3.22  WORD PROCESSING AND BUSINESS COMMUNICATION

I. Aims

1.1 The general aim of the course is to promote students’ development in the intellectual, communicative, social and moral, and aesthetic spheres through the learning of business communication and word processing. It aims to prepare confident and responsible individuals equally equipped for further education and for future career development.

1.2 The specific aims are to enable students:
   a) to foster the ability to communicate effectively through the understanding and application of the communication conventions in the business environment;
   b) to develop knowledge, skills and understanding of word processing competencies in the context of a fast changing, technological business world; and
   c) to cultivate a positive work attitude with continuous efforts of making reflections and improvements regarding themselves, their work, interpersonal relationship as well as the society at large.

II. Objectives

2.1 Knowledge Domain

By the end of the course, students should have acquired knowledge and understanding of the following:

- current development in information technology especially those contributing to effectiveness of business communication;
- importance of effective communication and the general communication principles and conventions;
- the types and functions of the more commonly used business documents;
- factors to be considered in evaluating a word processing software package;
- the functions of the major hardware components of a computer workstation as well as some peripheral devices;
- the importance and means of prevention, detection and cleaning of virus and other threats to work;
- the importance of keeping information secure and confidential; and
issues with regard to the use of computers such as health and safety, business ethics, ergonomics, environmental protection etc.

2.2 Skills Domain

By the end of the course, students should be able to:

✓ demonstrate correct keyboarding techniques;
✓ access electronic references;
✓ acquire the skills required for organization and management of files in business operations;
✓ manipulate appropriate word processing commands to produce business documents of mailable standard;
✓ apply communication convention to compose business documents using correct tone and vocabulary appropriate to given situations;
✓ demonstrate an ability to select the most appropriate software applications for creating a particular business document; and
✓ select an appropriate means, form and way of communicating with colleagues or peers in an information technology work environment.

2.3 Attitude Domain

By the end of the course, students should have developed the following attitudes:

✓ values attached to aesthetics and accuracy in preparing and evaluating documents;
✓ appreciate the importance of co-operative effort and effective communication in the business world; and
✓ establish a positive attitude towards the development of new ideas in business communication.

III. Panel Profile

3.1 Strengths

3.1.1 The colleagues are energetic, enthusiastic and keen on acquiring new knowledge to constantly improve their teaching profession.
3.1.2 The panel members are English Language teachers who are confident in teaching English business writing skills.
3.1.3 A small panel of two subject teachers renders more effective communication and closer collaboration.
3.1.4 The small group size of twenty students facilitates learner-based teaching approach and allows greater classroom interaction.
3.1.5 The provision of a multi-media learning centre and a well-equipped computer room makes the integration of IT in teaching a less daunting task.

3.1.6 The opening of a self-access computer laboratory during lunch hours and after school encourages students to stay after school for independent learning.

3.1.7 As the subject is practical application of word processing skills in the context of business communication, students will be more motivated to learn the skills to equip themselves for further education and future career development.

3.2 Weaknesses

3.2.1 Colleagues are not subject trained and they lack technical training in operation system of computer competency.

3.2.2 The launching of a new subject means the panel members have to start from scratch planning the curriculum and initiating measures conducive to teaching and learning.

3.2.3 The related new current exam syllabus limits the prediction of possible question types in the coming HKCEE.

3.2.4 Students’ low English proficiency hampers their interpretation of the requirements of the questions and their abilities to compose effective business documents in English.

3.2.5 The advance of computer technology makes it easy for lazy students to copy their work especially the home assignments from others.

3.2.6 There is a lack of reference books in Hong Kong context about business communication.

3.2.7 Few interactive CD ROMs on word processing skills available for purchase.

3.2.8 Students’ low span of concentration and their relatively short-lived preservation will inevitably be an obstacle to long hour’s tough training practice on effective integration of the word processing and business writing skills.

3.2.9 The early conduct of HKCEE in mid-March not only challenges the high achievers to become professional computer users but also confines a shorter span of time for many below average learners to successful master the two difficult disciplines of Word Processing and Business Communication.

IV. Year Focus

4.1 Engage greater efforts from S5 students to well-prepare for the HKCEE.

4.2 Conduct current exam-like procedures and design specific work folders with strings to rehearse S5 students in the coming internal examinations.

4.3 Install facilities to furnish MMLC as a standard examination centre for the HKCEE.

4.4 Investigate the feasibility of sitting other professional exam bodies to further sharpen students’ word processing skills and immerse their exposure to the various business scenarios.

4.5 Collaborate with the S 4 coordinator of the English Department for assigning group projects in skillful application of word processing techniques acquired.

