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| **ATILIM UNIVERSITY****SCHOOL OF FOREIGN LANGUAGESDEPARTMENT OF MODERN LANGUAGES****2021-2022 FALLCOURSE DESCRIPTION AND PRACTICE** |
| **Course Name** | **Code** | **Term** | **L+P Hour** | **Credits** | **ECTS** |
| **English for Occupational Purposes I** | **ENG301** | **5** | **3+0** | **3** | **3** |

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| **Pre-requisite Courses** | ENG101, ENG102, ENG201, ENG202 |
| **Language of the Course** | English |
| **Course Type** | Compulsory |
| **Course Degree** | Undergraduate |
| **Course Coordinator** | DML |
| **Instructors** | Instructors of the DML |
| **Assistants** | None |
| **Mode of Delivery (face to face, distance learning)**  | Face-to-face |
| **Learning and Teaching Strategies**  | Eclectic |
| **Course Aim** | This course aims to:* help the students augment and consolidate their English language skills and knowledge and help them perform better in their professional lives after graduation,
* enhance the students’ language skills and competencies in English in terms of workplace communication skills and help them to apply these skills in professional life.
* The students who complete ENG301 can be effective in oral and written interactions in social and business-related environments at level B2\* (as an Independent User) as stated in Common European Framework of Reference.
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| **Learning Outcomes** | By the end of ENG301, the students will be able to; ***Reading**** get the main point(s) and locate specific information by reading job-related texts,
* make inferences and predictions based on the information in the reading texts,
* guess the meaning of the unknown words by using contextual clues in the reading texts,
* analyze the reading texts critically,

***Writing**** write various texts in job-related contexts to communicate effectively using appropriate functional language,
* provide information about their personal, academic and occupational background by writing an effective CV and a Cover Letter,
* offer reasonable solutions in written forms by identifying the problems within a company,
* improve analysis and synthesis skills using previously acquired learning behaviors (such as planning, researching, collecting info, selecting, organizing, writing) while writing on current situations and future plans,
* prepare all documentation **to plan, conduct and finalize** a project to save/improve a business in the following fashion:
* **Plan: (pre-study)**

Collect and provide general information in the form of a project outline about the background, budget, marketing strategies and problems of a business,* **Conduct: (during the project)**

Write the agenda and minutes of a group meeting to share discussions on the problems and possible solutions to be used in the final report,* **Finalize: (combining all)**

Write about the problems, solutions, suggestions and expected results inclusively in the form of a memorandum,***Speaking**** exchange opinions and develop negotiation skills by using newly-learned job-related vocabulary appropriately in different contexts,
* start and maintain business-related conversations by using functional language (informing, questioning, agreeing, disagreeing, etc.)
* respond properly and instantly to job-related reading and listening stimuli,
* improve their background in oral presentation skills (planning, researching, collecting info, organizing, presenting by using appropriate body language, voice and visuals) by making short presentations (when and if applicable),

***Listening**** attentively focus on oral interactions to catch details,
* identify the main point(s) and specific information by listening to texts and conversations effectively,
* be focused, give suitable verbal or bodily reactions, make appropriate judgements about the details and note-take while listening, etc.,
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| **Content of the Course** | In this course, the students are trained to use their learned knowledge and skills in business/professional environment. The emphasis is on how to interact appropriately using formal vocabulary and register in business-related environments. In this frame, group/pair work, discussions, producing business-related documents (CV, cover letter, meeting minutes and memorandum) and project preparation (saving/improving a business) are some of the important activities. |
| ***\*B2 Level Description:*** *Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.* |

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| **SOURCES** |
| **Course Book** | *Market Leader* (*Upper Intermediate Business English Course Book – 3rd Edition*) by David Cotton, David Falvey & Simon Kent, Pearson  |
| **Other sources** | Supplementary materials prepared by the DML instructors |

