

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SUMY NATIONAL AGRARIAN UNIVERSITY**

**Foreign Languages Department
Faculty of Biology and Technology**

MODULE SYLLABUS

BUSINESS ENGLISH


(Compulsory)

Implemented in the “Administrative Management” Academic Program

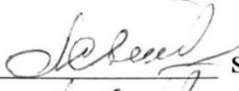
Area of specialization 073 “Management”


at the second (master's) level of higher education


Author:  Kyrychenko T.O., PhD in Economics, senior lecturer at Foreign Languages Department

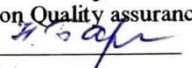
Module syllabus agreed at the Foreign Languages Department meeting	Minutes No 21 dated June 17, 2021
	Head of Foreign Languages Department PhD in Pedagogical Sciences, Associate professor  T.I. Klochkova

Approved by:

Guarantor of the Academic program  S. Lukash

Dean of the Faculty  N.I. Strochenko

Syllabus review (attached) is provided by :  ()
()

Representative of the Department of Education Quality assurance, licensing and accreditation  (A. Baboshyna)

Registered in electronic data base 12 07 2021

Syllabus review data:

The academic year in which changes are made	The Academic program attachment number with changes description	Changes revised and approved		
		Minutes No and date of the department meeting	Head of Department	Guarantor of the Academic program

1. MODULE OVERVIEW

1.	Title	Business English		
2.	Faculty/Department	Biology and Technology/ Foreign Languages		
3.	Type (compulsory or optional)	compulsory		
4.	Program(s) to which module is attached (to be filled in for compulsory types)	Academic program “Administrative management” Area of specialization 073 “Management”		
5.	Module can be suggested for (to be filled in for optional types)	-		
6.	Level of the National Qualifications Framework	The second(master's) level of higher education, NQF - 7th level		
7.	Semester and duration of module	III semester, week 1-15		
8.	ECTS credits number	2		
9.	Total workload and time allotment - 90	Directed study		Self-directed study
		Lectures	Practicals	Labs
		-	44	-
				46
10.	Language of instruction	English		
11.	Module leader	Kyrychenko Tetiana Oleksandrivna, PhD in Economics, senior lecturer at the Foreign Languages department Official consulting hours – every Thursday, 12:30-2:00 p.m., room 301 (main building)		
12.	Module leader contact information	honey11t@ukr.net		
13.	Module description	It is intended for the development of the communicative competence in Business English of undergraduate students majoring in Administrative Management. The important objective of the module is stimulating the students’ independence, the development of their critical thinking, ability to solve problems, present ideas, comprehend complex texts in business English, use written and oral information of a wide variety of business topics, beware of Business English etc., thus contributing to the students’ integrative development of language, pragmatic and intercultural competence development.		
14.	Module aim	The module is aimed at improving students’ ability to write common business text types and documents in English such as Cover letter, CV; at improving the ability to read and understand business texts such as business periodicals, business correspondence and other business documents; at increasing students’ comprehension of spoken English when it is used to speak about business topics in meetings, presentations, interviews, discussions etc.; at strengthening students’ speaking skills and enabling them to engage more effectively in a range of speaking situations typical of the study of administrative management and the practice such as client interviews, discussions with colleagues; at introducing students to some of the language-related aspects of the work and functioning of an administrative management.		
15.	Module Dependencies (prerequisites, co-requisites,	Prerequisites are necessary knowledge and skills of Upper-Intermediate level (according to Common European Framework of Reference for Languages)		

	incompatible modules)	
16.	The policy of academic integrity	<p>The following forms of academic dishonesty (academic integrity violation) are distinguished between copying; submitting another person's work as your own or submitting another person's work without proper citation; unauthorized test possession, purchase, or supplying; ghosting; altering exams or assignments; improper use of technology; facilitating academic dishonesty by others; submitting work previously used without permission; unauthorized collaboration; unauthorized use of study aids.</p> <p>Depending on the nature of the violation, the teacher will assign one of the following penalties:</p> <p>Copying</p> <ul style="list-style-type: none"> - reduced exam or assignment grade to 0 for assignment or exam <p>Cheating</p> <ul style="list-style-type: none"> - requiring the student to redo the assignment for a reduced grade - assigning the student a failing grade for the assignment <p>Information Falsification or Fabrication</p> <ul style="list-style-type: none"> -verbal or written reprimand -reduction in course grade -failure (no credit) or reduction in grade given for paper, exam, or assignment without privilege of make-up <p>Deception</p> <ul style="list-style-type: none"> -a mark of zero (0) should be awarded for the assessment in which the deception was found to occur <p>Facilitating academic dishonesty</p> <ul style="list-style-type: none"> -reduced assignment grade for what the student submitted -a mark of zero (0) for assignment student submitted -reduced grade in module <p>Plagiarism</p> <ul style="list-style-type: none"> -a mark of zero (0) should be awarded for the assessment in which the plagiarism was found to occur -rewriting a paper; retaking an exam, test, or quiz; or redoing an assignment -reduction in course grade; failure (no credit); or reduction in grade given for paper, exam, or assignment without privilege of make-up -if this penalty does not result in the failure of the module, the module mark obtained for the module should be further reduced by 10% of the maximum available mark.
17.	Link in Moodle	

