

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

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

MODULE SYLLABUS

**Business Foreign Language
(compulsory)**

**Implemented in the Educational and Professional Programme “Food
Technologies”**

in the specialty 181 “Food Technologies”

Second (master) level of higher education

Author: *[Signature]*

Tetiana FOMENKO, Ph.D. in Pedagogical Sciences,
Associate Professor, Associate Professor
of the Department of Foreign Languages

Module syllabus agreed at the meeting of the Department of Foreign Languages	Minutes No 15 dated June, 14, 2024
	Head of the Department of Foreign Languages <u><i>[Signature]</i></u> Tetiana KLOCHKOVA

Approved by:

Guarantor of the Educational and
Professional Programme

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Dean of the Faculty

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Representative of the Department
of Education Quality assurance,
licensing and accreditation

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Registered in electronic data base

24.06. 2024

1. MODULE OVERVIEW

1	Title	Business foreign language		
2	Faculty / Department	Faculty of Biology and Technology, the Department of Foreign Languages		
3	Type	Compulsory		
4	Programme(s) to which module is attached	"Food Technologies" Academic Programme Specialty 181 "Food Technologies"		
5	Module can be suggested for	-		
6	Level of the National Qualifications Framework	NQF – Level 7		
7	Semester and duration of module	2 semester (1-15 weeks)		
8	ECTS credits number	5 credits		
	Total workload and time allotment	Directed study		Self-directed study
		Lectures	Practicals	
		-	18	132
10	Language of instruction	English		
11	Module leader	Tetiana FOMENKO, Ph.D. in Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Foreign Languages Consultation – on Tuesday, 12.15 – 13:00 (main building, room 312)		
11.1	Module leader contact information	taniafomenko75@gmail.com		
12	Module description	The educational component "Business foreign language" assumes a professionally oriented character, is considered as an integral element of education and is an integral part of the formation of an international level specialist who must be able to communicate and discuss in English in business circles, acquire new text, audio and video information from foreign sources, both printed and electronic.		

13	Module aim	The purpose of “Business Foreign Language” Module is the formation of master student’s general and professionally oriented communicative speech competences, the skills of practical command of a foreign language in various types of speech activity in the scope of topics determined by professional needs; mastering the latest professional information.
14	Module Dependencies (prerequisites, co-requisites, incompatible modules)	EC is based on knowledge of English at B1-B2 level.
15	The policy of academic integrity	<p>Adherence to academic integrity for higher education applicants involves: independent performance of educational tasks, tasks of current and final control of learning outcomes; references to sources of information in the case of the use of ideas, statements, information; compliance with copyrightlaw; providing reliable information about the results of their own educational (scientific, creative) activities.</p> <p>Violations of academic integrity in the study of Module Syllabus “Business foreign language” are: academic plagiarism, academic fraud (copying, deception, publishing someone’s work for their own), the use of electronic devices during the final control of knowledge. For violation of academic integrity, students may be held subject to the following academic liability:</p> <p>Academic plagiarism– grade 0, repeated performance of the task;</p> <p>Academic fraud– cancellation of points; re-assessment, re-execution of not independently performed work;</p> <p>use of electronic devices during the final control of knowledge – removal from work, grade 0, re-passing the final control.</p>
16	Link to MOODLE	https://cdn.snau.edu.ua/moodle/course/view.php?id=5803

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
	PLO ₁	PLO ₈	PLO ₉	
MLO 1: <i>Speaking</i> Conduct oral communication in typical situations of business and educational-professional spheres; conduct interviews, business meetings, negotiations and presentations			+	Presentation
MLO 2: <i>Reading</i> Understand authentic texts of text books, newspapers, popular and specialized magazines and Internet sources on business, international and professionally oriented topics; annotate and summarize professional texts	+	+	+	Annotation of a professional text Written exam
MLO 3: <i>Writing</i> write detailed texts of various directions related to business, personal and professional activities.	+	+	+	Resume, letter, presentation
MLO 4: <i>Grammar</i> use basic grammatical structures necessary to express the relevant functions and concepts, as well as to understand and produce the main types of texts in the academic and professional spheres			+	Lexical and grammatical test Written exam
MLO 5: <i>Ability to learn</i> navigate the flow of various information in a foreign language; find, perceive, analyze, evaluate, apply in practice information received in verbal or other forms	+	+		Presentation Written exam

