to follow up.

### 8.3 Using appropriate language for different information-seeking contexts.

This topic explores how the choice of language varies depending on the professional setting, the relationship between the communicators, and the nature of the information being exchanged. It draws upon sociolinguistics, discourse analysis, and organizational communication (Harris, 2003; Suchman, 1987).

**8.3.1 Formal vs. Informal Language:** The level of formality in language use can vary significantly depending on the context (e.g., presenting to senior management vs. a casual conversation with a colleague). Sociolinguistics examines how social factors influence language use.

- *Formal Contexts* (e.g., Client Meetings, Interactions with Senior Management):
  - *Asking Questions:* Use more formal language (e.g., “Could you please elaborate on...”, “I would be grateful if you could provide further details regarding...”). Avoid contractions and slang.
  - *Giving Information:* Maintain a professional tone, use precise language, and ensure your information is well-organized and supported by evidence if necessary.
- *Informal Contexts* (e.g., Team Meetings, Casual Interactions with Colleagues):
  - *Asking Questions:* More relaxed language is acceptable (e.g., “Can you tell me more about...”, “What do you think about...?”). Contractions are common.
  - *Giving Information:* You can be more conversational, but still ensure accuracy and

clarity. Avoid excessive slang or overly casual language.

**8.3.2 Power Dynamics:** Language choices can reflect and reinforce power dynamics within an organization. The way a subordinate asks a question of a superior might differ significantly from how a manager asks a question of a team member. Power in discourse is a key area of study in discourse analysis.

**8.3.3 Channel of Communication:** The medium used to exchange information (e.g., email, phone call, face-to-face meeting) can influence the appropriate language. Written communication often requires more formal and precise language than spoken communication.

**8.3.4 Industry-Specific Jargon:** While avoiding unnecessary jargon is important for clarity, using appropriate technical terms within a specific professional community can enhance efficiency and precision among experts. Understanding the lexicon of different professional fields is key.

**8.3.5 Cultural Norms:** As mentioned earlier, cultural differences in communication styles extend to information seeking and giving. Directness, politeness strategies, and expectations around questioning can vary significantly.

## **8.4 Practicing asking for and giving directions, details, and clarifications.**

This final point emphasizes the practical application of the principles discussed through specific types of information exchange. It draws upon applied linguistics, communication skills training, and scenario-based learning.

**8.4.1 Asking for Directions:** This involves using clear and concise language to request guidance, including specifying the starting point, destination, and any landmarks or constraints. It also involves understanding and interpreting the directions given. Giving Directions: This requires providing clear, sequential, and unambiguous instructions, often using spatial language and reference points. Visual aids (if possible) can enhance clarity.

- *Clarity of Language:* Use precise prepositions of place (e.g., next to, across from, behind) and directional terms (e.g., turn left, go straight).
- *Landmarks:* Refer to recognizable landmarks to make directions clearer.
- *Sequential Instructions:* Break down directions into logical steps.
- *Checking for Understanding:* Ask if the directions are clear.

**8.4.2 Asking for Details:** This involves using probing questions to gather specific information beyond a general overview. It requires identifying the gaps in understanding and formulating targeted inquiries.

- *Specific Questions:* Ask targeted questions to elicit the specific details you need (e.g., “What are the exact dimensions?”, “Could you specify the color code?”).
- *Providing Specific Information:* Be precise in your answers and avoid generalizations.

**8.4.3 Giving Details:** This requires organizing and presenting specific information in a logical and understandable manner, often involving providing examples or elaborations.

**8.4.4 Asking for Clarifications:** This involves identifying points of confusion and formulating specific questions to resolve them.

It requires tact and a willingness to acknowledge a lack of understanding.

- *Identifying Points of Confusion:* Clearly state what you don't understand (e.g., "I'm not clear on...").
- *Asking Specific Clarifying Questions:* Frame your questions to pinpoint the area of confusion (e.g., "Could you explain what you mean by 'agile methodology' in this context?").
- *Providing Clear Explanations:* Rephrase information, provide examples, or break down complex concepts to clarify them.
- *Checking for Understanding:* Ensure the other person has understood your clarification

**8.4.5 Giving Clarifications:** This involves rephrasing or elaborating on previously provided information in a way that addresses the recipient's confusion, often using different examples or analogies.

Through focused practice in these common information exchange scenarios, individuals can develop greater confidence and competence in asking for and giving information professionally.

These practice scenarios will involve role-playing, simulations, and discussions, allowing you to apply the principles and techniques discussed throughout the week and receive feedback on your effectiveness in asking for and giving information professionally. You will learn to adapt your communication style to different situations and build confidence in your information exchange skills.

By the end of Week 8, you will be well-equipped to ask clear and effective questions, provide accurate and relevant information, use appropriate language for various professional

contexts, and confidently navigate the essential skill of information exchange in your creative business and digital technology endeavors.

### **Summary**

Week 8, **Asking and Giving Information Professionally: Information Exchange Skills**, focused on developing the crucial abilities to effectively seek and provide information in professional contexts. We explored the principles of formulating clear and effective questions, emphasizing specificity and purpose. We also examined how to provide accurate and relevant information, highlighting clarity, completeness, and appropriate tone. The week underscored the importance of adapting language to different information-seeking scenarios, from formal client interactions to informal team discussions. Finally, we practiced asking for and giving specific types of information, such as directions, details, and clarifications, to enhance practical communication skills.

**Review Questions**

Refine your information exchange skills by considering the following review questions:

1. Describe two key characteristics of a clear and effective question in a professional setting. Provide an example of a vague question and rephrase it to be more effective.
2. What are two important considerations when providing accurate and relevant information to a colleague or client? Explain why each is important.
3. Explain how the language you use to ask for information might differ in a formal setting (e.g., addressing senior management) compared to an informal setting (e.g., speaking with a teammate). Provide a brief example of a question in each context.
4. Describe a situation where you might need to ask for clarification on a piece of information you received. What are two effective ways to ask for clarification politely and professionally?
5. Reflect on a time you either asked for or gave information in a professional context. What did you do well, and what is one thing you could have done differently based on what you learned this week to improve the exchange?





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## Week 9: Navigating Digital Conversations

Welcome to Week 9, where we will navigate the increasingly vital realm of **Digital Conversations**. In today's interconnected professional landscape, particularly within creative business and digital technology, effective online communication is paramount. This week's lesson, **Effective Online Communication**, will equip you with the essential principles of netiquette, strategies for writing impactful instant messages and forum posts, an understanding of synchronous and asynchronous communication, and practical techniques for clear and concise digital exchanges.

The Learning Outcomes for Week 9, Navigating Digital Conversations, are designed to enhance your proficiency in online communication, aligning with several key course objectives. By the end of this week, you will be able to **apply netiquette and demonstrate professional online behavior** in various digital interactions, contributing to your professional conduct and digital citizenship (CLO8 & CLO10). You will also be able to **write effective instant messages and online forum posts** that are clear, concise, and appropriate for the context (CLO4 & CLO5). Furthermore, you will **understand the nuances of asynchronous and synchronous digital communication**, enabling you to choose the most effective tools and manage communication effectively (CLO3 & CLO6). Finally, you will **practice clear and concise digital exchanges**, enhancing your overall written communication skills in online professional settings (CLO1 & CLO4).

This week focuses on the specific skills and considerations for professional communication in the digital realm, a critical aspect of working in creative business and digital technology.

In today's interconnected world, a significant portion of professional communication occurs online. Mastering the nuances of digital conversations, from instant messaging to online forums and asynchronous platforms, is crucial for effective collaboration, networking, and project management. This week will equip you with the knowledge and skills to navigate these digital landscapes professionally and effectively.

## **TOPIC 9: Effective Online Communication**

9.1 Netiquette and professional online behavior.

9.2 Writing effective instant messages and online forum posts.

9.3 Understanding the nuances of asynchronous and synchronous digital communication.

9.4 Practicing clear and concise digital exchanges.

This week explores the specific skills and considerations necessary for successful communication in digital environments. It draws upon theories from computer-mediated communication (CMC), media studies, social psychology, and information science to understand the unique dynamics of online interactions.

### **9.1 Netiquette and professional online behavior.**

This topic examines the social norms, ethical considerations, and professional expectations that govern online interactions. It draws upon research in social norms theory, media ethics, and studies of online communities.

**9.1.1 Social Norms in Digital Spaces:** Online environments, like physical ones, develop their own sets of expected behaviors and norms, often referred to as “netiquette” (Virginia Shea, 1994). These norms can vary across different platforms and communities. Social norms theory suggests that individuals conform to perceived group norms to gain acceptance and avoid social sanctions.

**9.1.2 Professional Identity Online:** Maintaining a professional image online is crucial, especially in work-related contexts.<sup>2</sup> This involves considering one's digital footprint and ensuring that online behavior aligns with professional values and organizational policies (boyd, 2014). Impression management theory is relevant here, as individuals strategically present themselves online.

**9.1.3 Ethical Considerations in CMC:** Digital communication raises unique ethical challenges, including issues of privacy, data security, intellectual property, and the potential for misrepresentation or harm (Ess, 2009). Media ethics provides frameworks for navigating these issues responsibly.

**9.1.4 Online Harassment and Cyberbullying:** Understanding and preventing online harassment and cyberbullying is a critical aspect of professional online behavior. Research in social psychology explores the dynamics of online aggression and the impact on individuals and communities (Smith et al., 2008).

**9.1.5 Digital Citizenship:** The concept of digital citizenship encompasses responsible and ethical behavior in the digital world, including respecting others, understanding online rights and responsibilities, and contributing positively to online communities (Ribble, 2015).

**9.2 Writing effective instant messages and online forum posts.** This aspect focuses on the linguistic strategies for clear, concise, and impactful written communication in real-time and asynchronous online environments. It draws upon principles of micro-discourse analysis, online writing pedagogy, and studies of digital discourse.

**9.2.1 Instant Messaging (IM) Strategies:** Effective IM requires brevity, clarity, and often a more informal tone than email. Using clear subject lines (if applicable), getting straight to the point, and employing appropriate emoticons or abbreviations (with caution) are key strategies (Crystal, 2008).

**Online Forum Post Construction:** Forum posts often require more context and detail than IMs. Clear topic headings, well-structured paragraphs, and respectful engagement with other users are important. Understanding the specific norms and expectations of each forum is crucial (Baym, 2010).

- *Instant Messages:*
  - *Brevity:* IM is typically used for short, quick exchanges. Get straight to the point.
  - *Clarity:* Ensure your messages are easy to understand, even without the context of a longer conversation.
  - *Context:* If you are joining an ongoing conversation, briefly reference the topic you are addressing.
  - *Professionalism:* Maintain a professional tone, even though IM is often more informal than email. Avoid excessive slang or overly casual language in workplace settings.
  - *Emojis (Use with Caution):* Emojis can help convey tone, but use them sparingly and appropriately in professional contexts.
  - *Readability:* Break up long messages into shorter paragraphs for easier reading on smaller screens.
  - *Availability Status:* Set your availability status (e.g., “Available,” “Busy,” “Away”) accurately to manage expectations for response times.

**9.2.2 Readability and Accessibility:** Writing for online environments requires attention to readability. Using shorter paragraphs, bullet points, and clear language can improve comprehension, especially on smaller screens. Web content accessibility guidelines (WCAG) provide principles for creating accessible online content.

**9.2.3 Tone and Emotion in Text:** Conveying tone and emotion effectively in text-based communication can be challenging. Using emoticons, careful word choice, and understanding the potential for misinterpretation are important considerations (Walther, 1992). Social presence theory explores the feeling of being psychologically present in mediated communication.

**9.2.4 Thread Management and Organization:** In forums and group chats, maintaining clear threads and using features like quoting and tagging can help organize discussions and ensure clarity.

- *Online Forum Posts:*
  - *Clear Subject Lines:* Use informative subject lines that accurately reflect the content of your post.
  - *Organization:* Structure your posts logically with clear paragraphs or bullet points if necessary.
  - *Relevance:* Stay on topic and contribute meaningfully to the discussion.
  - *Respectful Engagement:* Respond politely to other users, even if you disagree with their opinions.
  - *Quoting Appropriately:* When replying to a specific part of another user's post, use quoting features correctly to provide context.



- *Proofreading*: Take extra care to proofread forum posts, as they often become part of a permanent record.
- *Search Before Posting*: Before asking a question, check if the topic has already been discussed to avoid redundancy.
- *Consider Your Audience*: Be aware that forum posts can often be read by a wide audience, so maintain a professional demeanor.

### **9.3 Understanding the nuances of asynchronous and synchronous digital communication.**

This topic explores the distinct characteristics, advantages, and disadvantages of communication that occurs in real-time versus with a delay. It draws upon theories of time in communication, media synchronicity theory, and studies of virtual teams.

**9.3.1 Synchronous Communication:** This involves real-time interaction, such as video conferencing, phone calls, and instant messaging.<sup>10</sup> It allows for immediate feedback and can build rapport but requires participants to be available at the same time (Dennis & Valacich, 1999). Media synchronicity theory suggests that the effectiveness of communication depends on the media's ability to support shared understanding and convergence.

- *Synchronous Communication*: Occurs in real-time, requiring all participants to be present at the same time.
  - *Examples*: Video conferencing, audio calls, instant messaging (when a quick back-and-forth is expected), live chat.
  - *Nuances*: Requires immediate attention and response. Can be highly interactive and efficient for brainstorming or quick problem-solving. Requires coordination of schedules. Non-verbal

cues (especially in video calls) can play a significant role.

- *Best Practices:* Be punctual, mute your microphone when not speaking in calls, be prepared to engage actively, and be mindful of others' time zones.

**9.3.2 Asynchronous Communication:** This involves time-delayed interaction, such as email, discussion forums, and recorded video messages.<sup>13</sup> It offers flexibility and allows for more thoughtful responses but can lead to delays in communication and potential misunderstandings due to the lack of immediate feedback (Rice, 1984).

- *Asynchronous Communication:* Does not require participants to be online at the same time. Allows for communication with a delay between sending and receiving messages.
  - *Examples:* Email, online forums, shared documents with comments, project management platforms with task updates.
  - *Nuances:* Allows for more thoughtful and detailed responses. Provides a written record of communication. Requires clear subject lines and well-structured messages to ensure context is maintained over time. Response times can vary.
  - *Best Practices:* Use clear subject lines in emails, provide sufficient context in your messages, allow reasonable time for responses, and be mindful of the permanence of written communication.

**9.3.3 Media Choice and Appropriateness:** Selecting the appropriate communication medium (synchronous or asynchronous) depends on the urgency of the message, the complexity of the information, the need for immediate feedback, and the relationship between the communicators.

**9.3.4 Impact on Collaboration and Teamwork:** The choice of synchronous or asynchronous tools can significantly impact the dynamics and effectiveness of virtual teams. Understanding the strengths and weaknesses of each mode is crucial for successful online collaboration (Hertel et al., 2003).

**9.3.5 Cultural Preferences for Synchronicity:** Cultural norms can influence preferences for synchronous versus asynchronous communication. Some cultures may value immediate interaction more than others.

## **9.4 Practicing clear and concise digital exchanges.**

This final point emphasizes the practical application of the principles discussed through focused exercises in digital communication. It draws upon communication skills training, digital literacy pedagogy, and corpus linguistics (for analyzing effective digital language use).

