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| **ATILIM UNIVERSITY****SCHOOL OF FOREIGN LANGUAGESDEPARTMENT OF MODERN LANGUAGES****2021-2022 SPRINGCOURSE DESCRIPTION AND PRACTICE** |
| **Course Name** | **Code** | **Term** | **L+P Hour** | **Credits** | **ECTS** |
| **English for Occupational Purposes II** | **ENG302** | **6** | **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 actively and appropriately 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 transfer them in professional life. The students who complete ENG302 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 ENG302, the students will be able to; ***Reading**** get the main point(s) and specific information by reading various job-related texts,
* grasp cause-effect relationships in the content of the reading texts,
* make inferences and predictions based on the information in the reading texts,
* develop a critical stance to reading texts,
* apply appropriate reading strategies according to various text types,

***Writing**** write informative and introductory texts in job-related contexts to communicate effectively using functional language appropriately and accurately,
* write a suggestion letter to recommend an employee,
* prepare all documentation **to plan, conduct and finalize** a project to set up a business (related to their own departments) in the following fashion:
* **Plan: (pre-study)**

Collect and provide general information and plan a business by writing the mission, vision, objectives, background and future plans,* **Conduct: (during the project)**

Design a professional website for the business to be set up to introduce the background, objectives, products, contact information, etc.,* **Finalize: (combining all)**

Write a detailed report to introduce the processes and future plans of a newly set up business, ***Listening**** grasp main point(s) and specific information by listening to job-related audio texts and conversations effectively,
* apply critical listening skills effectively by inquiring what they hear and comparing it with what they already know,

***Speaking**** exchange opinions and develop negotiation skills by using newly-learned job-related vocabulary appropriately in different contexts,
* display effective discussion and negotiation skills,
* start and maintain business-related conversations by using expressions to start, continue and end a conversation,
* respond properly to job-related reading and listening texts by identifying gist and details and provide exemplification by relating to what they already know,
* introduce a company and/or the products/services of a company to third parties by means of various visual methods.
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| **Content of the Course** | This course helps the students use their existing English 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 (suggestion letter, business plan and business project report) and project preparation (setting up a business and preparing a business website) are some of the important activities. |
| ***\*B2 Level Description:*** *Learners at level B2 can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Learners can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Learners 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 DML instructors |

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| **WEEKLY SCHEDULE AND PREPARATION** |
| **WEEK** | **TOPICS** | **PREPARATION** |
| **1** | **An Introduction to ENG302****Course syllabus and coursebook** | **Course Memo** |
| **2** | **UNIT 7: Management Styles** | **Coursebook pp. 66-67** |
| **3**  | **UNIT 7: Management Styles**  ***BUSINESS PROJECT TASK SHEET******DML ACADEMIC HONESTY POLICY*** | **Coursebook** **pp. 68-69 & 145** |
| **4** | ***BUSINESS PLAN TASK SHEET******BUSINESS PLAN INPUT & SAMPLE******BUSINESS PLAN WORKSHEET******ASSIGNING THE BUSINESS PLAN***  | **-** |
| **5** | **UNIT 7: Management Styles****Case study: S&L Selig and Lind*****SUGGESTION LETTER (IN-CLASS STUDY)******TASK SHEET & WORKSHEET & SAMPLE*** | **Coursebook pp. 72-73** |
| **6** | **UNIT 8: Team Building*****BUSINESS PLAN SUBMISSION (MOODLE & BY HAND)*** | **Coursebook pp. 74-76** |
| **7** | **UNIT 8: Team Building*****BUSINESS WEBSITE TASK SHEET*** | **Coursebook pp. 76-79** |
| **8** | **UNIT 8: Team Building****Case Study: Motivating the sales team*****BUSINESS PLAN FEEDBACK*** | **Coursebook pp. 80-81** |
| **9** | **UNIT 9: Raising Finance****WORKING ACROSS CULTURES - Managing international teams*****BUSINESS WEBSITE SUBMISSION (VIA EMAIL)*** | **Coursebook p. 82****Coursebook pp. 90-91** |
| **10** | ***BUSINESS PROJECT REPORT INPUT&SAMPLE******BUSINESS PROJECT REPORT TASK SHEET*****UNIT 10: Customer Service** | **Coursebook pp. 96-97** |
| **11**  | **UNIT 10: Customer Service*****BUSINESS WEBSITE FEEDBACK*** | **Coursebook** **pp. 98-101** |
| **12** | **UNIT 10: Customer Service****Case Study: Hurrah Airlines*****PROJECT PRESENTATION TASK SHEET******BUSINESS PROJECT REPORT SUBMISSION*** ***(MOODLE & BY HAND)*** | **Coursebook** **pp. 102-103** |
| **13**  | **UNIT 11: Crisis Management** | **Coursebook p. 104** |
| **14** | ***PROJECT PRESENTATION*** | **-** |
| **15** | **UNIT 11: Crisis Management*****PROJECT PRESENTATION******IT DEADLINE*** | **Coursebook** **pp. 105-109** |
| **16** | ***REVISION*** |  |

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| **EVALUATION SYSTEM** |
| **IN-TERM STUDIES** | **QUANTITY** | **PERCENTAGE** |
| Business Plan | 1 | 15 |
| Developing a Business Website | 1 | 15 |
| IT | 1 | 20 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF FINAL EXAM (BUSINESS PROJECT REPORT&PROJECT PRESENTATION) TO OVERALL GRADE** | 1 | 50 |
| **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 |
| Business Plan | 1 | 3 | 3 |
| Developing a Business Website | 1 | 3 | 3 |
| IT | 1 | 3 | 3 |
| Business Project Report | 1 | 4 | 4 |
| Project Presentation | 1 | 4 | 4 |
| **Total Workload** |  |  | **75** |
| **Total Workload / 25** |  |  | **3** |
| **ECTS Credit of the Course** |  |  | **3** |