3. MODULE INDICATIVE CONTENT

Topics	Distribution of hours			Learning resources
	Directed study		Self-directed study	
	Lectures	Practicals		
2nd semester				
<p>Theme 1. Ways of working. People and companies.</p> <p><i>Speaking:</i> Talking about skills, experience and qualifications.</p> <p>Characteristics of the processing enterprise. <i>Reading:</i> Nestle Company.</p> <p><i>Grammar:</i> Verb. Simple verb tenses.</p>		2	14	1, 2, 6, 7
<p>Theme 2. Forms of business. Business organization.</p> <p><i>Reading:</i> Reading authentic materials of a professional direction.</p> <p><i>Writing:</i> Annotation of a professionally-oriented text.</p> <p><i>Grammar:</i> Modal verbs.</p>		2	18	3, 4,5,6,7
<p>Theme 3. Applying for a job. Resume.</p> <p><i>Reading:</i> Job advertisements.</p> <p>Model CVs: chronological and skilled-based; the education section of your CV.</p> <p><i>Speaking:</i> demonstrating your interests; detailing your education and qualifications.</p> <p><i>Writing:</i> writing CV.</p> <p><i>Grammar:</i> Passive Voice.</p>		2	14	1, 2, 3,4,7
<p>Theme 4. Successful interviews.</p> <p><i>Reading:</i> Some tips to succeed in an interview.</p> <p><i>Speaking:</i> talking about yourself, skills, and experience</p>		2	14	1, 2, 7,8,9
<p>Theme 5. Everyday work activities. Teamwork.</p> <p><i>Reading:</i> Are you happy with your</p>			14	1, 2, 7,10

work-life balance? <i>Speaking:</i> Talking about workplace routines.				
Theme 6. Telephoning: getting through, messages, arrangements. <i>Reading:</i> Telephone tips. Five steps to effective calls <i>Speaking:</i> asking to speak to someone; giving and taking messages; making arrangements. <i>Grammar:</i> Direct and Reported (Indirect) Speech. Sequence of Tenses.		2	14	1, 2, 3,4,7, 8, 9
Theme 7. Digital etiquette. Email etiquette. <i>Reading:</i> Netiquette in business correspondence. <i>Writing:</i> writing emails. <i>Grammar:</i> Infinitive.		2	14	1, 2, 3,4,7,8
Theme 8. Business meetings. <i>Reading:</i> Organizing an effective agenda. <i>Говоріння:</i> agreeing, disagreeing, making your point of view. <i>Grammar:</i> Gerund.		2	14	1, 2, 3, 4,7,8,9,11
Theme 9. Advertising. Types of advertising. Requirements for effective advertising. Presentation of products. <i>Reading:</i> Advertising and viral marketing. <i>Grammar:</i> Conditional Sentences.		2	16	1, 2, 3,4,7,8,9
Total		18	132	

4. TEACHING AND LEARNING METHODS

MLOs	Teaching methods (directed study)	Hours	Learning methods (self-directed study)	MLOs
MLO 1	Discussion, brainstorming, role-playing games, pairwork, groupwork, presentation	2	Training lexical and speech exercises. Preparation of oral presentations.	12

MLO 2	Annotation of a professionally-oriented text	2	Writing annotation.	30
MLO 3	Compiling a resume, advertisement, writing a letter	4	Writing resume, business card making.	30
MLO 4	Using grammatical structures in various types of speech activity. Training exercises (multiple choice, filling the gaps)	6	Practice English grammar with exercises.	30
MLO 5	Project method, creative tasks, presentation	4	Information search	30
Total		18		132

5. ASSESSMENT

5.1. Diagnostic assessment

5.2. Summative assessment

5.2.1. Intended learning outcomes methods:

No	Summative assessment methods	Grades	Deadline
1	Resume	10 / 10 %	4 week
2	Testing (multiple choice)	30 / 30%	8 week
3	Annotation of a professionally-oriented text	20 / 20%	12 week
4	Presentation (advertising)	10 / 10 %	14 week
5	Written exam	30 / 30%	15 week

5.2.2. Grading criteria

Summative assessment method	Unsatisfactory	Satisfactory	Good	Excellent
Resume	<6 Task requirement has not been met	6-7 Most of the requirements for compiling a resume have been met, but individual components are missing or insufficiently disclosed.	8-9 The structure, content, and design largely meet the requirements for writing a resume, but minor errors were made.	10 The structure, content and design fully meet the requirements for creating a resume.

Testing (multiple choice)	<12 <60% correct answers	12-15 60-74% correct answers	16-18 75-89% correct answers	19-20 90-100% correct answers
Annotation of a professionally- oriented text	<12 Task requirement has not been met	12-15 Insufficient understanding of the text, inaccuracies, gross mistakes	16-18 Full understanding of the text, several minor mistakes were made in the translation and annotation	19-20 Full understanding of the text, accurate translation, annotation meets all requirements.
Presentation	<6 Task requirement has not been met	6-7 Most of the requirements have been met, but some components are missing or insufficiently disclosed	8-9 All requirements of the task have been met	10 All requirements of the task have been met; creativity was demonstrated.
Written exam	<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:

To assess the current progress in learning and understand the directions for further improvement is provided

No	Formative Assessment elements	Date
1	Lexical test with teacher's feedback	monthly
2	Grammar test with teacher's feedback	monthly
3	Oral presentations (discussions, debates)	monthly
4	Self- assessment and peer-assessment	at the end of the thematic block
5	Monitoring of students' participation in educational activities (oral comments and instructions of teachers)	weekly

6. LEARNING RESOURCES

6.1. Key resources

6.1.1 Guidelines

1. Калюжна, А.Б., Радченко, О.І. Business English: навчально-методичний посібник. Харків: ХНУ імені В. Н. Каразіна, 2019. 172 с.
2. Чирва А. С., Байдак Л.І., Тамаркіна О.Л. Навчальний посібник з англійської мови “Business for the 21-st century” для студентів магістратури усіх спеціальностей. Суми: Сумський національний аграрний університет, 2022. 164 с.
3. Murphy, R. English Grammar in Use. Book with answers. Fifth Edition. Cambridge: Cambridge University Press, 2019. 380 p.