**9.4.1 Writing Effective Emails:** Practicing writing clear subject lines, concise message bodies, and professional closing remarks is essential for email communication.

A clear subject line should accurately summarize the content of your message, allowing recipients to quickly understand its importance and context.

*Examples:* “Urgent: Website Downtime Alert,”  
 “Project X - Design Feedback Needed by EOD,”  
 “Question about API Integration.”

**9.4.2 Participating in Online Discussions:** Engaging in online forums and chat groups requires practicing clear and respectful contributions, responding thoughtfully to others, and maintaining focus on the topic.

**9.4.3 Using Collaborative Digital Tools:** Familiarizing oneself with and practicing using various digital collaboration tools (e.g., shared documents, project management platforms) effectively is crucial for professional communication.

**9.4.4 Adapting Communication Style:** Practicing adjusting one's communication style to different digital platforms and audiences is a key skill in navigating the diverse online landscape.

**9.4.5 Giving and Receiving Digital Feedback:** Providing constructive feedback on digital communication and being receptive to feedback on one's own online communication style are important for continuous improvement.

Understanding these academic perspectives and actively practicing clear and concise digital exchanges, individuals can enhance their effectiveness and professionalism in online environments.

- *Proofreading Carefully:* Errors in digital communication can appear unprofessional and can sometimes change the meaning of your message. Always proofread before sending.
- *Practicing Different Scenarios:* This week will involve exercises simulating various digital communication scenarios, such as:
  - Exchanging quick updates via instant messaging.
  - Participating in a discussion on an online forum.
  - Writing clear and concise emails for different purposes.

- Identifying the most appropriate digital communication tool for a given situation.
- Practicing clear and concise phrasing in digital exchanges.

By the end of Week 9, you will have a better understanding of netiquette, the nuances of different digital communication platforms, the distinctions between synchronous and asynchronous communication, and practical skills in conducting clear and concise digital exchanges, essential for navigating the online professional landscape of creative business and digital technology.

### Summary

**Week 9, Navigating Digital Conversations: Effective Online Communication**, focused on the essential skills for professional communication in the digital age. We explored the principles of netiquette and the importance of maintaining professional online behavior across various platforms. We examined strategies for writing effective and concise instant messages and engaging forum posts. The week also delved into the distinctions and nuances of asynchronous and synchronous digital communication, highlighting the appropriate use of each. Finally, we emphasized and practiced clear and concise digital exchanges to enhance efficiency and minimize misunderstandings in online professional interactions.

## Review Questions

Solidify your understanding of effective online communication by considering the following review questions:

1. Define “netiquette” and provide two specific examples of professional online behavior that demonstrate good netiquette.
2. What are two key considerations when writing effective instant messages in a professional context? How might these differ from writing a post on an online forum?
3. Explain the difference between synchronous and asynchronous digital communication. Provide one example of each and briefly describe a professional scenario where each would be most appropriate.
4. Why is clarity and conciseness particularly important in digital communication? Describe one strategy you can use to ensure your digital exchanges are clear and concise.
5. Reflect on a recent digital communication you participated in (e.g., an email exchange, a chat message, or a forum post). Identify one aspect of netiquette or effective digital communication discussed this week that you applied well, and one aspect you could improve upon in future online interactions.



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## **Week 10: Business Communication via Electronic Mail**

Welcome to Week 10, where we will focus on mastering a cornerstone of professional communication: **Business Communication via Electronic Mail**. In the digital age, particularly within creative business and technology, email remains a vital tool for correspondence. This week's lesson, **Mastering Business Emails**, will equip you with the essential strategies for writing professional, clear, and effective emails, ensuring your messages are well-received, understood, and achieve their intended purpose.

The Learning Outcomes for Week 10, Business Communication via Electronic Mail, are specifically designed to enhance your professional written communication skills, aligning with several key course objectives. By the end of this week, you will be able to **write professional and effective email subject lines** that capture attention and clearly convey the email's purpose, improving the efficiency of your communication (CLO4 & CLO5). You will also be able to **structure business emails clearly and concisely**, ensuring your messages are easy to read and understand, thus enhancing overall communication effectiveness (CLO1 & CLO5). Furthermore, you will **use appropriate tone and language for different email purposes**, demonstrating adaptability and professionalism in various written interactions (CLO2 & CLO9). Finally, you will **practice writing various types of business emails (requests, updates, confirmations)**, enhancing your practical application of effective written communication in common professional scenarios (CLO3 & CLO4).

This week focuses specifically on the critical skill of writing professional and effective emails in the context of creative business and digital technology.

In today's professional world, email remains a cornerstone of communication. Whether you're interacting with colleagues, clients, partners, or supervisors, your emails represent your professionalism and the clarity of your communication. Mastering the art of writing effective business emails is essential for building strong relationships, ensuring efficient workflows, and achieving your professional goals.

## **TOPIC 10: Mastering Business Emails**

10.1 Writing professional and effective email subject lines.

10.2 Structuring business emails clearly and concisely.

10.3 Using appropriate tone and language for different email purposes.

10.4 Practicing writing various types of business emails (requests, updates, confirmations).

This week focuses on the critical skills required for effective and professional communication through electronic mail in a business context. It draws upon principles from business communication, rhetoric, applied linguistics, and digital communication studies to provide a comprehensive understanding of email best practices.

### **10.1 Writing professional and effective email subject lines.**

This topic examines the linguistic and strategic elements of crafting subject lines that are clear, concise, and encourage recipients to open and understand the email's content. It draws upon research in attention economics, information retrieval, and rhetorical theory.

**10.1.1 Clarity and Conciseness:** Effective subject lines clearly and briefly indicate the email's main topic. Research in information retrieval highlights the importance of keywords for

efficient information management (Baeza-Yates & Ribeiro-Neto, 1999). Vague or overly long subject lines can lead to emails being overlooked or misunderstood.

Your subject line should clearly indicate the topic or purpose of your email. Avoid vague or generic subject lines like “Hi,” “Question,” or “Important.”

- *Instead of:* “Meeting”
- *Use:* “Meeting Request: Project X Kick-off - Proposed Time: [Date]”
- *Instead of:* “Update”
- *Use:* “Project Y Update: Progress on Key Deliverables”

Keep your subject line brief and to the point, ideally under 50 characters so it’s fully visible on most devices.

- *Avoid:* “Regarding the upcoming presentation slides that we discussed earlier this week and need to finalize by Friday.”
- *Use:* “Presentation Slides - Final Review Needed by Friday”

**10.1.2 Relevance and Specificity:** Subject lines should accurately reflect the email's content and be specific enough to allow recipients to prioritize and categorize emails effectively. Rhetorical theory emphasizes the importance of clarity and accuracy in communication to build credibility (Aristotle, trans. 1991).

**10.1.3 Action-Oriented Language:** When appropriate, using action verbs in the subject line can prompt immediate attention and indicate the desired recipient action (e.g., “Action Required: Approve Budget Proposal”). This aligns with principles of call to action in persuasive communication.

If your email requires the recipient to act, include a clear call to action in the subject line.

*Examples:* “Action Required: Approve Design Mockups,” “Your Input Needed: Website Content Strategy,” “RSVP: Team Lunch on Friday”

**10.1.4 Urgency and Importance Cues:** Strategically using cues to indicate urgency (e.g., “Urgent,” “Immediate Action Needed”) or importance (e.g., “Important Update,” “Key Information”) can influence how recipients prioritize their inbox (Sundar et al., 2003). However, overuse can diminish their effectiveness.

**10.1.5 Contextual Information:** Including relevant contextual information, such as project names, meeting dates, or reference numbers, in the subject line can help recipients quickly identify the email's relevance to their current tasks.

*Keywords and Context:* Include relevant keywords that will help the recipient quickly understand the context of your email.

*Examples:* “[Project Name] - Budget Approval Request,” “[Client Name] - Proposal for Social Media Campaign”

**10.1.6 Avoiding Ambiguity and Misleading Language:** Subject lines should avoid ambiguity, jargon that the recipient might not understand, and any language that could be perceived as misleading or spam-like (Zuckerman, 2008).

**10.1.7 Personalization** (When Appropriate): If the email is specifically for one person or a small group, including their name or the project name can increase the likelihood of it being opened.

*Example:* “John: Feedback on Initial Design Concepts”

**10.1.8 Following Company Conventions:** Be aware of any email subject line conventions or prefixes used within your organization (e.g., using “[ACTION]” or “[INFO]”).

## **10.2 Structuring business emails clearly and concisely.**

This aspect focuses on the organizational and linguistic principles for writing email bodies that are easy to read, understand, and act upon. It draws upon research in document design, plain language movement, and business writing pedagogy.

**10.2.1 Clear Opening:** Business emails should start with a clear and direct opening that states the purpose of the email. This aligns with the principle of “getting to the point” in professional communication (Treece, 2004).

*Professional Greeting:* Begin your email with a professional salutation appropriate for your relationship with the recipient (e.g., “Dear Mr./Ms. [Last Name],” “Hello [First Name],” “Hi team,”).

*Clear Opening Statement:* Immediately state the purpose of your email in the first sentence or two. Don't make the recipient guess why you are writing.

- *Direct Approach:* “I am writing to request your approval for the marketing budget.”
- *Contextual Approach:* “Following our meeting this morning, I am sending over the revised project timeline for your review.”

**10.2.2 Logical Organization:** Information within the email should be organized logically, often using paragraphs to separate different points. Using headings, bullet points, and numbered lists can enhance readability and make it easier for recipients to scan and digest information (Redish, 2012).

**10.2.3 Conciseness and Brevity:** Business professionals are often time-constrained, so emails should be as concise as possible, avoiding unnecessary words or lengthy explanations. The principle of brevity is crucial in effective business writing (Murphy & Hildebrandt, 1991). Get straight to the point and avoid unnecessary jargon, lengthy sentences, or rambling. Use strong verbs and eliminate redundant phrases (as discussed in Week 5).

**10.2.4 Call to Action** (if applicable): If the email requires the recipient to act, this should be clearly stated, preferably towards the end of the email, with specific instructions and deadlines if necessary.

Clearly state what you need the recipient to do and by when.

*Examples:* “Please review the attached document and provide your feedback by the end of the day on Friday.” “Could you please send me the updated sales figures by tomorrow morning”

**10.2.5 Professional Closing:** Emails should end with a professional closing (e.g., “Sincerely,” “Regards”) followed by the sender's name and relevant contact information.

*Attachments:* If you are including attachments, mention them clearly in the body of your email.

*Example:* “Please find attached the project proposal and budget breakdown.”

*Professional Closing:* End your email with a professional closing appropriate for your relationship with the recipient (e.g., “Sincerely,” “Best regards,” “Thank you for your time,”).

*Signature:* Include a professional email signature with your name, title, company, and contact information.

**10.2.6 Proofreading and Editing:** Before sending, emails should be carefully proofread for errors in grammar, spelling,

and punctuation to maintain professionalism and avoid misunderstandings (Strunk & White, 2000).

### **10.3 Using appropriate tone and language for different email purposes.**

This topic explores how the choice of vocabulary, sentence structure, and overall tone should be adapted based on the email's objective, the recipient, and the context of the communication. It draws upon research in interpersonal communication, rhetorical adaptation, and professional discourse.

**10.3.1 Formal vs. Informal Tone:** The level of formality should be appropriate for the relationship with the recipient and the organizational culture. Emails to superiors or external stakeholders often require a more formal tone than those to close colleagues (Guffey & Loewy, 2019).

**10.3.2 Positive and Courteous Language:** Using polite and respectful language is essential for maintaining positive professional relationships. This includes using phrases like “please,” “thank you,” and avoiding accusatory or negative language.

Even when delivering negative news, strive for a professional and respectful tone. Avoid accusatory or emotional language. Frame negative information constructively.

- *Instead of:* “Your proposal was rejected because it was poorly written.”
- *Use:* “Thank you for submitting your proposal. While we appreciate your effort, we will be moving forward with another option at this time. We encourage you to apply again in the future.”



**10.3.3 Persuasive Language:** When the email's purpose is to persuade, the language should be tailored to the recipient's needs and motivations, using logical arguments and appealing to their interests (Cialdini, 2007).

**10.3.4 Neutral and Objective Language:** For emails conveying factual information or updates, a neutral and objective tone is usually most appropriate, avoiding emotional language or personal opinions.

**10.3.5 Empathetic Language:** In sensitive situations, such as delivering bad news or addressing complaints, using empathetic language that acknowledges the recipient's feelings is crucial (Rogers, 1957).

**10.3.6 Clarity and Avoiding Ambiguity:** Regardless of the purpose, the language used should be clear and unambiguous to prevent misinterpretations. Avoiding jargon or technical terms that the recipient might not understand is important.

## **10.4 Practicing writing various types of business emails (requests, updates, confirmations).**

This final point emphasizes the practical application of the principles discussed through focused exercises in composing different types of common business emails. It draws upon genre analysis, business communication pedagogy, and corpus studies of business email communication.

**10.4.1 Writing Effective Requests:** Requests should be clear, specific, and polite, stating what is being asked and why. Providing necessary context and deadlines is also important.

**10.4.2 Writing Informative Updates:** Updates should be concise, well-organized, and provide relevant information to the recipients. Using bullet points or summaries can enhance readability.

**10.4.3 Writing Clear Confirmations:** Confirmations should clearly state what is being confirmed (e.g., receipt of information, meeting attendance, task completion) and include any relevant details.

**10.4.4 Writing Professional Responses:** Responding to emails promptly and professionally is crucial. Responses should directly address the sender's message and provide the necessary information or action.

**10.4.5 Writing Effective Follow-Up Emails:** Knowing when and how to follow up on previous emails is important for ensuring timely action. Follow-ups should be polite and refer to the original message.

This section will involve practical exercises in drafting different types of business emails that you will commonly encounter.

- *Requests:* Emails asking for information, action, or approval.
  - *Focus:* Clear statement of what you need, why you need it, and any relevant deadlines. Use polite and professional language.
- *Updates:* Emails providing information about progress, changes, or events.
  - *Focus:* Clear subject line indicating the topic, concise and organized information, highlighting key points and any required follow-up.

- *Confirmations:* Emails acknowledging receipt of information, acceptance of proposals, or confirmation of arrangements.
  - *Focus:* Clear subject line indicating confirmation, concise statement of what is being confirmed, and any relevant details or next steps.
- *Follow-up Emails:* Emails sent to remind recipients of pending actions or to follow up on previous correspondence.
  - *Focus:* Referencing the previous email, clearly stating the purpose of the follow-up, and maintaining a polite and professional tone.
- *Introduction Emails:* Emails introducing yourself to a new contact or connecting two people.
  - *Focus:* Clear subject line indicating the purpose, brief introduction of yourself (if applicable), and a concise explanation of why you are making the introduction.
- *Responding to Inquiries:* Emails providing answers to questions or addressing concerns.
  - *Focus:* Clear and direct responses to all points raised, professional and helpful tone, and offering further assistance if needed.

Understanding these academic perspectives and actively practicing writing various types of business emails, individuals can significantly enhance their effectiveness and professionalism in this critical mode of business communication.

