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| **ATILIM UNIVERSITY**  **SCHOOL OF FOREIGN LANGUAGES DEPARTMENT OF MODERN LANGUAGES**  **2023-2024 SPRING COURSE 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 apply these skills 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. |
| **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. |
| **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** | ***PROJECT PRESENTATION TASK SHEET***  ***BUSINESS WEBSITE FEEDBACK***  **UNIT 10: Customer Service** | **Coursebook**  **pp. 98-99** |
| **12** | **UNIT 10: Customer Service**  **Case Study: Hurrah Airlines** | **Coursebook**  **pp. 101-104** |
| **13** | ***PROJECT PRESENTATION***  ***BUSINESS PROJECT REPORT SUBMISSION***  ***(MOODLE & BY HAND)*** | **-** |
| **14** | ***PROJECT PRESENTATION***  ***IT DEADLINE*** | **-** |
| **15** | **UNIT 11: Crisis Management** | **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 | 10 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF FINAL EXAM (BUSINESS PROJECT REPORT&PROJECT PRESENTATION) TO OVERALL GRADE** | 1 | 60 |
| **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** |