2. CORRELATION BETWEEN MODULE LEARNING OUTCOMES (MLOs) AND PROGRAM LEARNING OUTCOMES (PLOs)

MLOs: On successful completion of the module the learner will be able to:	PLOs							How assessed
	PLOs 1	PLOs 3	PLOs 4	PLOs 9	PLOs 11	PLOs 12	PLOs 14	
MLOs 2. Listening Comprehend and				X				Listening-comprehension tests (gap-filling:

understand complex audio texts related to the sphere of Business English, of different linguistic composition								open/banked; table completion) End-of-unit test
MLOs 3. Reading Critically analyze complex English texts of business English content, summarize, paraphrase and synthesize ideas from complex Business English types of texts, apply this knowledge in practical situations.		X	X			X	X	Essay End-of-year written test
MLOs 4. Speaking and vocabulary Use professional Business English vocabulary to take part in discussions, debates, negotiations within the scope of the topics taught reacting to opponent's view, expressing highly grounded	X	X	X		X	X	X	Oral test

personal opinions.								
MLOs 5. Writing Write clear, logical texts of different linguistic styles, generate English-language information content on a given topic using available as well as mandatory sources of information; prepare documents (CV, Cover Letter), complicated reports; compile the list of various types of Business English letters.	X			X	X	X	X	Written test (multiple choice; multiple matching; error detection /correction; open-ended questions) Written reports Business English letters writing, CV, Cover Letter

3. MODULE INDICATIVE CONTENT

VII semester

Topics	Distribution of hours			Learning resources
	Directed study		Self-directed study	
	Lectures	Practicals	Labs	
Topic 1. Research and preparation. . Use of English (Lexical Competence). The unit covers: • Identifying the stages in the job application process • Researching yourself • Highlighting your skills and experience • Researching the market Reading: stages in the job application process; job advertisements Listening: listening to identify strengths and		8		8 1, 2.

<p>weaknesses, listening for gist, listening to deduce opinions Speaking: talking about skills, experience and qualifications Writing: market research</p>					
<p>Topic 2. Writing an impressive CV. (<i>Lexical Competence</i>). The unit covers: • Structuring your CV • Avoiding common CV mistakes • Creating a strong first impression identifying your key skills • Highlighting your work experience • Detailing your education and qualifications • Demonstrating your interests • Providing references Reading: model CVs: chronological and skilled-based; the education section of your CV Listening: listening and note-taking, identifying speaker's opinion Speaking: demonstrating your interests; detailing your education and qualifications; writing CV</p>		8		8	1,3
<p>Topic 3. . Effective cover letters. (<i>Lexical Competence</i>). The unit covers: • Identifying features of cover letters • Beginning a cover letter • Writing the main body of the letter • Writing an effective final paragraph • Using appropriate language • Writing a cover letter Reading: model cover letter, bad cover letter Listening / integrated skills: listening for detail Speaking: talking about the job you are applying for Writing: writing a cover letter</p>		6		8	1,2,3
<p>Topic 4. Successful interviews. (<i>Lexical Competence</i>): The unit covers: • Preparing for the interview • Making a positive first impression • Dealing effectively with interview questions • Talking about yourself • Avoiding common mistakes • Proving you've done your research • Demonstrating you've got what it takes Reading: interview answer templates; small talk; body language Listening: different interviews Speaking: talking about yourself</p>		8		6	1,4

Topic 5 Advanced interview techniques. (<i>Lexical Competence</i>). The unit covers: • Handling competency-based questions • Demonstrating your skills • Talking about your weaknesses • Asking questions of your own • Dealing with telephone interviews Reading: Handling competency-based questions Listening: note-taking, speed listening, listening for detail Speaking: asking questions of your own; asking for clarification		6		8	1,2,3
Topic 6. Follow up. (<i>Lexical Competence</i>). The unit covers: • Keeping in touch • Handling rejection • Dealing with job-offers • Negotiating terms and conditions Reading: a job offer; learning from failure Listening / integrated skills: listening for gist Speaking: asking for clarification, presenting and explaining information Writing: paraphrasing		8		8	1,4
Total hours/semester:		44		46	
Total hours/academic year:		44		46	