These practice scenarios will allow you to apply the principles of effective email writing and receive feedback on your clarity, conciseness, tone, and professionalism. You will learn to adapt your email writing style to different purposes and audiences, becoming a more confident and effective communicator via electronic mail.

Upon completing Week 10, you will possess a robust comprehension of the strategies for composing professional and impactful business emails—a foundational competency for navigating the digitally intensive landscape of creative business and technology.

### **Summary**

Week 10, **Business Communication via Electronic Mail: Mastering Business Emails**, focused on the essential skills for writing professional and effective emails in a business context. We explored the crucial role of compelling subject lines in ensuring emails are opened and prioritized. We examined strategies for structuring email content clearly and concisely for optimal readability and understanding. The week also emphasized the importance of using appropriate tone and language tailored to different email purposes and recipients. Finally, we practiced drafting various common types of business emails, including requests, updates, and confirmations, to solidify practical application of these principles.

## Review Questions

Refine your email communication skills by considering the following review questions:

1. Describe three key characteristics of a professional and effective email subject line. Provide an example of a weak subject line and rewrite it to be more effective based on these characteristics.
2. Explain two strategies for structuring the body of a business email clearly and concisely. Why is good structure important in email communication?
3. Discuss the importance of using appropriate tone in business emails. Describe a scenario where a formal tone would be necessary and another where a more informal tone might be acceptable (within professional boundaries).
4. When writing a business email that requires the recipient to act, what are two key elements you should include to ensure they understand what is expected of them?
5. Reflect on a business email you have recently sent or received. Identify one aspect of the email (subject line, structure, tone, or call to action) that was particularly effective or could have been improved based on the principles discussed this week. Explain your reasoning.

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## Week 11: Managing Schedules and Appointments

Welcome to Week 11, where our focus shifts to the practical skill of **Managing Schedules and Appointments**. In the dynamic and collaborative environments of creative business and digital technology, efficient organization and time management are paramount. This week's lesson, **Language for Organization**, will equip you with the specific vocabulary and communication strategies needed to effectively inquire about availability, arrange meetings, confirm details, and handle rescheduling with professionalism and clarity, ensuring smooth and productive workflow.

The Learning Outcomes for Week 11, Managing Schedules and Appointments, are designed to enhance your organizational and communication skills in professional contexts, aligning with several key course objectives. By the end of this week, you will be able to **ask for and give information about availability** clearly and politely, facilitating efficient scheduling (CLO4 & CLO5). You will also be able to **make, confirm, and reschedule appointments** using appropriate language, ensuring clarity and minimizing scheduling conflicts (CLO3 & CLO5). Furthermore, you will **use appropriate language for telephone and email appointment arrangements**, demonstrating adaptability and professionalism across different communication channels (CLO2 & CLO9). Finally, you will **practice scheduling scenarios**, enhancing your practical application of these language skills in realistic professional situations (CLO6 & CLO4).

This week focuses on the specific language and communication strategies required for effectively managing your professional schedule and appointments, a crucial skill for productivity and collaboration in creative business and digital technology.



Efficiently managing your time and coordinating schedules with others is vital for success in any professional environment. This week will equip you with the language necessary to inquire about availability, arrange meetings, confirm appointments, and handle rescheduling, both verbally and in writing.

## **TOPIC 11: Language for Organization**

This week focuses on the specific linguistic skills required for effectively managing schedules and appointments in professional contexts. It draws upon principles from pragmatics, discourse analysis, organizational communication, and applied linguistics to understand the nuances of this essential organizational competency.

### **11.1 Asking for and giving information about availability.**

This topic examines the linguistic strategies used to inquire about and communicate one's availability for meetings, appointments, or other commitments. It draws upon research in speech act theory, politeness theory, and studies of interpersonal communication.

**11.1.1 Direct vs. Indirect Requests:** Asking about availability can range from direct inquiries (“Are you free on Tuesday?”) to more indirect approaches (“I was wondering if you might have some time next week”). Speech act theory (Searle, 1969) categorizes these as different types of directive speech acts. The choice often depends on the power dynamics and the relationship between the communicators, as well as cultural norms.

*Asking About Availability (General Inquiries):*

- *Open-ended Questions:* “What is your availability like next week?” “When would be a

good time for you to meet?” “Are you free sometime on Tuesday?”

- *More Specific Questions*: “Would Monday afternoon work for you?” “Are you available between 2 PM and 4 PM on Wednesday?” “Could you let me know your availability for a quick call sometime this week?”
- *Polite Phrases*: “I was wondering if you might be free to...”, “Would it be possible for us to meet...”, “Could you please let me know when you are available...”

*Asking About Availability* (Suggesting Specific Times):

- *Offering Options*: “Would either Tuesday at 10 AM or Wednesday at 3 PM work for you?” “Are you free on Friday morning? If not, how about Monday afternoon?”
- *Checking a Specific Time*: “Are you available at 2:30 PM on Thursday?” “Does 11 AM next Monday suit your schedule?”

**11.1.2 Politeness Strategies:** When asking about someone’s availability, employing politeness strategies (Brown & Levinson, 1987) is crucial to mitigate potential imposition. This can involve using hedging language (“Would you happen to be available...”), giving options (“Would Tuesday or Wednesday work for you?”), or offering reasons for the request.

**11.2.3 Providing Availability Information:** When communicating one’s own availability, clarity and specificity are key. This involves clearly stating available times or indicating periods of unavailability. Offering alternatives or suggesting ways to find a suitable time demonstrates cooperation.

*Giving Information About Your Availability:*

- *Stating Availability Directly*: “I’m available all day on Tuesday.” “My schedule is open on Friday morning.”
- *Stating Specific Available Times*: “I’m free between 9 AM and 11 AM on Monday, and again from 2 PM to 4 PM on Wednesday.”
- *Stating Unavailability*: “I’m fully booked next week.” “I won’t be available on Thursday due to another commitment.” “Unfortunately, I have a conflict at that time.”
- *Offering Alternatives*: “I’m not free then, but how about [alternative time/day]?” “That time doesn’t work for me, but I do have availability on [another day/time].”

**11.2.4 Handling Conflicting Schedules:** Linguistically navigating scheduling conflicts requires tact and professionalism. This often involves apologizing for the inconvenience, explaining the conflict briefly, and proposing alternative times or solutions.

**11.2.5 Temporal Language:** Precise use of temporal expressions (e.g., “on Tuesday at 2 PM,” “next week sometime,” “before the end of the month”) is essential for avoiding ambiguity when discussing availability.

## **11.2 Making, confirming, and rescheduling appointments.**

This aspect focuses on the linguistic protocols and strategies involved in arranging, verifying, and altering scheduled meetings or appointments. It draws upon research in transactional analysis, organizational rhetoric, and studies of appointment management systems.

**11.2.1 Making Appointments:** Initiating an appointment often involves stating the purpose of the meeting, proposing potential times, and asking for confirmation. Clarity about the duration and location (if applicable) is also important.

*Making Appointments:*

- *Proposing a Time:* “How about we schedule a meeting for Tuesday at 10 AM?” “I’d like to book a call with you for about 30 minutes sometime next week.”
- *Confirming Agreement:* “Great, let’s go ahead and schedule it for [day] at [time].” “So, we’re all set for [day] at [time] then.”

**11.2.2 Confirming Appointments:** Confirming an appointment serves to ensure mutual understanding of the agreed-upon time, date, and location. This often involves restating the key details and expressing anticipation for the meeting.

*Confirming Appointments:*

- *Sending a Confirmation:* “Just confirming our meeting for [day] at [time] at [location/via [platform]].” “This email confirms your appointment for [service] on [day] at [time].”
- *Requesting Confirmation:* “Could you please confirm if [day] at [time] works for you?” “Please reply to this email to confirm your attendance.”

**11.2.3 Rescheduling Appointments:** Rescheduling requires acknowledging the need for change, apologizing for any inconvenience, providing a brief reason (if appropriate), and proposing alternative times. Politeness and flexibility are crucial.

- *Requesting to Reschedule:* “I’m so sorry, but due to an unforeseen conflict, I need to reschedule our appointment for [day] at [time]. Would you

be available on [alternative day/time]?”  
 “Something has come up, and I won't be able to make our scheduled meeting. I apologize for any inconvenience. When would be a good time to reschedule?”

- *Offering Alternatives When Rescheduling:* “Unfortunately, I have a conflict on Tuesday. Would Wednesday afternoon or Thursday morning work for you instead?”
- *Responding to a Reschedule Request:* “Yes, [alternative time/day] works for me. Thank you for letting me know.” “I understand. Let's reschedule for [new day/time].”
- *Confirming the Rescheduled Appointment:* “Okay, our meeting is now scheduled for [new day] at [new time].”

**11.2.4 Written vs. Spoken Arrangements:** The language used for making, confirming, and rescheduling appointments can vary depending on the communication channel (e.g., email, phone, in-person). Written communication often requires more formal and explicit language.

**11.2.5 Use of Technology:** Digital calendaring tools and appointment scheduling systems often have their own linguistic conventions (e.g., automated confirmations, reminder notifications). Understanding and effectively using the language within these systems is important.

### **11.3 Using appropriate language for telephone and email appointment arrangements.**

This topic explores the channel-specific linguistic considerations for managing schedules and appointments via phone and email. It draws upon research in telephone discourse

analysis, email communication studies, and mediated communication.

**11.3.1 Telephone Appointment Arrangements:** Phone conversations for scheduling often involve more informal language initially, but require clear articulation of times and dates. Prosodic features (e.g., intonation, pauses) can play a role in conveying politeness and flexibility. Summarizing the agreed-upon details at the end of the call is crucial for confirmation (Hopper, 1992).

*Telephone:*

- *Clear and Concise Speech:* Speak clearly and at a moderate pace.
- *Polite Introductions:* Identify yourself and the reason for your call.
- *Direct Questions About Availability:* Get straight to the point about scheduling.
- *Confirming Details Verbally:* Repeat the date, time, and location to ensure accuracy.
- *Using Hold Appropriately:* If you need to check your calendar, ask if the person minds holding.
- *Professional Closing:* End the call politely, summarizing the agreed-upon details.
- *Example:* “Good morning, [Name]. This is [Your Name] from [Your Company]. I’m calling to schedule a brief meeting to discuss [topic]. What is your availability like next week?”

**11.3.2 Email Appointment Arrangements:** Email exchanges for scheduling often require more formal and explicit language. Clearly stating the purpose, proposing specific times or ranges, and using clear calls to action (e.g., “Please let me know if either of these times works for you”) are important. Maintaining a clear

thread and confirming the final arrangement in writing is essential (Baron, 2003).

*Email:*

- *Clear Subject Lines:* As discussed in Week 10, use informative subject lines like “Meeting Request: [Project Name],” “Appointment Confirmation,” or “Reschedule Request.”
- *Concise and Organized Body:* Clearly state your purpose (requesting, confirming, rescheduling) at the beginning. Use bullet points for options or details.
- *Professional Tone:* Maintain a polite and professional tone throughout the email.
- *Providing Options (for Scheduling):* Offer specific time slots or ask for the recipient's availability.
- *Requesting Confirmation:* Explicitly ask the recipient to confirm the appointment.
- *Including All Necessary Details:* Date, time, location/link, duration, purpose.
- *Example (Reschedule Request):*
  - Subject: Reschedule Request: Project Brainstorm
  - Body: Dear [Name],
  - I am writing to sincerely apologize, but due to an unforeseen conflict, I won't be able to make our scheduled brainstorm meeting for Project X on Tuesday at 2 PM.
  - Would either Wednesday at 10 AM or Thursday at 11 AM work for you instead?
  - I apologize for any inconvenience this may cause. Please let me know your availability.
  - Best regards,
  - [Your Name]

**11.3.3 Channel Choice:** The choice between phone and email for scheduling can depend on factors such as urgency, complexity, and the relationship with the other party. Phone calls might be preferred for urgent changes or complex negotiations, while email provides a written record and allows for more asynchronous communication.

**11.3.4 Professional Tone:** Regardless of the channel, maintaining a professional and courteous tone is essential in all appointment-related communications.

#### **11.4 Practicing scheduling scenarios.**

This final point emphasizes the importance of applying the learned linguistic strategies through practical exercises and simulations of real-world scheduling situations. It draws upon scenario-based learning, role-playing, and communication skills training.

**11.4.1 Simulating Appointment Requests:** Practicing initiating requests for meetings or appointments in various scenarios (e.g., with superiors, colleagues, clients) helps develop confidence and refine linguistic choices.

**11.4.2 Responding to Scheduling Conflicts:** Role-playing situations involving scheduling conflicts allows for practicing tactful and effective ways to propose alternatives or negotiate solutions.

**11.4.3 Confirming and Rescheduling Practice:** Engaging in exercises that require confirming or rescheduling appointments helps solidify understanding of the necessary linguistic elements and professional tone.



**11.4.4 Channel-Specific Practice:** Practicing scheduling scenarios via both phone (simulated) and email helps develop channel-appropriate communication skills.

**11.4.5 Analyzing Scheduling Interactions:** Examining examples of effective and ineffective scheduling communications can provide valuable insights into best practices.

This week will involve practical exercises to help you apply the language of managing schedules and appointments in realistic professional situations.

- Role-playing phone calls to schedule meetings.
- Drafting emails to request, confirm, and reschedule appointments.
- Responding to various scheduling requests and conflicts.
- Practicing negotiating meeting times and finding mutually convenient slots.

Discussing strategies for managing your own calendar effectively.

Understanding these academic perspectives and actively practicing scheduling scenarios, individuals can significantly enhance their organizational skills and professional communication competence in managing appointments and schedules.

These scenarios will provide you with the opportunity to use the language learned and receive feedback on your clarity, politeness, and effectiveness in handling scheduling matters. You will gain confidence in your ability to organize your time and coordinate with others professionally.

By the end of Week 11, you will be proficient in using the appropriate language for asking about availability, making, confirming, and rescheduling appointments via both telephone and email, a crucial skill for effective organization and collaboration in the creative business and digital technology fields.

### **Summary**

Week 11, **Managing Schedules and Appointments: Language for Organization**, focused on the essential communication skills for effective time management and coordination. We explored how to ask for and provide information about availability in a clear and polite manner. We also covered the language used for making initial appointments, confirming the details, and handling necessary rescheduling. The week emphasized the importance of using appropriate language for both telephone and email when arranging appointments, considering the nuances of each medium. Finally, we focused on practicing various scheduling scenarios to apply these language skills in realistic professional contexts.

## **Review Questions**

Sharpen your organizational communication skills by considering the following review questions:

1. Describe two different ways to ask about someone's availability for a meeting, using polite and professional language. Provide an example of each.
2. What are the key pieces of information you should include when confirming an appointment via email? Why is it important to provide these details?
3. Explain the difference in approach and language you might use when requesting to reschedule an appointment via telephone versus via email.
4. Describe a professional scenario where offering alternative times for a meeting is a good strategy. Provide an example of how you might phrase this.
5. Reflect on a time you had to schedule or reschedule a meeting or appointment. What language did you use? Based on what you learned this week, what is one thing you might do differently next time to improve the process?

