

## **Management Styles in Writing**

<b>MODULE CODE</b>	LE3003 [BAM-IBAM Level 3: Module 2: for Home and International students]
<b>MODULE CREDIT</b>	20 credits
<b>STAFF RESPONSIBLE</b>	
<b>PRE-REQUISITES</b>	Completion of the 2 related Level 2 BAM/IBAM Modules

### **LEARNING OUTCOMES**

The students will be introduced to a variety of models of discourse analysis. This will enable them to evaluate the effectiveness of business discourse from a variety of perspectives. Students will also be made aware of the factors and processes involved in writing business texts and actively supported in developing their own writing skills.

By the end of this module, students will be able to:

- analyse business discourse at macro and micro level;
- make principled decisions as to the suitability of given techniques of analysis for different purposes;
- manage the issues surrounding the application of models to genuine data;
- make use of this knowledge when producing their own business texts.
- investigate theoretical as well as practical perspectives on a range of workplace genres;
- demonstrate awareness of the complexities of the writing process and relate this process to their workplace experiences;
- critically analyse the various mediums and formats involved in workplace writing;
- explore the internet for goal-oriented communication, research, and publication;
- apply the knowledge to the production of written texts both independently and collaboratively;
- identify and discuss ethical issues concerning writing in the workplace.

### **INTERNATIONAL DIMENSIONS**

The module is designed to help students to become aware of the role played by written discourse within a business context, and to develop the skills necessary to design and create a wide range of appropriate and effective business documents for different audiences and purposes.

## **CORPORATE CONNECTIONS**

The module is concerned with the development of students receiving and creating business documents in an International context. This is done by the medium of practical exercises based on authentic examples of written business communication.

## **CONTENT**

The module will cover the following areas:

### **1. Genre Analysis**

- Identification of genres
- Structural analysis of genres
- Purposive analysis of genres
- Interaction with genre conventions
- Business communications as speech acts

### **2. Relationships: Ideas and People**

- Analysis of clause relations  
(expression of clause relationships such as cause / consequence)
- Analysis of identity management  
(Projection of social roles into business discourse: writer and addressee)

### **3. Analysis of face work and politeness**

- Concept of illocutionary force
- Techniques of hedging, emphasis, attenuation, mitigation

### **4. Socio-cultural perspectives of writing in the workplace**

- Considerations of intertextuality
- Social Construction of knowledge
- Ethics and Communication
- Power and status

### **5. Issues of authorship**

- Multiple authorship
- Institutional vs. individual documents
- Hierarchy issues in the construction of writing
- Collaborative Writing

### **6. Awareness of computer-mediated communication**

- one-to-one interaction
- interaction on many-to-many electronic discussion forums

### **7. Writing processes in the workplace**

- Preparatory stages for the writing process
- Drafting
- Peer review / feedback
- Self-questioning
- Editing
- Transition between academic and non-academic writing

### **8. Research methods for workplace writing**

## METHODS OF TEACHING AND LEARNING

Teaching will take the form of interactive lectures and workshops, including both individual and group work. Students will be encouraged to carry out their own analysis of texts and discuss their findings with the group. Active participation will be encouraged throughout, and students will be given ample opportunity to develop their own writing skills.

Lectures and workshops	40 hours
Workshop preparation and reading	60 hours
Research, preparation and written analysis	50 hours
Research, preparation and writing tasks	30 hours
Research, preparation and on-line project	20 hours
Total learning hours	200 hours

## METHOD OF ASSESSMENT

Analysis of a business language text from one of the perspectives covered on the course. 50%

[4-5000 words; to be submitted by Friday at 12 noon at the end of week 24]  
Portfolio of a range of writing tasks 30%

[3 tasks, 1000 words for each; to be submitted by Friday at 12 noon at the end of week 12]

Production of an on-line project 20%

[content and format to be agreed with tutor in weeks 4-5; project to be submitted by Friday at 12 noon at the end of week 18]