6.1.2. Methodical support

4. Байдак Л.І. Збірник граматичних вправ: навчальний посібник для студентів усіх спеціальностей СНАУ. Суми: Сумський національний аграрний університет, 2019. 78 с.
5. Бересток О.В., Білоцерковець М.А. Навчальний посібник “Food Processing Industry. Prospects and Challenges” для студентів біолого-технологічного факультету, 2-3 курс, денної форми навчання ОС Бакалавр. Суми: Сумський національний аграрний університет, 2021. 105 с.
6. Бересток О.В. Навчальний посібник для студентів аграрних ВНЗ “Milk Processing Industry in the USA, Canada, countries of the European Union and Ukraine”. Суми: Сумський національний аграрний університет, 2020. 59 с.

6.2. Додаткові джерела

7. Стасюк Т.В., Резунова О.С. Ділова англійська мова: навчальний посібник. Дніпро: Видавництво ПП Вахмістров О. Є., 2023. 268 с.
8. Фоменко, Т.М. Digital etiquette: principles of speaking and behaviour. Методичні вказівки щодо проведення практичних занять. Суми: Сумський національний аграрний університет, 2023 р. 35 с.
9. Bilotserkovets, M., Fomenko, T., Klochkova, T., Shcherbyna, Y., & Korniienko, L. (2022). Forming ESP oral communication skills of students by means of Zoom. *Amazonia Investiga*, 11(56), 73-81. <https://doi.org/10.34069/AI/2022.56.08.8>
10. Fomenko, T. (2022). Fostering agricultural students' soft skills in the process of target language teaching. *Modern engineering and innovative technologies*, 19(9), 35-39. <https://doi.org/10.30890/2567-5273.2022-19-03>
11. Fomenko, T., Bilotserkovets, M., Klochkova, T., Statsenko, O., Sbruieva, A., Kozlova, O., & Kozlov, D. (2020). Overcoming Barriers in Intercultural Communication: A Case Study on Agricultural Idioms in English, Ukrainian and Chinese. *Academic Journal of Interdisciplinary Studies*, 9(6), 157-166. <https://doi.org/10.36941/ajis-2020-0120>

Рецензія на робочу програму (силабус)

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента гарантом або членом проєктної групи	Так	Ні	Коментар
Результати навчання за освітнім компонентом (ДРН) відповідають НРК	✓		
Результати навчання за освітнім компонентом (ДРН) відповідають передбаченим ПРН (для обов'язкових ОК)	✓		
Результати навчання за освітнім компонентом дають можливість виміряти та оцінити рівень їх досягнення	✓		

Член проєктної групи ОП Харчові технології
(назва)

Оксана МЕЛЬНИК
(ПІБ)


(підпис)

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента викладачем відповідної кафедри	Так	Ні	Коментар
Загальна інформація про освітній компонент є достатньою	+		
Результати навчання за освітнім компонентом (ДРН) відповідають НРК	+		
Результати навчання за освітнім компонентом (ДРН) дають можливість виміряти та оцінити рівень їх досягнення	+		
Результати навчання (ДРН) стосуються компетентностей студентів, а не змісту дисципліни (містять знання, уміння, навички, а не теми навчальної програми дисципліни)	+		
Зміст ОК сформовано відповідно до структурно-логічної схеми	+		
Навчальна активність (методи викладання та навчання) дає змогу студентам досягти очікуваних результатів навчання (ДРН)	+		
Освітній компонент передбачає навчання через дослідження, що є доцільним та достатнім для відповідного рівня вищої освіти	+		
Стратегія оцінювання в межах освітнього компонента відповідає політиці Університету/факультету	+		
Передбачені методи оцінювання дозволяють оцінити ступінь досягнення результатів навчання за освітнім компонентом	+		
Навантаження студентів є адекватним обсягу освітнього компонента	+		
Рекомендовані навчальні ресурси є достатніми для досягнення результатів навчання (ДРН)	+		
Література є актуальною	+		
Перелік навчальних ресурсів містить необхідні для досягнення ДРН програмні продукти	+		

Рецензент (викладач кафедри) іноземних мов зав.кафедри Тетяна КЛОЧКОВА
(назва)

(посада, ПІБ)


(підпис)