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## Week 12: Note-Taking and Daily Work Schedules

Welcome to Week 12, where we will focus on the essential skills of **Note-Taking and Daily Work Schedules**. In the dynamic and often demanding environments of creative business and digital technology, the ability to effectively document crucial information and organize your workday is paramount for productivity and success. This week's lesson, **Documenting and Organizing Information**, will equip you with practical strategies and language for capturing key details from meetings and presentations, as well as for creating and managing personal schedules to optimize your time and workflow.

The Learning Outcomes for Week 12, Note-Taking and Daily Work Schedules, are designed to enhance your information management and organizational skills, aligning with several key course objectives. By the end of this week, you will be able to **develop effective note-taking strategies during meetings and presentations**, enabling you to accurately capture and retain crucial information (CLO4 & CLO6). You will also **understand different formats for daily work schedules**, allowing you to select and utilize methods that optimize your personal productivity and workflow (CLO3 & CLO7). Furthermore, you will be able to **use language to clearly outline tasks and priorities** in your schedules and communications, ensuring clarity and efficient task management (CLO1 & CLO5). Finally, you will **practice note-taking and creating personal schedules**, enhancing your practical application of these skills in managing your daily work effectively (CLO4 & CLO6).

This week focuses on the essential skills for capturing key information and structuring your workday effectively, both crucial for productivity and organization in creative business and digital technology.

In the fast-paced and information-rich environments of creative business and digital technology, the ability to accurately document key information and organize your daily tasks is paramount. Effective note-taking ensures you capture crucial details from meetings and presentations, while well-structured daily schedules help you manage your time, prioritize tasks, and stay on track. This week will equip you with strategies and language for both of these essential skills.

## **TOPIC: 12. Documenting and Organizing Information**

12.1 Developing effective notetaking strategies during meetings and presentations.

12.2 Understanding different formats for daily work schedules.

12.3 Using language to clearly outline tasks and priorities.

12.4 Practicing note-taking and creating personal schedules.

This week focuses on the cognitive and linguistic skills involved in effectively capturing and structuring information from meetings and presentations, as well as organizing daily work tasks. It draws upon principles from cognitive psychology, information processing, organizational studies, and applied linguistics.

### **12.1 Developing effective note-taking strategies during meetings and presentations.**

This topic examines various methods and cognitive processes involved in capturing key information efficiently and effectively during spoken discourse. It draws upon research in cognitive load theory, dual coding theory, and studies of learning and memory.

*Identifying Key Information:* Learn to discern the most important information. This often includes:

- *Main Ideas*: The central themes or arguments being presented.
- *Key Supporting Details*: Evidence, examples, and explanations that support the main ideas.
- *Action Items*: Specific tasks assigned to individuals or teams, along with deadlines.
- *Decisions Made*: Agreements reached or resolutions adopted during the discussion.
- *Key Terms and Concepts*: New vocabulary or ideas that are central to the topic.
- *Contact Information*: Names, titles, and contact details of relevant individuals.
- *Dates and Times*: Important deadlines, follow-up meeting times, or event schedules.

*Different Note-Taking Methods*: Experiment with various methods to find what works best for you and the specific context:

- *Linear Notes*: Traditional method of writing notes in a continuous, paragraph-like format. Can be less structured and harder to quickly scan for specific information later.
- *Bullet Points*: Organizing information under main headings using bullet points. This creates a hierarchical structure and improves readability.
- *Mind Mapping*: A visual method that starts with a central idea and branches out with related concepts and details. Useful for brainstorming and understanding connections between ideas.
- *Cornell Note-Taking Systems*: Dividing your page into three sections: main notes (largest section), cues (left-hand column for keywords or questions), and a summary (bottom section for a brief overview after the session). This promotes active recall and synthesis.



- *Shorthand and Abbreviations*: Develop your own system of abbreviations and symbols for frequently used words or phrases to save time. Just ensure they are understandable to you later.
- *Visual Cues*: Use diagrams, charts, or sketches to represent information visually, especially for complex processes or data.

*Language for Capturing Information Quickly and Effectively:*

- *Keywords and Phrases*: Focus on writing down key terms and short phrases rather than full sentences. You can elaborate later if needed.
- *Action Verbs*: Use strong action verbs to clearly identify tasks (e.g., “Review proposal by Friday,” “Contact John re: budget”).
- *Questions*: If something is unclear, jot down a question mark or the specific question to remind yourself to seek clarification later.
- *Symbols and Codes*: Use symbols (e.g., \*, !, ?, ->) to highlight important points, indicate urgency, or show relationships between ideas.
- *Color-Coding* (if taking handwritten notes): Using different colored pens can help categorize information (e.g., red for action items, blue for key concepts).

*Tools for Note-Taking*: Consider various tools based on your preferences and the meeting format:

- *Pen and Paper*: Simple, reliable, and doesn't require technology.
- *Digital Note-Taking Apps* (e.g., Evernote, OneNote): Offer features like tagging, searchability, and the ability to embed files.
- *Tablet with Stylus*: Combines the tactile feel of writing with digital organization.

- *Live Transcription Services*: Some meetings or presentations may offer automated transcription, which can be a valuable supplement to your own notes.

**12.1.1 Cognitive Load Management:** Effective note-taking aims to reduce cognitive load by externalizing information, allowing the brain to focus on understanding and processing the content (Sweller, 1988). Different note-taking methods impose varying levels of cognitive demand.

**12.1.2 Active Listening and Information Filtering:** Note-taking is not just transcription; it involves active listening to identify key concepts, arguments, and action items, filtering out less relevant information. This aligns with models of selective attention in cognitive psychology (Broadbent, 1958).

**12.2.3 Linear vs. Non-Linear Methods:** Traditional linear note-taking (taking notes in a sequential, paragraph-like format) can be contrasted with non-linear methods like mind mapping or Cornell notes, which structure information spatially and hierarchically to enhance understanding of relationships between concepts (Buzan, 1993). Dual coding theory (Paivio, 1986) suggests that using both visual and verbal representations can improve memory and comprehension.

**12.2.4 Abbreviation and Symbol Use:** Employing personal abbreviations, symbols, and acronyms can significantly increase note-taking speed. However, consistency and clarity are crucial for later understanding. This relates to principles of efficient encoding in memory research.

**12.4.5 Technology-Enhanced Note-Taking:** The use of digital tools (e.g., laptops, tablets, note-taking apps) offers advantages

like searchability, organization, and the ability to integrate multimedia. However, it also presents challenges related to distraction and potential for verbatim transcription without deep processing (Mueller & Oppenheimer, 2014).

**12.4.6 Post-Processing and Elaboration:** Reviewing and elaborating on notes after a meeting or presentation is a crucial step in consolidating understanding and improving retention. This aligns with the levels of processing theory in memory ( Craik & Lockhart, 1972).

## **12.2 Understanding different formats for daily work schedules.**

This aspect focuses on the various structural approaches to organizing daily tasks and time, considering their advantages and disadvantages for different work styles and contexts. It draws upon research in time management, organizational psychology, and human factors.

**12.2.1 Time-Blocked Schedules:** This format involves allocating specific time slots for particular tasks, promoting focused work and minimizing context switching (Newport, 2016). It aligns with principles of focused attention and deep work.

Allocating specific blocks of time in your day for particular tasks or types of work. This provides a structured framework and helps prevent reactive work from taking over.

- *Visual Representation:* Often represented as a visual timeline with blocks of color or shading indicating different activities.
- *Level of Detail:* Can range from broad *blocks* (e.g., “Morning: Project X,” “Afternoon: Emails

and Admin”) to very specific time slots for individual tasks.

**12.2.2 Task-Based Schedules:** This format prioritizes listing tasks to be completed during the day, often ordered by priority or deadline. It offers flexibility but can sometimes lead to less structured time management.

A simple list of things you need to accomplish during the day. Can be prioritized or ordered based on deadlines or importance.

- *Digital Tools* (e.g., ToDoist, Microsoft To Do): Allow for task management, setting deadlines and reminders, and collaboration.
- *Analog Lists* (e.g., handwritten lists in a notebook): Simple and direct.

**12.2.3 Hybrid Schedules:** Many individuals use a combination of time-blocking and task-based approaches, allocating specific time for high-priority tasks while maintaining a flexible list for less time-sensitive activities.

**12.2.4 Digital vs. Analog Schedules:** The choice between digital (e.g., calendar apps, task management software) and analog (e.g., paper planners, whiteboards) formats can impact accessibility, flexibility, and the level of detail that can be included.

**12.2.5 Visual Schedules:** For individuals who benefit from visual cues, using visual schedules with color-coding or icons can enhance organization and task awareness. This aligns with principles of visual learning.

**12.2.6 Agile and Iterative Scheduling:** In some work environments, daily schedules might be more fluid and adaptive, reflecting the principles of agile project management with daily stand-ups and reprioritization.

### **12.3 Using language to clearly outline tasks and priorities.**

This topic examines the linguistic precision required to define work tasks and establish their relative importance for effective personal and team organization. It draws upon principles of technical communication, project management, and goal-setting theory.

**12.3.1 *Specific and Actionable Language:*** Clearly outlining tasks requires using specific action verbs and defining the desired outcome. Vague language can lead to ambiguity and inefficiency. This aligns with the SMART criteria for goal setting (Specific, Measurable, Achievable, Relevant, Time-bound) (Doran, 1981).

Start task descriptions with strong action verbs that clearly indicate what needs to be done (e.g., “Draft proposal,” “Review designs,” “Schedule meeting”).

Be as specific as possible about the task. Instead of “Work on project,” write “Draft the introduction and methodology sections of the Project Y report.”

**12.3.2 *Breaking Down Complex Tasks:*** Large or complex tasks often need to be broken down into smaller, more manageable sub-tasks. Using clear hierarchical language (e.g., “Project X: 1. Research Phase; 1.1 Literature Review; 1.2 Data Collection”) helps in organizing work.

If a task is complex, break it down into smaller, more manageable steps. This makes it less daunting and easier to track progress. “Project Z Report: 1. Research key statistics, 2. Outline main sections, 3. Draft introduction...”

**12.3.3 *Communicating Priorities:*** Clearly indicating the priority level of tasks (e.g., “High Priority,” “Urgent,” “Low Priority”) ensures that effort is directed towards the most

important activities. Using consistent labeling and potentially color-coding can aid in visual communication of priorities.

**12.3.4 Task Dependencies:** When outlining tasks, it's important to clearly indicate any dependencies (i.e., tasks that need to be completed before others can begin). Using language that shows these relationships (e.g., “Task B can only start after Task A is completed”) is crucial for project planning.

**12.3.5 Assigning Responsibility** (in team contexts): When outlining tasks for a team, clearly assigning responsibility using names or roles ensures accountability. Precise language like “John will be responsible for...” is essential.

**12.4 Practicing note-taking and creating personal schedules.** This final point emphasizes the practical application of the discussed strategies through hands-on exercises in simulated and real-world scenarios. It draws upon experiential learning theory, self-management training, and reflective practice.

**12.4.1 Simulated Meeting Note-Taking:** Practicing taking notes during simulated meetings or presentations, using different methods (linear, non-linear, digital), allows for experimentation and identification of personal preferences and effective techniques.

**12.4.2 Analyzing Note-Taking Effectiveness:** Reviewing and analyzing one’s own notes to assess their clarity, completeness, and usefulness for later recall is a crucial part of improving note-taking skills.

**12.4.3 Creating Different Schedule Formats:** Experimenting with creating daily work schedules using various formats (time-blocked, task-based, digital, analog) helps in understanding the pros and cons of each and identifying the most suitable approach for individual needs and work styles.

**12.4.4 Prioritization Exercises:** Practicing prioritizing a list of tasks based on different criteria (urgency, importance, deadlines) enhances decision-making skills in task management.

**12.4.5 Reflecting on Scheduling Effectiveness:** Regularly reflecting on the effectiveness of one's personal schedule and adjusting based on performance and changing priorities is key to continuous improvement in time management.

This week will involve practical exercises to develop your skills in both note-taking and personal scheduling.

*Note-Taking Exercises:*

- Listening to short audio clips or watching video excerpts of meetings or presentations and taking notes using different methods (e.g., bullet points, Cornell).
- Identifying the main ideas, key details, and action items from the audio/video.
- Practicing summarizing notes concisely.
- Reviewing and elaborating on notes taken earlier.

*Creating Personal Schedules:*

- Planning a sample workday using different formats (e.g., time-blocking, task list).
- Prioritizing a list of tasks based on urgency and importance.
- Allocating time for different types of work (e.g., focused work, communication, administrative tasks).

- Incorporating breaks and flexibility into your schedule.
- Reflecting on the effectiveness of different scheduling formats for your personal productivity.

These practical exercises will allow you to experiment with different techniques, identify what works best for you, and build confidence in your ability to document information effectively and organize your workday for maximum productivity in the dynamic context of creative business and digital technology.

Understanding these academic perspectives and actively practicing note-taking and creating personal schedules, individuals can significantly enhance their ability to document, organize, and manage their workload effectively.

### **Summary**

**Week 12, Note-Taking and Daily Work Schedules: Documenting and Organizing Information**, focused on the critical skills of capturing information effectively and structuring the workday for optimal productivity. We explored various note-taking strategies for meetings and presentations, emphasizing active listening, identifying key information, and utilizing different note-taking methods. We also examined different formats for daily work schedules, including time-blocking and task lists, and discussed how to choose the most suitable format. The week highlighted the importance of using clear and action-oriented language to outline tasks and priorities in schedules and communications. Finally, we emphasized the practical application of these skills through exercises in note-taking and personal schedule creation.



## Review Questions

Elevate your information management and organizational prowess by considering the following review questions:

1. Describe two distinct note-taking strategies you can use during a meeting or presentation. For each strategy, explain one advantage it offers for information capture and recall.
2. Explain the key differences between time-blocking and using a task list for daily work scheduling. In what type of professional scenario might each format be particularly beneficial?
3. What are three specific linguistic techniques you can use when outlining tasks in your schedule to ensure clarity and effective action? Provide an example of each.
4. Why is it important to review and process your notes after a meeting or presentation? Describe one specific action you can take during this post-meeting review to enhance your understanding and retention of the information.
5. Reflect on your current approach to managing your daily tasks. Identify one concept or technique discussed this week related to note-taking or scheduling that you could implement to improve your personal productivity and organization. Explain how you plan to apply it.

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## **Week 13: Meeting Arrangement and Participation**

Welcome to Week 13, where we will focus on the crucial skills of **Meeting Arrangement and Participation**. In the collaborative and dynamic world of creative business and digital technology, effective meetings are essential for progress and innovation. This week's lesson, **Language in Meetings**, will equip you with the specific vocabulary and communication strategies needed to confidently initiate and propose meetings, participate actively and respectfully in discussions, and ensure clear outcomes through effective summarization and action item identification.

The Learning Outcomes for Week 13, Meeting Arrangement and Participation, are designed to enhance your collaborative communication skills in professional settings, aligning with several key course objectives. By the end of this week, you will be able to **use language for initiating and proposing meetings** effectively and professionally, ensuring clear communication of purpose and logistical details (CLO3 & CLO5). You will also be able to **participate effectively in discussions**, expressing opinions, agreeing, and disagreeing respectfully, fostering constructive dialogue and collaboration (CLO2 & CLO4). Furthermore, you will be able to **summarize key points and action items** clearly and concisely, ensuring shared understanding and accountability for next steps (CLO1 & CLO6). Finally, you will **practice meeting scenarios**, enhancing your practical application of these language skills in various professional meeting contexts (CLO4 & CLO6).