4. TEACHING AND LEARNING METHODS

MLOs	Teaching methods (directed study)	Hours	Learning methods (self-directed study)	Hours
1	Brainstorming, solving crosswords, talk-shows	10	Reading, information search, preparing oral reports, compiling business terms vocabularies, CV, Cover Letter writing, Interview Questionnaire preparation	10
2	Role-playing, interviewing, group discussions	8	Opinion polls, simultaneous interpretation	10
3	Making story maps/, text structuring and retelling, quizzes, preparing article abstracts	8	Literature review	6
4	Discussions, brainstorming	8	Questionnaires preparation	
5	Preparing written reports/ /business letters	10	Literature review, creating posts, written translation	10

5. ASSESSMENT

5.1. Diagnostic assessment

5.2. Summative assessment

5.2.1. Intended learning outcomes methods:

No	Summative assessment methods	Grades	Deadline
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1.	End-of-unit test	30 (3 x 10)\60%	5,10,14 weeks
2.	Vocabulary test	20 (2 x 10)	4, 12 week
3.	Mid-term oral test	20	8 week
10.	End-of-semester written examination	30	15 week

5.2.2. Grading criteria

Summative assessment method	Unsatisfactory	Satisfactory	Good	Excellent
End-of-unit test	<5 <60% correct answers	5-6 60-74% correct answers	7-8 75-89% correct answers	9-10 90-100% correct answers
Vocabulary test	<5 <60% correct answers	5-6 60-74% correct answers	7-8 75-89% correct answers	9-10 90-100% correct answers
Mid-term oral test	<5 No subject-verb agreement; no verbs conjugated correctly. Few or no vocabulary words from the semester were used. Pronunciation was very difficult to understand; searched for words with many starts and stops. Student was unable to express ideas fluently; many pauses or breaks.	5-6 Some subjects agreed with verbs; some verbs were correctly conjugated. Some vocabulary words from the semester were used. Student's pronunciation was difficult to understand, but effort made. Student had difficulty expressing ideas fluently.	7-8 Subjects generally agreed with verbs; verbs generally conjugated in appropriate past tense (preterit or imperfect). Many vocabulary words from the semester were used. Student's pronunciation was understandable with some errors. Student was able to express ideas fluently with little difficulty.	9-10 Consistent subject-verb agreement; consistent and logical conjugation of verbs, including expression in the past (preterit and imperfect). Extensive and creative use of semester vocabulary. Student's pronunciation was understandable with a few errors. Student was able to communicate clearly with no difficulty.
End-of-semester written examination	<18 <60% correct answers	18-21 60-74% correct answers	22-26 75-89% correct answers	27-30 90-100% correct answers

5.3. Formative assessment

Formative exercises are designed to enable students to develop particular aspects of their learning, prior to summative assessments. Formative exercises are designed to help students use feedback and self-reflection to manage and develop their learning so that they can see how to improve their work.

No	Formative Assessment elements	Date
1.	Written vocabulary test on completion topics (Units) 1-2, 3-4, 5-6,	Every week

3.	Oral presentations (discussions, debates, negotiations) and teacher's feedback	Every week
4.	Self- and peer assessment	Every week
5.	Written feedback on essays, CV, Cover Letter, Interview Questionnaire	During a week after submission
6.	Discussion and self-correction	Every week

Self-assessment can be used both an element of formative and summative assessment.

6. LEARNING RESOURCES

6.1. Key resources

1. Downes C. Cambridge English for Job-Hunting. – Cambridge: Cambridge University Press, 2014. – 112 p.
2. Margaret Helliwell. Business Plus. English Type: International English. Cambridge University Press. 2014. – 252 p.
3. Leo Jones & Richard Alexander. New International Business English Student's Book. Cambridge University Press. 2015. – 279 p.
4. Prodromou L. Grammar and Vocabulary for First Certificate. - Longman. Pearson Education Limited, 2014.

6.2. Guidelines

5. Чирва А.С. Навчальний посібник для студентів магістратури факультету менеджменту. – Суми: ШНАУ, 2014. – 297 с.

6.3. Additional resources

6. Arthur Mckeown, Ros Wright. Professional English in Use Management with Answers, Cambridge University Press, October 2011- 120p.
7. Bill Mascull. Business Vocabulary in Use: Intermediate book with answers and enhanced eBook 3rd edition. Self-study and classroom use. Cambridge University Press. November 2017 – 178p.
8. George Sandford. Cambridge English for Human Resources Student's Book with Audio CDs, Cambridge University Press, July 2011 – 128 p.
9. Murphy R. Essential Grammar in Use. – Cambridge University Press, 2010.
10. <http://www.bbc.co.uk>