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| **WEEKLY SCHEDULE AND PREPARATION** |
| **Week** | **Topics** | **Preparation** |
| **1** | **An Introduction to ENG301****Course syllabus and coursebook** | **Course Memo** |
| **2** | **UNIT 1: Communication** | **Coursebook pp. 6-9** |
| **3** | **UNIT 1: Communication****Case Study: The Price of success*****BUSINESS PROJECT TASK SHEET*** | **Coursebook pp. 11-13** |
| **4** | ***BUSINESS PROJECT OUTLINE SAMPLE*** ***ASSIGNING THE BUSINESS PROJECT OUTLINE******----******CV TASK SHEET (In-class practice)******SAMPLE CV & JOB ADVERT***  | **-** |
| **5** | **UNIT 2: International Marketing**  | **Coursebook pp. 14-17** |
| **6** | **UNIT 2: International Marketing****UNIT 3: Building Relationships*****BUSINESS PROJECT OUTLINE SUBMISSION******(MOODLE&BY HAND)*** | **Coursebook p. 19****Coursebook pp. 22-23** |
| **7** | **UNIT 3: Building Relationships** | **Coursebook pp. 24-27** |
| **8** | **UNIT 3: Building Relationships****Case Study: Al-Munir Hotel and Spa Group*****WRITING TASK******COVER LETTER TASK SHEET & SAMPLE*** ***BUSINESS PROJECT OUTLINE FEEDBACK*** | **Coursebook pp. 28-29** |
| **9** | **UNIT 5: Job Satisfaction*****MEETING MINUTES TASK SHEET******MEETING MINUTES INPUT******WRITING FILE: Action Minutes******ASSIGNING THE MEETING MINUTES*** | **Coursebook pp. 44-45****Coursebook p. 130** |
| **10** | **UNIT 5: Job Satisfaction** ***COVER LETTER FEEDBACK*** | **Coursebook pp. 46-48** |
| **11** | **UNIT 6: Risk*****MEMORANDUM INPUT&SAMPLE******ASSIGNING THE MEMORANDUM******----******MEETING MINUTES SUBMISSION*** ***(MOODLE&BY HAND)*** | **Coursebook pp. 52-53** |
| **12** | **UNIT 6: Risk*****PROJECT PRESENTATION TASK SHEET******MEMORANDUM REVISION******MEETING MINUTES FEEDBACK*** | **Coursebook pp. 56-57** |
| **13** | **Case study: Kensington United*****MEMORANDUM SUBMISSION (MOODLE)******IT DEADLINE*** | **Coursebook pp. 42-43** |
| **14** | ***PROJECT PRESENTATION*** | **-** |
| **15** | **REVISION** | **-** |
| **16** | ***WRITING TASK SUBMISSION (MOODLE&BY HAND)*** | **-** |

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| **EVALUATION SYSTEM** |
| **IN-TERM STUDIES** | **QUANTITY** | **PERCENTAGE** |
| Project Outline | 1 | 10 |
| Meeting Minutes | 1 | 10 |
| Writing Task | 1 | 20 |
| IT | 1 | 20 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF FINAL EXAM (MEMORANDUM&PRESENTATION) TO OVERALL GRADE** | 1 | 40 |
| **TOTAL** |  | **100** |

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| **COURSE CATEGORY** |
| Supplementary Courses | **X** |
| Basic Occupational Courses |  |
| Expertise/Field Courses |   |
| Courses on Communication and Management Skills |   |
| Transferable Skills Courses |   |

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| **TABLE OF ECTS / WORKLOAD** |
| **ACTIVITIES** | **QUANTITY** | **DURATION(HOUR)** | **TOTAL WORKLOAD** |
| Course Duration  | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 1 | 16 |
| Project Outline | 1 | 3 | 3 |
| Meeting Minutes | 1 | 3 | 3 |
| Memorandum | 1 | 3 | 3 |
| Project Presentation | 1 | 3 | 3 |
| Writing Task | 1 | 2 | 2 |
| IT | 1 | 3 | 3 |
| **Total Workload** |  |  | **75** |
| **Total Workload / 25** |  |  | **3** |
| **ECTS Credit of the Course** |  |  | **3** |