This week focuses on the specific language skills required to initiate, propose, actively participate in, and effectively conclude meetings, all crucial for productive collaboration and decision-making in creative business and digital technology.

Meetings are a fundamental part of professional life, serving as platforms for discussion, decision-making, and collaboration. This week will equip you with the language tools necessary to initiate meetings effectively, participate actively and respectfully in discussions, and ensure clear outcomes through summarization and action item identification.

## **TOPIC: 13. Language in Meetings**

13.1 Language for initiating and proposing meetings.

13.2 Participating effectively in discussions: expressing opinions, agreeing, disagreeing respectfully.

13.3 Summarizing key points and action items.

13.4 Practicing meeting scenarios.

This week focuses on the specific linguistic skills required for effectively arranging and participating in professional meetings. It draws upon principles from discourse analysis, sociolinguistics, organizational communication, and meeting facilitation to understand the dynamics of spoken interaction in formal and informal meeting contexts.

### **13.1 Language for initiating and proposing meetings.**

This topic examines the linguistic strategies used to suggest, request, and formally propose meetings, considering politeness, clarity, and purpose. It draws upon research in speech act theory, politeness theory, and studies of meeting management.

**13.1.1 Initiating a Meeting Request:** This often involves stating the purpose of the proposed meeting clearly and concisely. Directness needs to be balanced with politeness, especially when requesting a meeting with individuals of higher status or busy schedules (Brown & Levinson, 1987). Using phrases like “I was

hoping we could schedule a meeting to discuss...” or “Would you be available to meet regarding...” are common initiators.

*Identifying the Need for a Meeting:*

- *Expressing a Problem or Need:* “I think it would be beneficial to have a meeting to discuss the recent dip in website engagement.” “We need to schedule some time to brainstorm solutions for the upcoming design challenges.”
- *Suggesting Collaboration:* “Perhaps we could have a quick meeting to align our strategies on the social media campaign.” “I was thinking a meeting would be helpful to get everyone’s input on the new branding guidelines.”

*Proposing a Meeting:*

- *Direct Proposals:* “I’d like to propose a meeting next week to review the Q3 marketing plan.” “Could we schedule a meeting to discuss the feedback on the user interface?”
- *Softer Proposals:* “Would you be open to having a meeting sometime next week to go over the project timeline?” “I was wondering if a brief meeting to discuss the budget allocation would be useful.”
- *Offering Justification:* Briefly explain why the meeting is necessary. “I think a meeting would be helpful to ensure everyone is on the same page regarding the new content strategy.”

*Suggesting Times and Dates (Referencing Week 11):*

- *Offering Specific Options:* “Would Tuesday at 10 AM or Wednesday at 2 PM work for a meeting?” “Are you available for a call sometime on Friday morning?”
- *Asking for Availability:* “What time next week would be convenient for you to meet?” “Could

you let me know your availability for a 30-minute discussion?”

- *Using Time Constraints*: “I’m available Monday afternoon before 4 PM, or anytime on Wednesday.”

**13.1.2 Proposing Meeting Logistics:** Suggesting specific times, dates, durations, and locations (physical or virtual) requires clear and unambiguous language. Offering alternatives (“Would either Tuesday at 2 PM or Wednesday at 10 AM work for you?”) demonstrates flexibility and consideration for others' schedules.

**13.1.3 Justifying the Meeting:** Briefly explaining the rationale or necessity of the meeting helps participants understand its value and encourages their attendance and engagement. This aligns with principles of persuasion in communication (Cialdini, 2007).

*Considering the Audience and Tone:*

- *Formal Requests* (e.g., to senior management or clients): “I would like to formally request a meeting to present the quarterly performance report.” “We propose a meeting at your earliest convenience to discuss the terms of the partnership.”
- *Informal Suggestions* (e.g., to team members): “Hey everyone, how about a quick sync-up on the new feature on Tuesday?” “Maybe we should grab 30 minutes to chat about the latest analytics.”

*Choosing the Right Medium* (Referencing Week 8 & 9):

- *Email Invitations*: Formal, allows for detailed information, good for scheduling in advance.
- *Instant Messaging*: Quick proposals for informal sync-ups.

- *Verbal Proposals*: Useful for immediate team discussions or when passing in the hallway.

**13.1.4 Formal Meeting Proposals:** In more formal settings, proposing a meeting might involve a written proposal outlining the agenda, objectives, and expected outcomes. This requires structured and precise language (Bhatia, 1993).

*Specifying the Purpose and Agenda (Briefly):*

- *Stating the Main Topic*: “The purpose of the meeting would be to finalize the project scope.” “We’ll be meeting to discuss the initial design concepts.”
- *Suggesting Key Discussion Points*: “I was thinking we could cover the budget, timeline, and key deliverables.” “The agenda would include reviewing the user feedback and brainstorming potential iterations.”

**13.1.5 Responding to Meeting Invitations:** Accepting or declining meeting invitations requires clear and courteous language. If declining, providing a brief reason (if appropriate) and suggesting alternatives can maintain positive working relationships.

## **13.2 Participating effectively in discussions: expressing opinions, agreeing, disagreeing respectfully.**

This aspect focuses on the linguistic strategies for contributing meaningfully to meeting discussions while maintaining professional and respectful communication. It draws upon research in conversational analysis, argumentation theory, and studies of group dynamics.

**13.2.1 Expressing Opinions Clearly:** Articulating one’s views requires clear and concise language, often signaled by phrases



like “In my opinion,” “From my perspective,” or “I believe that...” Providing brief justifications or evidence can strengthen the impact of one’s opinions (Toulmin, 2003).

*Expressing Opinions:*

- *Stating Your View Directly:* “In my opinion, we should prioritize user experience in this design phase.” “I believe that a more aggressive social media strategy is necessary.”
- *Offering Suggestions:* “Perhaps we could consider A/B testing different landing page designs.” “Maybe we should explore using a different software for project management.”
- *Giving Reasons or Evidence:* “I think this approach is best because our user research indicates that...” “Based on the data from the last campaign, I believe that...”
- *Using Tentative Language* (when appropriate): “It seems to me that...”, “I was wondering if...”, “One possibility might be...” (useful when brainstorming or when you're less certain).

**13.2.2 Agreeing Respectfully:** Expressing agreement can range from simple affirmations (“I agree,” “That’s a good point”) to more elaborate endorsements that build upon or support the previous speaker’s contribution (“I agree with X, and I’d also add that...”).

*Agreeing Respectfully:*

- *Direct Agreement:* “I agree with that point.” “Yes, I think that's a good idea.”
- *Adding Support:* “I agree, and I’d also like to add that...” “That aligns with my thinking as well, especially regarding...”
- *Expressing Strong Agreement:* “I strongly agree with that.” “That's exactly what I was thinking.”

- *Building on Someone's Point*: “Building on [Name]’s point, we could also consider...”

**13.2.3 Disagreeing Respectfully:** Expressing disagreement requires tact and careful language to avoid appearing confrontational or dismissive. Using phrases like “I see your point, but...”, “While I understand that, I have a slightly different perspective...”, or “Could we also consider...” can soften the disagreement (Lakoff, 1975). Providing reasons or alternative viewpoints is crucial for constructive disagreement.

*Disagreeing Respectfully:* This is crucial for constructive debate without damaging relationships.

- *Acknowledging the Other Person’s Point*: “I understand your perspective, but...” “That’s an interesting point, however...”
- *Stating Your Disagreement Clearly but Gently*: “I’m not sure I completely agree with that.” “I have a slightly different view on that”
- *Providing Reasons for Your Disagreement*: “My concern is that this approach might lead to...” “I’m not convinced because our previous experience shows...”
- *Focusing on the Idea, Not the Person*: Frame your disagreement around the concept or proposal, not the individual who suggested it. Avoid personal attacks.
- *Offering Alternatives*: “Perhaps we could consider a different approach, such as...” “What if we looked at it from another angle?”
- *Using Polite Phrases*: “With all due respect...”, “If I may offer a different perspective...”, “I see it slightly differently...”

**13.2.4 Active Listening and Turn-Taking:** Effective participation involves not only speaking but also actively listening to others' contributions and taking appropriate turns in the conversation (Sacks et al., 1974). Non-verbal cues (e.g., nodding, maintaining eye contact) also play a role.

**13.2.5 Managing Dominant Speakers:** Linguistically navigating situations where one or a few individuals dominate the discussion requires tactful strategies, such as summarizing the current point and inviting others to contribute ("So, we've heard X's perspective. What are others' thoughts on this?").

*Managing Airtime:* Be mindful of not dominating the conversation. Allow others to speak and actively listen to their contributions.

*Asking Clarifying Questions:* If you don't understand a point, ask for clarification politely. "Could you please elaborate on that?" "What do you mean by...?"

### **13.3 Summarizing key points and action items.**

This topic examines the linguistic skills involved in synthesizing the main ideas discussed during a meeting and clearly articulating the agreed-upon actions and responsibilities. It draws upon research in discourse synthesis, meeting facilitation, and organizational follow-up.

**13.3.1 Identifying Key Information:** Effective summarization requires the ability to identify the most important points, decisions, and outcomes of the discussion. This involves active listening and often note-taking.

*Summarizing Key Discussion Points:*

- *Highlighting Main Decisions:* "So, the key decisions we've made are..." "We've agreed that..."

- *Recapping Key Arguments*: “We discussed two main approaches: [Approach 1] and [Approach 2], and we’ve decided to move forward with [Chosen Approach] because...”
- *Being Concise*: Focus on the most important takeaways.

*Identifying Action Items:*

- *Asking for Action Items*: “What are the key action items that have come out of this meeting?” “What needs to happen next, and who is responsible?”
- *Clearly Stating Action Items*: “[Name], you will be responsible for [Task] by [Deadline].” “The action items are: 1. [Task 1] - [Person], 2. [Task 2] - [Person] by [Deadline].”
- *Ensuring Clarity and Specificity*: Make sure action items are clear, measurable, achievable, relevant, and time-bound (SMART).

**13.3.2 Using Clear and Concise Language:** Summaries should be brief, clear, and easy to understand. Avoiding jargon and using straightforward language is essential.

**13.3.3 Structuring the Summary:** Organizing the summary logically, often following the flow of the meeting or grouping related points, enhances clarity. Using bullet points or numbered lists for action items can improve readability.

**13.3.4 Verifying Understanding:** After summarizing, it’s important to check if everyone agrees with the summary and the assigned action items (“Does that accurately reflect our discussion?”, “Are there any other action items we need to note?”).

**13.3.5 Formulating Action Items:** Action items should be stated clearly, specifying what needs to be done, who is responsible, and by when. Using action-oriented language (“John will draft the proposal by Friday”) is crucial.

*Signaling the Need for a Summary:* “Before we wrap up, perhaps we should summarize the key points.” “Could someone provide a quick summary of what we’ve agreed on?”

*Confirming Understanding:* “Does everyone agree with these action items?” “Are there any questions about who is responsible for what?”

*Documenting and Sharing:* Briefly mentioning how the summary and action items will be documented and shared (e.g., via email follow-up, project management software). “I’ll send out a summary of these action items via email shortly.”

*Concluding the Meeting:* Thanking participants for their time and contributions. “Thank you everyone for your input and productive discussion.”

### **13.4 Practicing meeting scenarios.**

This final point emphasizes the practical application of the learned linguistic strategies through simulated meeting environments. It draws upon role-playing, facilitation training, and communication skills workshops.

**13.4.1 Simulating Meeting Initiation:** Practicing initiating meeting requests in different contexts (e.g., formal proposal, informal suggestion) helps develop appropriate language and tone.

**13.4.2 Role-Playing Discussions:** Engaging in simulated meeting discussions allows participants to practice expressing opinions, agreeing, and disagreeing respectfully in a safe environment.

Practicing Summarization and Action Item Formulation: Exercises focused on summarizing meeting points and formulating clear action items based on a simulated discussion help develop these crucial skills.

**13.4.3 Facilitation Practice:** For those in leadership roles, practicing facilitating meetings involves using language to guide the discussion, manage participation, and ensure productive outcomes.

**13.4.4 Analyzing Meeting Discourse:** Reflecting on one's own and others' language use during simulated meetings can provide valuable insights into effective communication strategies.

The best way to master these language skills is through active practice in simulated meeting environments. Scenarios should cover various meeting types and challenges:

- Initiating a meeting to brainstorm a new marketing campaign.
- Participating in a discussion about website redesign options, expressing your opinion and disagreeing respectfully with a colleague's suggestion.
- Summarizing the key decisions and action items at the end of a project update meeting.
- Dealing with a dominant speaker in a meeting and ensuring others have a chance to contribute.
- Proposing a meeting to resolve a conflict within the team.
- Practicing virtual meeting etiquette and language (e.g., muting, using the chat function).

*During these practice sessions, focus on:*

- Using clear and concise language.
- Maintaining a professional and respectful tone.
- Actively listening to and engaging with others.
- Confidently expressing your ideas and perspectives.

- Effectively summarizing and identifying next steps.

Understanding these academic perspectives and actively practicing meeting scenarios, individuals can significantly enhance their ability to arrange and participate effectively in professional meetings.

Actively engaging in these detailed considerations and practice scenarios, you will develop the linguistic fluency and confidence necessary to effectively arrange and participate in a wide range of professional meetings within the creative business and digital technology sectors, contributing to more productive and successful outcomes.

### Summary

Week 13, **Meeting Arrangement and Participation: Language in Meetings**, focused on the essential communication skills for effective engagement in professional meetings. We explored the language used for initiating and proposing meetings clearly and professionally, including suggesting times, outlining the purpose, and considering the audience. We then delved into active participation in discussions, emphasizing how to express opinions, agree, and disagree respectfully while contributing constructively. The week also covered the critical skill of summarizing key discussion points and clearly identifying action items to ensure accountability and progress. Finally, we highlighted the importance of practicing various meeting scenarios to apply these language skills in realistic professional contexts.

## Review Questions

Enhance your meeting communication skills by reflecting on the following review questions:

1. Describe two different approaches you can use to propose a meeting to a colleague or client, highlighting the linguistic differences and when each approach might be most appropriate.
2. Explain two distinct ways you can express your opinion during a meeting discussion while ensuring your contribution is clear and impactful. Provide an example of each.
3. What are the key linguistic strategies for disagreeing respectfully with a point made by another meeting participant? Provide an example of a phrase you could use to disagree politely and constructively.
4. Why is it important to summarize key points and action items at the end of a meeting? Describe two specific phrases you could use to initiate the summarization process.
5. Reflect on a meeting you recently attended. Identify one instance where the language used (either by you or another participant) was particularly effective or ineffective in facilitating the meeting's goals. Explain why.





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## Week 14: Presentation and Demonstration Skills

Welcome to Week 14, where we will focus on the crucial skills of **Presentation and Demonstration**. In the vibrant and communicative world of creative business and digital technology, the ability to effectively convey your ideas, showcase your work, and persuade your audience is paramount. This week's lesson, **Delivering Effective Presentations**, will equip you with the strategies and language necessary to structure engaging presentations, utilize visual aids powerfully, deliver with clarity and confidence, and handle questions and feedback with professionalism.