4.6 Liaise with the Careers Team to arrange visits to local trading companies or the business faculties in the post-secondary institutes to widen students’ vision on the practicality of word processing in business communication.
4.7 Integrate teaching with IT such as the use of PowerPoint slides, web sites surfing or video clips to make lessons more motivating for students.

4.8 Implement co-lesson planning and pre-teaching sharing for optimal professional enrichment.

4.9 Have regular meetings with panel members to review the curriculum and adopt remedial measures for enhancing students’ academic performance.

4.10 Encourage panel members to attend seminars/training sessions related to WP & BC.

4.11 Revise a set of S4 core teaching–learning materials.

4.12 Keep a stock of updated reference books and CD ROMs in the panel.

4.13 Pre-book the MMLC/Computer Lab on Tuesdays and Fridays after school hours for tutorials or enrichment practices.

4.14 Run a study group after school for the provision of remedial work for the low achievers.

4.15 Conduct regular quizzes after specific modules, two form tests and exams to assess students’ abilities to transfer the skills acquired.

4.16 Organize regular speed check tasks in classroom practice and inter-class typing speed contests to entice students to be competent in their typing skills.

4.17 Establish WP & BC accounts for new S4 students in WP drive for storage of students’ work.

V. Evaluation

5.1 S5 students:
   - The average passing rate of all the quizzes and form tests should be 70% respectively while the average passing rate of the exams 60%.
   - The HKCEE results should at least be not lower than the current passing rate of all day school first attempters in Hong Kong.
   - At least 60% of the participants in the Inter-class Speed Contest should have attained a reasonable speed and accuracy in their word processing skills.
   - No reports should be made about students’ careless mistakes in following the exam-like procedures in the HKCEE.

5.2 S4 students:
   - The average passing rate of all the quizzes and form tests should be 70% respectively while the average passing rate of the exams 60%.
   - At least 60% of the participants in the Inter-class Speed Contest should have attained a reasonable speed and accuracy in their word processing skills.
   - At least 70% of the students should have reached a passing grade being an IT support in their own group and a tutor in a different group from their peers in their English project work.

5.3 Removable materials should have been stuck on the two sides of each monitor and between the rows to avoid peeping and a digital clock facing the students should be installed in MMLC.
5.4  At least one professional exam body has been negotiated and a survey among
students on the number of candidates who desire to sit the exam in the second term.
5.5  At least 50% of the students should have taken part in the outdoor visit if it is
available.
5.6  At least one topic at each form should have been presented by PowerPoint slides
linked to related web sites or video clips.
5.7  At least two co-lessons planning and pre-teaching sharing should have been
arranged among the panel members.
5.8  There should at least be three Panel Meetings held.
5.9  Panel members should have at least attended one related seminar or training
workshop relevant to WPBC.
5.10 A set of S4 core teaching-learning materials should have been revised.
5.11 At least 5 reference books and 5 CD ROMs should have been purchased.
5.12 There should be an increment of progress on the low achievers after attending the
Study Group when comparing the two exam scores.
5.13 S4 WP & BC accounts should have been set up.