## CORE TEXTS

Brown, R.L. Jr. & Herndl, C.G. 1986. *An Ethnographic Study of Corporate Writing: Job Status as Reflected in Written Text*. In Couture, B. (ed) *Functional Approaches to Writing: Research Perspectives*. London: Francis Pinter / Norwood, NJ: Ablex [Not in Lib]

Davies, F., Forey, G. & Hyatt, D. 1999. *Exploring aspects of context: selected findings from the Effective Writing for Management project*. In: F. Bargiela-Chiappini & C. Nickerson (eds.) 293-312. [1 copy in Lib]

## FURTHER READING

- Bargiela-Chiappini, F. & Nickerson, C. (eds.) 1999. *Writing Business: Genres, Media and Discourses. Language in Social Life*. Harlow: Longman  
[1 copy in Lib]
- Bloor, M. & Bloor, T. 1992. Given and New Information in the thematic organisation of text: application to the teaching of academic writing. In: *Occasional papers in Systematic Linguistics Vol 6*. Nottingham: University of Nottingham, Department of English Studies. [1 copy in Lib]
- Cherry, R.D. 1988. Politeness in written persuasion. *Journal of Pragmatics* 12: 63-81. [Not in Lib]
- Connor, U. & Lauer, J. 1985. Understanding persuasive essay writing: a linguistic/rhetorical approach. *Text*, 5 (4), 309-326 [1 copy in Lib]
- Crompton, P. 1997. Hedging in Academic Writing: Some Theoretical Problems. *English for Specific Purposes* 16: 271-288. [1 copy in Lib]
- Cummins, J. & Sayers, D. 1995. *Brave New Schools: Challenging cultural illiteracy through global learning networks*. New York: Saint Martin's Press.  
[Not in Lib]
- Dudley-Evans, T. 1994. Academic texts: the importance of the use and comprehension of hedges. *ASp* 5/6: 131-141 [Not in Lib]
- Ghadessy, M. & Webster, J. 1993. On the nature of written business communication. In M. Ghadessy (ed.) *Register Analysis. Theory and Practice*. London: Pinter. [Not in Lib]
- Kogan, M. (ed). 1989. *Writing in the Business Professions*. Urbana, Illinois: NCTE. [Not in Lib]
- Kong, K.C.C. 1998. Are simple business request letters really simple? A comparison of Chinese and English business request letters. *Text*, 18(1), 103-141 [1 copy in Lib]
- Lay, M.M & Karis, W.M. 1991. *Collaborative Writing in Industry: Investigations in Theory and Practice*. Amityville, N.Y.: Baywood. [Not in Lib]
- Leki, I. 1995. Coping Strategies of ESL Students in writing tasks across the curriculum. *TESOL Quarterly*, 29, (2): 235-260. [1 copy in Lib]
- Lemke, J.L. 1999. Discourse and organisational dynamics: website communication and institutional change. *Discourse and Society* 10:21-48.  
[online in Lib]
- Marriott, H.E. 1990. Politeness Phenomena in Japanese intercultural business communication. *Intercultural Communication Studies* 3: 15-37. [Not in Lib]

Pilegaard, M. 1997. Politeness in Written business discourse: A textlinguistic perspective on requests. *Journal of Pragmatics* 28: 223-244. [1 copy in Lib]

Pschaid, P. 1993. *Language and Power in the Office*. Tübingen: Francke. [Not in Lib]

Spilka, R. (ed.) 1993. *Writing in the Workplace: New Research Perspective*. Carbondale: Southern Illinois UP. [Not in Lib]

Whittaker, R. 1995. *Theme , processes and the realization of meanings in academic articles*. In M. Ghadessy (ed.). *Thematic Development in English texts*. London: Pinter: 105-128. [1 copy in Lib]

Yli-jokipii, H. 1996. An approach to contrasting languages and cultures in the corporate context: Finnish, British and American business letters and telefax messages. *Multilingua* 15: 305-327. [1 copy in Lib]