The Learning Outcomes for Week 14, Presentation and Demonstration Skills, are designed to enhance your communication and presentation abilities in professional contexts, aligning with several key course objectives. By the end of this week, you will be able to **structure a clear and engaging presentation**, ensuring a logical flow of information and audience interest (CLO1 & CLO4). You will also be able to **use visual aids effectively (language focus)**, employing clear and concise language within and in conjunction with visuals to enhance understanding (CLO2 & CLO5). Furthermore, you will **practice clear and confident delivery**, conveying your message with conviction and professionalism (CLO3 & CLO8). Finally, you will be able to **handle questions and feedback professionally**, demonstrating composure and effective communication in interactive settings (CLO4 & CLO9).

This week focuses on the multifaceted skills required to deliver impactful presentations, a crucial competency in creative business and digital technology for conveying ideas, showcasing work, and influencing stakeholders.

Effective presentations are a blend of well-structured content, engaging delivery, and the skillful use of visual aids. This week will equip you with the knowledge and techniques to plan, structure, deliver, and manage the interactive elements of compelling presentations.

## **TOPIC: 14. Delivering Effective Presentations**

14.1 Structuring a clear and engaging presentation.

14.2 Using visual aids effectively (language focus).

14.3 Practicing clear and confident delivery.

14.4 Handling questions and feedback professionally.

This week focuses on the multifaceted skills required for delivering impactful and professional presentations, encompassing structure, visual aids, delivery, and audience interaction. It draws upon principles from rhetoric, communication studies, visual communication, and educational psychology.

### **14.1 Structuring a clear and engaging presentation.**

This topic examines the principles of organizing presentation content logically and in a way that captures and maintains audience interest. It draws upon research in rhetorical theory, narrative theory, and cognitive psychology related to information processing and attention.

**14.1.1 Classical Rhetorical Structure:** Many effective presentations follow a structure derived from classical rhetoric, including the introduction (exordium) to gain attention and establish credibility (ethos), the statement of purpose (narratio), the argumentation (probatio), the refutation of counterarguments (refutatio), and the conclusion (peroratio) to summarize and leave a lasting impression (Aristotle, trans. 1991).

- *Understanding Your Audience:* Before you even think about structure, deeply consider who you are presenting to. What is their background knowledge? What are their interests and needs? What are they hoping to gain from your presentation? Tailoring your structure and content to your audience is paramount.
- *Defining Your Objective:* What is the single most important thing you want your audience to remember or do after your presentation? Having a clear objective will help you focus your content and structure your presentation towards achieving that goal.
- *The Classic Three-Part Structure* (Introduction, Body, Conclusion): This fundamental framework provides a solid foundation:
  - *Introduction* (Hook, Purpose, Preview)

**14.1.2 Narrative Arc:** Framing presentation content within a compelling narrative structure (exposition, rising action, climax, falling action, resolution) can significantly enhance audience engagement and memorability (Bruner, 1991). Narrative theory highlights the power of storytelling in conveying meaning and building connections.

**14.1.3 Cognitive Chunking:** Organizing information into manageable chunks (Miller, 1956) helps prevent cognitive overload and improves audience comprehension and retention. Signposting (e.g., “First, I’ll discuss..., then we’ll move on to...”) helps audiences follow the structure.

- *Chunking Information:* Break down complex information into smaller, digestible chunks. Use headings, subheadings, and bullet points within your slides (language focus here too - keep text concise).
  - **Maintaining Engagement:** Vary your delivery, use rhetorical questions, incorporate interactive elements (if

appropriate for the context), and maintain eye contact with different parts of the audience.

- *Conclusion* (Summary, Reinforce, Call to Action):

- *Summarizing Key Points*: Briefly reiterate the main takeaways from your presentation. Use clear and concise language. “To recap, we've seen how the AI tool offers [Benefit 1], [Benefit 2], and [Benefit 3].”

- *Reinforcing Your Objective*: Restate your main message or desired outcome in a memorable way.

- *Call to Action (If Applicable)*: Clearly tell the audience what you want them to do next (e.g., visit a website, sign up for a trial, ask questions, consider a proposal). Use direct and compelling language. “I encourage you to visit our website today to start your free trial.”

- *Memorable Closing*: End with a strong and lasting impression. This could be a final thought-provoking statement, a return to your opening hook, or a powerful visual.

**14.1.4 Logical Flow and Cohesion:** Using clear transitions and connecting phrases between different sections of the presentation ensures a smooth and logical flow of information. This relates to principles of cohesion and coherence in discourse analysis (Halliday & Hasan, 1976). Organize your key points in a logical sequence. This could be chronological, problem-solution, cause-and-effect, comparison, or a thematic approach. Use clear transitions between points to guide the audience. Transition words and phrases (e.g., “Moving on to...”, “Now let’s look at...”, “In addition to that...” are crucial.

**14.1.5 Audience Analysis and Adaptation:** Structuring a presentation effectively requires considering the audience’s background knowledge, interests, and expectations. Adapting

the content and structure to resonate with the audience is crucial for engagement and persuasion (Bitzer, 1968).

- *Hook (Grabbing Attention)*: Start with something that immediately engages your audience. This could be a compelling statistic, a thought-provoking question, a brief anecdote, a striking visual, or a relevant current event. The language should be concise and impactful.
- *Stating Your Purpose Clearly*: Immediately after the hook, clearly state the topic of your presentation and what you aim to achieve. Use direct and unambiguous language. “Today, I’m going to show you how our new AI-powered design tool can revolutionize your workflow.”
- *Previewing Your Key Points (Roadmap)*: Briefly outline the main topics you will cover in the body of your presentation. This helps the audience anticipate the flow and stay oriented. “I’ll be covering three key areas: first, the core features of the tool; second, its impact on efficiency; and third, a demonstration of its capabilities.”
  - *Body (Developing Your Message)*: This is where you present the main content, supporting your objective with evidence, examples, and explanations.
- *Supporting Evidence*: Back up your claims with data, research findings, case studies, testimonials, or compelling visuals. Clearly explain the significance of your evidence.
- *Storytelling*: Weaving in relevant stories or anecdotes can make your presentation more relatable and memorable. Use vivid language and engage the audience's emotions.
- *Time Management*: Allocate your time wisely across the different sections of your presentation and practice your timing to ensure you stay within the allotted slot.
- *Flexibility*: While a structure is essential, be prepared to adapt if necessary based on audience reactions or time constraints.



## **14.2 Using visual aids effectively (language focus).**

This aspect focuses on the principles of designing and integrating visual aids that enhance understanding and engagement, with a particular emphasis on the language used in and to explain these visuals. It draws upon research in visual communication, multimedia learning theory, and cognitive science.

*Purpose of Visual Aids:* To clarify complex information, illustrate points, maintain audience interest, and reinforce key messages.

*Types of Visual Aids:* Slides (PowerPoint, Keynote, Google Slides), videos, images, charts, graphs, physical objects, demonstrations.

**14.2.1 Clarity and Simplicity:** Effective visual aids (e.g., slides, charts, images) should be clear, uncluttered, and easy to understand at a glance. Avoiding excessive text and complex graphics is key (Mayer, 2009).

**14.2.2 Strategic Use of Text:** When text is used on visual aids, it should be concise, legible, and support the spoken message, not duplicate it verbatim. Principles of typography and visual hierarchy are important here.

**14.2.3 Visual-Verbal Integration:** The spoken language should directly relate to and explain the visual aids. Pointing out key elements, providing context, and summarizing visual information reinforces learning (Schnotz, 2005). Multimedia learning theory emphasizes the importance of integrating visual and verbal information effectively.

**14.2.4 Language of Explanation:** The language used to describe visual aids should be precise and accessible to the audience. Avoiding jargon or technical terms without explanation is crucial. Using clear labels and concise descriptions enhances understanding.

- *Language Principles for Visual Aids:*
  - *Keep Text Concise:* Slides are not teleprompters. Use keywords, short phrases, and bullet points rather than lengthy paragraphs. The audience should listen to you, not read your slides extensively.
  - *Use Clear and Legible Fonts:* Choose fonts that are easy to read from a distance. Use a consistent font style and size throughout your presentation.
  - *Limit the Amount of Text:* Aim for the 6x6 rule (no more than 6 lines of text per slide, no more than 6 words per line) as a general guideline.
  - *Use Strong Visuals:* Choose high-quality images, graphics, and videos that are relevant to your content and visually appealing. Avoid cluttered or low-resolution visuals.
  - *Consistent Design:* Maintain a consistent color scheme, layout, and branding throughout your slides.
  - *Label Clearly:* Ensure all charts, graphs, and diagrams are clearly labeled with titles, axes labels, and legends. Use concise and understandable language.
  - *Explain Your Visuals:* Don't just put a visual on the screen and move on. Briefly explain what the audience is seeing and how it relates to your message. Use clear and descriptive language. "As you can see in this chart, our user

engagement has increased by 25% since implementing the new features.”

- *Use Analogies and Metaphors* (Visually and Verbally): Sometimes a visual metaphor can powerfully illustrate a concept. Combine the visual with a verbal explanation of the analogy. “Think of our marketing funnel like a sieve – we want to capture as many leads as possible at the top and guide them effectively through each stage.”
- *Strategic Use of Animation and Transitions*: Use animations and transitions sparingly and purposefully to highlight information or create visual interest, but avoid distracting or excessive effects. The language you use when introducing an animation should guide the audience. “Now, as this animation illustrates, the user flow becomes much more intuitive with the new design.”
- *White Space*: Don’t overcrowd your slides. Use white space effectively to improve readability and visual appeal.
- *Relevance is Key*: Every visual aid should directly support your message and objective. If it doesn’t, remove it.

**14.2.5 Purposeful Use of Visuals:** Each visual aid should serve a specific purpose, such as illustrating a point, presenting data, or providing a visual representation of a concept. Random or decorative visuals can be distracting.

### 14.3 Practicing clear and confident delivery.

This topic examines the verbal and non-verbal aspects of delivering a presentation in a way that conveys clarity,

confidence, and engages the audience. It draws upon research in nonverbal communication, public speaking pedagogy, and performance studies.

**14.3.1 Verbal Delivery:** Clear articulation, appropriate pacing, varied intonation, and strategic pauses are crucial for effective verbal delivery. Avoiding filler words (“um,” “uh”) and speaking at an appropriate volume ensures the message is easily understood (Mehrabian, 1971).

**14.3.2 Nonverbal Delivery:** Confident posture, purposeful gestures, consistent eye contact, and expressive facial expressions can significantly enhance a presenter’s credibility and connection with the audience. Congruence between verbal and nonverbal cues is essential (Ekman & Friesen, 1969).

**14.3.3 Managing Nervousness:** Techniques for managing presentation anxiety, such as deep breathing, visualization, and practice, can contribute to a more confident delivery (Spielberger, 1983).

**14.3.4 Audience Engagement Techniques:** Using rhetorical questions, involving the audience through brief activities, and maintaining a conversational style can enhance engagement and make the delivery more dynamic.

**14.3.5 Rehearsal and Feedback:** Practicing the presentation multiple times and seeking feedback on delivery style are essential for improvement.

Effective delivery is about conveying your message with clarity, enthusiasm, and credibility. Practice is crucial for building confidence and refining your delivery.

- *Know Your Material Thoroughly:* The better you know your content, the more confident and natural your delivery will be. Practice until you are comfortable without relying heavily on notes.
- *Vocal Variety:* Vary your pitch, pace, and volume to keep your audience engaged and emphasize key points. Avoid speaking in a monotone.
- *Pacing:* Speak at a moderate pace. Avoid rushing, which can make you seem nervous and difficult to understand. Use pauses strategically to allow the audience to absorb information and to emphasize important points.
- *Articulation and Pronunciation:* Speak clearly and pronounce your words correctly. Enunciate properly so your audience can easily understand you.
- *Eye Contact:* Connect with your audience by making eye contact with different individuals throughout the presentation. This makes your delivery more personal and engaging.
- *Body Language:* Your non-verbal cues convey as much as your words. Maintain good posture, use natural gestures to emphasize points, and move purposefully (if you have space). Avoid fidgeting or distracting movements.
- *Enthusiasm and Passion:* Let your genuine interest in the topic shine through. Your enthusiasm will be contagious and make your presentation more engaging.
- *Using Notes Effectively:* If you need notes, use them sparingly and discreetly. Use keywords or short phrases to jog your memory, rather than reading directly from a script. Practice with your notes so you know where to look and can maintain eye contact.
- *Rehearsal is Key:* Practice your presentation multiple times, ideally out loud and in front of a mirror or a test audience. This will help you identify areas for improvement in your

timing, flow, and delivery. Record yourself to identify habits you want to change.

- *Familiarize Yourself with the Technology:* If you are using slides or other technology, ensure you are comfortable with it beforehand to avoid technical glitches during your presentation.

#### **14.4 Handling questions and feedback professionally.**

This aspect focuses on the linguistic and interpersonal skills required to manage question-and-answer sessions and receive feedback in a professional and constructive manner. It draws upon research in interpersonal communication, conflict resolution, and audience interaction.

**14.4.1 Active Listening to Questions:** Paying close attention to the questions asked, ensuring understanding before responding, is crucial for providing relevant and helpful answers.

**14.4.2 Answering Clearly and Concisely:** Responses should directly address the question and be articulated clearly and concisely. Avoiding rambling or overly technical language is important.

**14.4.3 Handling Difficult Questions:** Strategies for addressing challenging or critical questions include acknowledging the question, remaining calm and professional, and providing a thoughtful and honest response (even if the answer is “I don’t know”).

**14.4.4 Managing Time and Multiple Questions:** Facilitating the Q&A session effectively involves managing time and ensuring that multiple audience members have the opportunity to ask questions.

**14.4.5 Receiving Feedback Gracefully:** Accepting feedback, both positive and negative, with an open mind is essential for professional growth. Acknowledging the feedback and asking clarifying questions (if needed) demonstrates a willingness to learn.

**14.4.6 Turning Negative Feedback into Learning Opportunities:** Framing negative feedback as an opportunity for improvement and identifying actionable steps for future presentations is a sign of professionalism and resilience.

Understanding these academic perspectives and actively practicing presentation and demonstration skills, individuals can become more confident and effective communicators in a variety of professional settings.

The Q&A session is an opportunity to engage further with your audience, clarify points, and demonstrate your expertise. Handling questions and feedback professionally is crucial.

- *Encourage Questions:* Make it clear that you welcome questions. “Now, I’d be happy to answer any questions you may have.”
- *Listen Actively:* Pay close attention to the question being asked. Let the person finish speaking before you begin to formulate your answer.
- *Understand the Question:* If a question is unclear, don’t hesitate to ask for clarification. “Could you please elaborate on what you mean by...?”
- *Answer Clearly and Concisely:* Provide direct and focused answers. Avoid rambling or going off on tangents.
- *Be Honest:* If you don’t know the answer to a question, it’s better to admit it than to guess or bluff. You can offer to follow up with the information later. “That’s a good

question, and I don't have the exact figure at hand. I'll be happy to look that up for you after the presentation.”