VI. The Gantt Chart

<table>
<thead>
<tr>
<th>Month</th>
<th>Implementation</th>
<th>Teacher-in-charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>• Co-lesson planning and pre-teaching sharing</td>
<td>NMC &amp; CS</td>
</tr>
<tr>
<td></td>
<td>• Panel Meeting 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Purchasing reference books and CD ROMs</td>
<td>NMC</td>
</tr>
<tr>
<td>Aug</td>
<td>• Purchasing floppy disks</td>
<td>NMC</td>
</tr>
<tr>
<td></td>
<td>• Revising a set of S4 core teaching–learning materials</td>
<td>NMC</td>
</tr>
<tr>
<td></td>
<td>• Writing a report on 03-04 Annual Plan</td>
<td>NMC</td>
</tr>
<tr>
<td></td>
<td>• Teaching plan and course outline for first term S4 &amp; S5 prepared</td>
<td>NMC</td>
</tr>
<tr>
<td></td>
<td>• S4 Core materials for the first term printed</td>
<td>NMC</td>
</tr>
<tr>
<td></td>
<td>• Setting up WP &amp; BC accounts for new S4 students</td>
<td>NMC</td>
</tr>
<tr>
<td></td>
<td>• Study Group for the S5 low achievers</td>
<td>NMC</td>
</tr>
<tr>
<td>Sept</td>
<td>• Setting S5 Exam 1</td>
<td>CS</td>
</tr>
<tr>
<td></td>
<td>• S5 Quiz 1 conducted</td>
<td>CS</td>
</tr>
<tr>
<td></td>
<td>• S5 Form Test 1 launched</td>
<td>CS</td>
</tr>
<tr>
<td></td>
<td>• S4 Quiz 2 conducted</td>
<td>NMC &amp; CS</td>
</tr>
<tr>
<td></td>
<td>• Tutorials/enrichment practices on Tuesdays and Fridays after school in MMLC/Computer Lab</td>
<td>NMC</td>
</tr>
<tr>
<td></td>
<td>• Study Group for the S5 low achievers</td>
<td>NMC</td>
</tr>
<tr>
<td>Oct</td>
<td>• Tutorials/enrichment practices on Tuesdays and Fridays after school in MMLC/Computer Lab</td>
<td>NMC &amp; CS</td>
</tr>
<tr>
<td>Nov</td>
<td>• Study Group for the S5 low achievers</td>
<td>CS &amp; NMC</td>
</tr>
<tr>
<td>Month</td>
<td>Activities</td>
<td>Departments</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| Dec   | **S4 Form Test 1 launched**  
   **Setting S4 Exam 1**  
   Tutorials/enrichment practices on Tuesdays and Fridays after school in MMLC/Computer Lab  
   Scrutiny of students’ work  
   Co-lesson planning and pre-teaching sharing  
   Study Group for the S4 low achievers | NMC  
   NMC  
   NMC & CS  
   NMC  
   NMC & CS  
   NMC & CS |
| Jan   | **S5 Quiz 2 conducted**  
   Teaching plan and course outline for second term S5 prepared  
   Study Group for the S5 low achievers  
   Second term S4 core materials printed  
   Planning for Inter-class speed contest and outdoor visit  
   Purchase reference books and CD ROMs | CS  
   NMC |
| Feb   | **S5 Form Test 2 launched**  
   **Setting S5 Exam 2**  
   **S4 Quiz 3 conducted**  
   Panel Meeting 2  
   Teaching plan and course outline for second term S4 prepared  
   Tutorials/enrichment practices on Tuesdays and Fridays after school in MMLC/Computer Lab  
   Study Group for the S5 low achievers  
   **Inter-class Speed Contest**  
   **Lead-in skills (IT Support to English Project Work)** | NMC  
   NMC  
   CS  
   NMC  
   NMC  
   NMC & CS  
   NMC & CS  
   NMC & CS |
| Mar   | **S4 Quiz 4 conducted**  
   Tutorials/enrichment practices on Tuesdays and Fridays after school in MMLC/Computer Lab  
   Study Group for the S4 low achievers | NMC  
   NMC & CS  
   NMC |
| Apr   | **S4 Form Test 2 launched**  
   Tutorials/enrichment practices on Tuesdays and Fridays after school in MMLC/Computer Lab  
   Enrichment course (Study Group) after school for the high/low achievers  
   Evaluation on project work  
   Study Group for the S4 low achievers | CS  
   NMC & CS  
   NMC  
   NMC & CS  
   NMC |
| May   | **Setting S4 Exam 2**  
   Inter-class speed contest undertaken  
   Outdoor visit to local company or institute  
   Evaluation on project work  
   Tutorials/enrichment practices on Tuesdays and Fridays after school in MMLC/Computer Lab  
   Study Group for the S5 low achievers | CS  
   NMC  
   NMC  
   NMC & CS  
   NMC & CS  
   NMC |
June
- Tutorials/enrichment practices on Tuesdays and Fridays after school in MMLC/Computer Lab
- Study Group for the S4 low achievers
- **Sitting other professional WP Exam**

July
- Panel Meeting 3
- Evaluation on 04-05 Annual Plan
- Planning for 05-06 Annual Plan

VII. Budget

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>ESTIMATED AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reference books and CD ROMs</td>
<td>$2,000</td>
</tr>
<tr>
<td>2. A4 paper for quizzes, form tests and exams (8 packs)</td>
<td>$350</td>
</tr>
<tr>
<td>3. Ordinary Floppy disks for quizzes (50 pieces)</td>
<td>$100</td>
</tr>
<tr>
<td>4. Floppy disks with plastic cases for Form Tests and Exams (50 pieces)</td>
<td>$250</td>
</tr>
<tr>
<td>5. Outdoor visit travelling subsidy</td>
<td>$1,500</td>
</tr>
<tr>
<td>6. Inter-class Speed Contest</td>
<td>$350</td>
</tr>
<tr>
<td></td>
<td><strong>$4,550</strong></td>
</tr>
</tbody>
</table>