- *Address the Entire Audience:* When answering a question, make eye contact with the person who asked it initially, but also ensure you are addressing the entire audience.
- *Handle Challenging or Hostile Questions Calmly:* Remain professional and avoid getting defensive. Acknowledge the question respectfully and try to address the underlying concern. “I understand your concern about [issue]. From our perspective...”
- *Manage Time:* Be mindful of the time allocated for Q&A. If there are many questions, you may need to politely limit the number you can answer. “We have time for one or two more questions.”
- *Acknowledge and Value Feedback:* Whether positive or negative, thank the person for their feedback. If it's constructive criticism, acknowledge it and indicate how you might consider it. “Thank you for that feedback. That's a valuable point, and something we will definitely consider moving forward.”
- *Summarize Key Takeaways from Q&A:* After the Q&A session, you can briefly reiterate any important points that emerged during the discussion.
- *End Professionally:* Thank the audience for their engagement and their questions. Reiterate your key message or call to action one last time.

Mastering these elements of structuring, using visuals effectively (with a language focus), delivering clearly and confidently, and handling questions professionally, you will be well-equipped to deliver impactful and successful presentations in the dynamic fields of creative business and digital technology.



## Summary

Week 14, **Presentation and Demonstration Skills: Delivering Effective Presentations**, focused on the multifaceted skills required for impactful presentations. We explored the principles of structuring a clear and engaging presentation, including crafting effective introductions, developing a logical body, and creating a memorable conclusion. The week emphasized the strategic use of visual aids, with a focus on clear and concise language within and alongside visuals. We also covered the importance of practicing clear and confident delivery through vocal variety, pacing, eye contact, and body language. Finally, we addressed the crucial skill of handling questions and feedback professionally, emphasizing active listening, clear responses, and maintaining composure.

### **Review Questions**

Elevate your presentation and demonstration skills by considering the following review questions:

1. Describe the three key components of a strong presentation introduction and explain the purpose of each component in engaging your audience and setting the stage for your message.
2. Discuss three key principles for using language effectively within visual aids (such as slides) to enhance audience understanding rather than distract from your presentation. Provide an example of each principle.
3. What are three specific techniques you can practice to ensure a clear and confident delivery during your presentation? Explain how each technique contributes to overall effectiveness.
4. Outline a professional approach to handling challenging or critical questions during a Q&A session after your presentation. What are two key linguistic strategies you should employ?
5. Reflect on a presentation you have either given or witnessed. Identify one aspect of the presentation's structure, visual aids, delivery, or handling of questions that was particularly effective or ineffective. Explain why, based on the principles discussed this week.



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## **Week 15: Negotiation, Contracts, and Job Applications**

Welcome to Week 15, where we will delve into **Advanced Business Communication Skills**, focusing on crucial areas for professional success. In the dynamic landscape of creative business and digital technology, mastering negotiation, understanding the fundamentals of contracts, and crafting compelling job applications are essential. This week's lesson will equip you with the specialized language and strategic thinking required for **Negotiation, Contracts, and Job Applications**, empowering you to navigate these critical aspects of your professional journey with confidence and effectiveness.

The Learning Outcomes for Week 15, Negotiation, Contracts, and Job Applications, are designed to enhance your advanced business communication skills, aligning with several key course objectives. By the end of this week, you will be able to use language for effective negotiation, clearly expressing needs and strategically making concessions to achieve mutually beneficial outcomes (CLO3 & CLO6). You will also understand key terms and phrases in contracts (introduction), enabling you to comprehend the fundamental language of business agreements (CLO7 & CLO9). Furthermore, you will be able to write effective job applications and cover letters, tailoring your communication to highlight relevant skills and experience for specific roles (CLO2 & CLO5). Finally, you will practice negotiation scenarios and application writing, enhancing your practical application of these advanced communication skills in real-world professional contexts (CLO4 & CLO8).

This week focuses on three critical areas of advanced business communication: the art of negotiation, understanding the foundational language of contracts, and crafting compelling job application materials.

This week builds upon your existing communication skills, equipping you with the specialized language and strategies needed for successful negotiation, navigating the basics of contract language, and creating impactful job application documents. These are essential skills for professional advancement and success in creative business and digital technology.

### **TOPIC: 15. Advanced Business Communication Skills**

This week focuses on sophisticated communication skills crucial for professional success, including negotiation, understanding basic contract language, and crafting compelling job application materials. It draws upon principles from negotiation theory, legal linguistics, rhetoric, and professional writing.

#### **15.1 Language for effective negotiation: expressing needs, making concessions.**

This topic examines the strategic use of language in negotiation processes to articulate interests, demands, and offers, as well as the linguistic nuances of making and responding to concessions. It draws upon research in negotiation theory, game theory, and interpersonal communication.

**15.1.1 Expressing Needs and Interests:** Effective negotiation begins with clearly articulating one's underlying needs and interests, rather than just stating positions. Using language that explains the “why” behind a demand can facilitate finding mutually beneficial solutions (Fisher & Ury, 1981).

- *Expressing Needs and Interests:*
  - *Clearly Stating Your Position:* Begin by clearly and concisely stating what you need or want to achieve in the negotiation. Avoid ambiguity. “Our primary need for this project is a budget of \$X to cover development costs.” “From our

perspective, a timeline of six weeks is essential to ensure quality.”

- *Explaining Your Rationale:* Provide the reasons behind your needs. This helps the other party understand your position and may open avenues for creative solutions. “This budget is based on our detailed cost analysis, which includes [specific cost factors].” “The six-week timeline allows for thorough testing and refinement, which is crucial for the user experience we aim to deliver.”
- *Using “I” Statements:* Frame your needs from your perspective to avoid sounding accusatory or demanding. “I need to ensure that our team has adequate resources for this project.” “For me, it’s important that we establish clear milestones upfront.”
- *Prioritizing Your Needs:* Understand which of your needs are essential (“must-haves”) and which are desirable (“nice-to-haves”). This will guide your negotiation strategy. “While a longer timeline would be ideal, our absolute requirement is to launch by [date].”
- *Exploring Underlying Interests:* Go beyond stated positions to understand the underlying interests of both parties. Asking “why” can reveal common ground or alternative solutions. “What are your key priorities for this project’s timeline?” “What are you hoping to achieve with this particular budget?”

**15.1.2 Framing and Anchoring:** The way offers and demands are framed linguistically can significantly influence the negotiation outcome. Framing theory suggests that presenting



information in a particular light can shape perception (Tversky & Kahneman, 1981). Initial offers (anchors) can also have a strong impact on the final agreement (Bazerman & Neale, 1992).

**15.1.3 Making Concessions:** Offering concessions strategically involves using language that signals flexibility while also emphasizing the value of what is being given. Conditional language (“If you can agree to X, then I can offer Y”) is common. The size and sequencing of concessions also communicate strategic intent.

- *Making Concessions Strategically:* Concessions are a natural part of negotiation, but they should be made thoughtfully and in a way that moves the negotiation forward while still meeting your core needs as much as possible.
  - *Planning Your Concessions:* Before you begin negotiating, think about what you are willing to give up and what is non-negotiable. Rank your potential concessions in terms of value to you and potential value to the other party.
  - *Making Small, Incremental Concessions:* Avoid making large concessions early on. Start with smaller ones to test the other party’s willingness to move. “We might be able to consider a slightly adjusted timeline, perhaps extending it by one week.”
  - *Offering Conditional Concessions:* Link your concessions to something you want in return from the other party. “We could agree to a shorter timeline if you are able to increase the budget by \$Y.” “We might be willing to be more flexible on the initial payment terms if we can agree on a clear scope of work upfront.”

- *Clearly Stating Your Concessions*: Use clear and unambiguous language when offering a concession. “We are prepared to offer [concession] in exchange for [what you want in return].”
- *Justifying Your Concessions*: Briefly explain the rationale behind your concession. “Given the importance of a quick turnaround for you, we are willing to explore a slightly accelerated timeline.”
- *Pausing Before Conceding*: Don’t feel pressured to make immediate concessions. Take a moment to consider the offer and its implications. “Let me just consider that for a moment.”
- *Asking for Reciprocity*: When you make a concession, it’s reasonable to ask the other party to reciprocate. “We’ve offered [concession]. What might you be willing to offer in return?”
- *Using “If...Then...” Statements*: This clearly links your concession to a desired outcome from the other party. “If you can agree to [your condition], then we would be willing to consider [your concession].”
- *Knowing When to Walk Away*: Understand your “walk-away point” – the point at which an agreement is no longer acceptable. Be prepared to end the negotiation if your core needs cannot be met. “Unfortunately, we are unable to proceed under those terms as they do not meet our minimum requirements.”

**15.1.4 Responding to Offers and Concessions:** Acknowledging offers and concessions, even if rejecting them, demonstrates respect and maintains a positive negotiation climate. Using clear

language to explain the rationale for acceptance or rejection is crucial.

**15.1.5 Language of Persuasion and Influence:** Negotiators often use persuasive language to convince the other party of the fairness and mutual benefit of their proposals (Cialdini, 2007). This can involve appealing to logic, emotion, or shared principles.

**15.1.6 Handling Impasses:** Linguistically navigating impasses requires using language that explores alternative solutions, summarizes points of agreement, and suggests ways to move forward without escalating conflict.

## **15.2 Understanding key terms and phrases in contracts (introduction).**

This aspect provides an introductory overview of the specialized language used in contracts and the importance of precise interpretation. It draws upon research in legal linguistics, contract law, and plain language movement.

Contracts are legally binding agreements that outline the terms and conditions of a business relationship. While a full legal education is beyond the scope of this week, understanding some key terms and phrases is crucial for effective communication and avoiding misunderstandings.

**Basic Contract Structure:** Familiarize yourself with the typical sections of a contract:

- *Parties:* Clearly identifies who is entering the agreement.
- *Recitals/Background:* Provides context for the agreement.
- *Definitions:* Explains the meaning of specific terms used throughout the contract.

- *Scope of Work/Services*: Details what will be provided.
- *Payment Terms*: Outlines how and when payment will be made.
- *Term and Termination*: Specifies the duration of the agreement and how it can be ended.
- *Intellectual Property (IP)*: Addresses ownership of creative work.
- *Confidentiality*: Outlines obligations to keep information private.
- *Liability and Indemnification*: Addresses responsibility for damages or losses.
- *Governing Law and Dispute Resolution*: Specifies which jurisdiction's laws apply and how disagreements will be handled.
- *Entire Agreement Clause*: States that the written contract is the complete agreement.
- *Amendments*: How changes to the contract can be made.
- *Signatures*: Formal agreement by the parties.

*Key Terms and Phrases:*

- **“Shall”**: Generally, indicates a mandatory obligation (“The Contractor shall complete the work by May 25,2025.”).
- **“May”**: Indicates permission or a right (“The Client may request revisions”).
- **“Will”**: Often indicates a future action or intention.
- **“Herein,” “Hereafter,” “Hereto”**: Refer to within this document.
- **“Notwithstanding”**: Means **“despite”** or **“regardless of”** (“Notwithstanding the payment terms, the Client shall pay upon completion”).

- ***“Force Majeure”***: Refers to unforeseen circumstances that prevent fulfillment of the contract (e.g., natural disasters).
- ***“Breach of Contract”***: Failure to fulfill the obligations outlined in the contract.
- ***“Warranty”***: A guarantee or assurance about the quality or performance of goods or services.
- ***“Indemnify”***: To protect someone against financial loss or liability.
- ***“Term”***: The duration of the contract.
- ***“Termination for Cause”***: Ending the contract due to a breach by the other party.
- ***“Termination for Convenience”***: Ending the contract without a specific reason, often with notice.
- ***“Intellectual Property Rights”***: Legal rights to creative works (e.g., copyright, trademarks, patents).
- ***“Confidential Information”***: Proprietary information that must be kept secret.
- ***“Governing Law”***: The laws of a specific jurisdiction that will be used to interpret the contract.
- ***“Dispute Resolution”***: Methods for resolving disagreements (e.g., negotiation, mediation, arbitration, litigation).

**15.2.1 Legal Lexicon:** Contracts often employ specific legal terms and phrases (e.g., “heretofore,” “hereinafter,” “indemnify”) that have precise legal meanings. Understanding this lexicon is crucial for accurate interpretation (Garner, 2009).

**15.2.2 Conditional Clauses:** Contracts frequently use conditional language (“if,” “unless,” “provided that”) to specify obligations and triggers for different actions. Careful attention to these clauses is essential for understanding the terms of agreement.

**15.2.3 Obligations and Rights:** Contractual language clearly outlines the obligations of each party (“shall,” “must”) and the rights they possess (“may,” “have the right to”). Distinguishing between these is fundamental.

**15.2.4 Boilerplate Language:** Standard clauses often found at the end of contracts (e.g., “governing law,” “entire agreement”) may seem like mere formalities but have significant legal implications.

**15.2.5 The Importance of Precision:** Ambiguous or vague language in contracts can lead to disputes and legal challenges. The plain language movement advocates for using clear and straightforward language in legal documents to improve understanding (Kimble, 2010).

### **15.3 Writing effective job applications and cover letters.**

This topic focuses on the rhetorical and linguistic strategies for crafting compelling written materials that effectively communicate a candidate's qualifications and interest in a specific job. It draws upon research in professional writing, rhetorical theory, and recruitment communication.

**15.3.1 Tailoring to the Audience:** Effective job applications and cover letters are specifically tailored to the requirements and culture of the target organization and the specific job description (Locker & Kienzler, 2013).

**15.3.2 Highlighting Relevant Skills and Experience:** Using action verbs and quantifiable achievements to showcase how one's skills and experience align with the job requirements is crucial. **The STAR method** (*Situation, Task, Action, Result*) can be useful for structuring accomplishment statements.

**15.3.3 Demonstrating Understanding of the Organization:** Cover letters should demonstrate that the applicant has researched the organization and understands its mission, values, and current projects.

**15.3.4 Professional Tone and Style:** Maintaining a professional and error-free writing style is essential for conveying credibility and attention to detail (Strunk & White, 2000).

**15.3.5 Persuasive Language:** Cover letters aim to persuade the reader that the applicant is a strong fit for the role and should be invited for an interview. Using confident and compelling language is key.

**15.3.6 Keywords and Applicant Tracking Systems (ATS):** Understanding the importance of incorporating relevant keywords from the job description can increase the likelihood of the application being favorably reviewed by ATS (Crispin & Mehler, 2012).

- *Understanding the Job Description:* Carefully analyze the job description, identifying the key skills, experience, and qualifications the employer is seeking. Tailor your application materials to match these requirements.
- *Crafting a Compelling Cover Letter:*
  - *Personalization:* Address the cover letter to a specific person whenever possible. Research the hiring manager's name. If not available, use a professional salutation ("Dear Hiring Manager").

- *Strong Opening*: Immediately grab the reader’s attention and state the position you are applying for and where you saw the advertisement. Briefly mention why you are interested in the role and the company.
- *Highlighting Relevant Skills and Experience*: Connect your skills and experience directly to the requirements outlined in the job description. Provide specific examples and quantifiable achievements whenever possible. Use action verbs to describe your accomplishments. “Led a team of three designers to deliver a website redesign that resulted in a 20% increase in user engagement within the first quarter.”
- *Demonstrating Understanding of the Company*: Show that you have researched the company and understand its mission, values, and recent projects. Explain why you are a good fit for their culture.
- *Expressing Enthusiasm*: Convey your passion for the role and the industry.
- *Clear Call to Action*: State your desire for an interview and indicate your availability.
- *Professional Closing*: Use a professional closing (“Sincerely,” “Best regards”) followed by your name.
- *Proofreading*: Carefully proofread your cover letter for any errors in grammar, spelling, and punctuation.
- *Creating an Effective Resume/CV*:
  - *Clear and Concise Formatting*: Use a clean and professional format that is easy to read.



- *Contact Information*: Include your name, phone number, email address, and LinkedIn profile (if applicable).
- *Summary/Objective* (Optional but Recommended): A brief statement highlighting your key skills and career goals, tailored to the specific job.
- *Experience Section*: List your relevant work experience in reverse chronological order. For each role, include your job title, company name, dates of employment, and bullet points describing your responsibilities and achievements. Focus on quantifiable results.
- *Education Section*: List your degrees and relevant certifications.
- *Skills Section*: Include both technical skills (e.g., software proficiency, programming languages) and soft skills (e.g., communication, teamwork, problem-solving) relevant to the job.
- *Portfolio/Work Samples* (Crucial for Creative Roles): Include a link to your online portfolio or attach relevant work samples that showcase your skills and experience.
- *Tailoring to Each Job*: Customize your resume/CV for each job application, highlighting the skills and experience most relevant to the specific role.
- *Keywords*: Incorporate keywords from the job description into your resume/CV. Many companies use applicant tracking systems (ATS) that scan for these keywords.
- *Networking*: While not strictly part of the written application, networking can significantly increase your

chances of getting an interview. Mentioning a referral in your cover letter can be powerful.

#### **15.4 Practicing negotiation scenarios and application writing.**

This final point emphasizes the practical application of the learned linguistic strategies through simulated negotiation exercises and the creation of job application materials. It draws upon experiential learning, role-playing, and feedback mechanisms.

**15.4.1 *Negotiation Simulations:*** Participating in role-playing exercises that involve different negotiation scenarios (e.g., salary negotiation, contract terms) allows for practicing the language of expressing needs, making concessions, and handling impasses.

**15.4.2 *Analyzing Negotiation Outcomes:*** Reflecting on the linguistic strategies used during negotiation simulations and analyzing their impact on the outcome can provide valuable learning insights.

**15.4.3 *Drafting Job Applications and Cover Letters:*** Writing practice for different job types and organizations, followed by peer or instructor feedback, helps refine the ability to tailor these documents effectively.

**15.4.4 *Reviewing and Revising Application Materials:*** Critically reviewing and revising drafted applications and cover letters based on feedback and best practices is essential for producing polished and impactful documents.

This week will involve practical exercises to solidify your understanding and application of these advanced communication skills.

- *Negotiation Role-Playing:* Participating in simulated negotiation scenarios (e.g., project scope, freelance rates, partnership terms) to practice expressing needs, making concessions, and reaching agreements. Feedback will focus on clarity, strategy, and professionalism.
- *Contract Term Identification:* Analyzing excerpts from contracts to identify and explain the meaning of key terms and phrases.
- *Job Application and Cover Letter Writing Workshops:* Drafting cover letters and tailoring resumes/CVs for specific job descriptions in creative business and digital technology. Peer review and feedback will focus on clarity, impact, and alignment with job requirements.

Understanding these academic perspectives and actively practicing negotiation and application writing, individuals can develop advanced communication skills crucial for navigating key professional interactions.

Actively engaging in these detailed considerations and practice scenarios, you will develop a more sophisticated understanding of advanced business communication skills, equipping you for success in negotiations, providing a foundational understanding of contract language, and enabling you to create compelling job application materials in the dynamic fields of creative business and digital technology.

## Summary

Week 15, Negotiation, **Contracts, and Job Applications: Advanced Business Communication Skills**, focused on three key areas of professional communication. We explored the language of effective negotiation, emphasizing how to express needs clearly and make strategic concessions to reach mutually beneficial agreements. We also introduced understanding key terms and phrases commonly found in contracts, highlighting their significance in business agreements. Finally, the week covered the essential skills for writing compelling job applications and cover letters that effectively showcase relevant skills and experience to potential employers. Practical exercises in negotiation scenarios and application writing were emphasized to solidify these advanced communication skills.

## Review Questions

Refine your advanced business communication skills by considering the following review questions:

1. Describe two distinct linguistic strategies you can use when expressing your needs during a negotiation. Explain why each strategy is important for achieving a favorable outcome.
2. Identify and briefly explain the meaning of three key terms or phrases commonly found in business contracts. Why is it important to understand these terms?
3. What are two essential elements of an effective cover letter for a job application? Explain how each element contributes to making a strong impression on the hiring manager.
4. Describe a strategic approach to making concessions during a negotiation. What linguistic cues might indicate that the other party is also willing to make concessions?
5. Reflect on a situation where you either negotiated something, reviewed a document with terms, or wrote a job application. Based on what you learned this week, what is one

communication strategy you would apply differently in the future? Explain why

Across 15 weeks, this course has equipped learners with foundational to advanced business communication skills essential for success in creative business and digital technology. We began by establishing the principles of effective communication, emphasizing clarity, conciseness, and audience awareness (CLO1). We then explored the nuances of verbal and non-verbal communication (CLO2), honed active listening skills (CLO3), and practiced asking effective questions (CLO4). We focused on crafting clear and concise written communication (CLO5), understanding the impact of cultural differences (CLO9), and navigating ethical considerations (CLO10).

From Week 1 to Week 9, this course laid the groundwork for effective business communication. We began by defining the core principles of clear, concise, and audience-focused communication (CLO1), then delved into the crucial elements of verbal and non-verbal communication, understanding how both contribute to message delivery and reception (CLO2). We emphasized the active listening skills necessary for truly understanding others (CLO3) and the art of formulating effective questions to gain clarity and information (CLO4). The importance of clear and concise writing was addressed (CLO5), setting the stage for navigating different communication contexts. We then explored the complexities of cross-cultural communication, highlighting the need for sensitivity and adaptation in a globalized world (CLO9). Ethical considerations in all forms of business communication were also examined, underscoring responsible and trustworthy practices (CLO10). Finally, we transitioned into the digital realm, focusing on the nuances of online communication, including netiquette and professional online behavior, as well as strategies for effective

instant messaging and participation in online forums (CLO6). This foundational period established the essential skills for navigating both interpersonal and digital professional interactions.

The course progressed through digital communication, mastering email etiquette (Week 10), managing schedules and appointments (Week 11), and developing note-taking and organizational strategies (Week 12). Finally, we tackled advanced skills in meeting participation (Week 13), presentation delivery (Week 14), and negotiation, contract basics, and job applications (Week 15), all aimed at fostering professional collaboration (CLO6), effective time management (CLO7), and strong professional conduct (CLO8) in the dynamic digital landscape.



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## Appendix

### **Pedagogical approaches to enrich your English for Creative Business course:**

#### **Incorporating Authentic Materials**

Using real-world business documents, emails, and presentations can significantly enhance the relevance and engagement of your lessons. Here's how:

- **Real Business Documents:**

*Examples:*

Annual reports (sections relevant to communication), marketing brochures, project proposals, internal memos, meeting minutes, website copy, social media content.

*Activities:*

- *Analysis:* Ask students to analyze the language used, identify the target audience, and discuss the effectiveness of the communication.

- *Comparison:* Provide examples of the same type of document from different companies and discuss variations in style and tone.

- *Revision:* Present a document with intentional errors (grammatical, stylistic, factual) and have students identify and correct them.

- *Creation (Adaptation):* Provide a template or a sample document and ask students to adapt it for a specific creative business scenario.

- **Real Business Emails:**

*Examples:*

Emails requesting information, confirming appointments, providing updates, making inquiries, handling complaints.

*Activities:*

- *Deconstruction:* Analyze the structure, subject line, opening, body, and closing of effective business emails.
- *Tone Identification:* Discuss the intended tone and whether it is appropriate for the context.
- *Response Writing:* Provide an initial email and ask students to draft a professional and appropriate response.
- *Error Correction:* Present emails with common errors and have students revise them.

- **Real Business Presentations:**

*Examples:*

TED Talks related to business or creativity, company presentations available online, conference keynotes.

*Activities:*

- *Analysis:* Focus on the presenter's language, delivery style, use of visuals, and how they engage the audience.
- *Structure Identification:* Have students outline the key sections of the presentation and analyze the flow of information.
- *Language Focus:* Identify persuasive language, rhetorical devices, and clear explanations.
- *Critique and Improvement:* Discuss what makes the presentation effective and suggest areas for improvement.

**Tips for Incorporating Authentic Materials:**

- **Curate Carefully:** Select materials that are relevant to the topics being taught and appropriate for the students' language level.
- **Adapt and Simplify:** You may need to simplify complex documents or focus on specific sections.

- **Provide Context:** Ensure students understand the background and purpose of the material.
- **Encourage Critical Thinking:** Prompt students to analyze the effectiveness and ethical considerations of the communication.

### **Developing Interactive Activities**

Engaging students actively in the learning process is crucial for developing their communication skills. Here are some ideas for interactive activities:

- **Role-Playing:**
  - **Scenarios:** Customer service interactions, job interviews, negotiation meetings, team meetings, making appointments, giving instructions.
  - **Variations:** Assign specific roles and objectives, provide background information, and encourage students to use relevant vocabulary and expressions.
  - **Debriefing:** After the role-play, discuss what went well, areas for improvement, and alternative approaches.
- **Simulations:**
  - *Business Scenarios:* Running a virtual project team, managing a client relationship, handling a crisis communication situation.
  - *Structure:* Create a more complex and extended scenario where students need to apply various communication skills over time.
  - *Reflection:* Encourage students to reflect on their communication choices and their impact on the outcome of the simulation.
- **Group Tasks:**
  - *Collaborative Writing:* Writing a marketing proposal, creating a team presentation, drafting a business plan section.

- *Problem-Solving*: Working together to analyze a case study and present a solution.
- *Information Gap Activities*: Students have different pieces of information and need to communicate to complete a task.
- *Brainstorming Sessions*: Generating ideas and presenting them to the group.

### **Key Elements of Effective Interactive Activities:**

- *Clear Instructions*: Ensure students understand the task and their roles.
- *Defined Objectives*: What specific communication skills are being practiced?
- *Opportunities for Practice*: Allow sufficient time for students to engage in the activity.
- *Constructive Feedback*: Provide guidance and suggestions for improvement.
- *Relevance*: Connect the activities to real-world business situations.

### **Utilizing Technology**

Technology offers numerous tools and platforms to enhance language learning and practice:

- **Communication Platforms:**
  - *Video Conferencing (Zoom, Google Meet)*: For practicing virtual meetings, presentations, and online discussions.
  - *Messaging Apps (Slack, Microsoft Teams)*: To simulate digital workplace communication and practice concise messaging.

- *Online Forums and Discussion Boards:* For asynchronous discussions and collaborative writing tasks.

- **Digital Content and Resources:**

- *Online Articles and Blogs:* Expose students to current business communication trends and styles.

- *Podcasts and Videos:* Improve listening comprehension and expose students to different accents and speaking styles.

- *Interactive Exercises and Quizzes:* Platforms like Quizizz, Kahoot!, and learning management systems (LMS) can provide engaging practice and feedback.

- **Productivity and Collaboration Tools:**

- *Shared Document Editors (Google Docs, Microsoft Word Online):* For collaborative writing and editing.

- *Presentation Software (Google Slides, PowerPoint):* To create and deliver digital presentations.

- *Mind Mapping Tools (MindMeister, Miro):* For brainstorming and organizing ideas.

- **Language Learning Apps and Websites:**

- *Vocabulary Building (Quizlet, Memrise):* To expand business-specific vocabulary.

- *Grammar Practice (Grammarly, online grammar exercises):* To improve writing accuracy.

## **Integrating Technology Effectively:**

- **Purposeful Use:** Ensure technology enhances the learning objectives, rather than being used for its own sake.
- **Accessibility:** Consider students' access to technology and provide alternatives if needed.
- **Technical Support:** Offer guidance and support for using new tools.
- **Balance:** Combine technology with traditional teaching methods for a well-rounded learning experience.

## Providing Constructive Feedback

Effective feedback is crucial for helping learners identify their strengths and areas for improvement. Consider these strategies:

- **Timeliness:** Provide feedback as soon as possible after an activity.
- **Specificity:** Focus on concrete aspects of their communication (e.g., “Your opening statement was clear and engaging,” rather than just “Good job”).
- **Balance:** Highlight both strengths and areas for development.
- **Actionable Advice:** Suggest specific steps students can take to improve (e.g., “Try using stronger transition words between your points”).
- **Focus on Learning Goals:** Frame feedback in relation to the learning objectives of the activity or lesson.
- **Different Forms of Feedback:**
  - *Oral Feedback:* During or after activities.
  - *Written Feedback:* On written assignments.
  - *Peer Feedback:* Encourage students to provide feedback to each other using clear guidelines.
  - *Self-Reflection:* Prompt students to reflect on their own performance.
- **“Sandwich” Approach (Caution):** While sometimes used (positive-negative-positive), ensure the negative feedback is clear and actionable, not buried.

## Guiding Principles for Constructive Feedback:

- **Be Positive and Encouraging:** Focus on growth and development.
- **Be Objective:** Base feedback on observable behaviors and outcomes.
- **Be Sensitive:** Consider the learner's feelings and confidence.

- **Be Collaborative:** Engage students in a dialogue about their learning.

### **Assessing Learning Outcomes**

Various methods can be used to evaluate students' progress in the different areas of the course:

- **Formative Assessment (Ongoing):**
  - *Observation of Participation:* Assessing engagement in discussions and activities.
  - *Quick Quizzes:* Checking understanding of key concepts.
  - *Short Writing Tasks:* Evaluating email drafts or short reports.
  - *Role-Play Performance:* Assessing communication skills in simulated scenarios.
  - *Peer Assessment:* Students evaluate each other's work based on specific criteria.
- **Summative Assessment (End of Unit/Course):**
  - *Presentations:* Evaluating organization, delivery, and language skills.
  - *Business Writing Assignments:* Assessing emails, memos, proposals, or reports.
  - *Negotiation Simulations:* Evaluating strategic communication and outcome.
  - *Case Study Analysis:* Assessing problem-solving and communication of solutions.
  - *Final Exams:* Testing knowledge of key concepts and vocabulary (can include written and oral components).
  - *Portfolios:* Collection of student work demonstrating progress over time.

### **Designing Effective Assessments:**

- **Align with Learning Objectives:** Ensure assessments measure what students are expected to learn.



- **Use Clear Rubrics:** Provide specific criteria for evaluating performance.
- **Provide Opportunities for Different Learning Styles:** Offer a variety of assessment methods.
- **Offer Feedback on Assessments:** Help students understand their strengths and weaknesses.
- **Ensure Authenticity:** Design tasks that reflect real-world business communication scenarios.



# English for Creative Business

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