

Syllabus of the course “Language for Professional Communication”

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Number of credits	3
Classroom interaction (hrs.)	42
Self-study (hrs.)	72
Year	4
Format of learning the discipline	Without an on-line course

1. COURSE DESCRIPTION

- a) Language for Professional Communication
- b) Students are expected to possess the English language competence of at least B2 (Common European Framework of Reference). The following courses are the prerequisites for learning the discipline:
“Academic Writing in English”;
“Intercultural Business Communication”;
“Introduction to the Profession of an English Language Teacher”;
- c) Elective
- d) The course is meant to enhance the students’ soft skills that are key to their success in any professional environment. In particular, the course focuses on developing such important soft skills as a) communication, including group presentation skills; b) teamwork; c) critical thinking, including critical reception and processing of information. The students are introduced to the difference between hard and soft skills. Then the first part of the course is devoted to mastering the skills of effective communication in a group (discussion, problem-solving etc.). The second part of the course is devoted to mastering critical thinking skills. It culminates in the exam in the form of a group presentation on the topic “Detecting Media Bias”.

2. LEARNING OBJECTIVES

The objective of the course is to provide students with conceptual knowledge and practical skills for effectively accomplishing socially and professionally relevant communicative tasks in a multicultural professional environment.

3. LEARNING OUTCOMES

The learning outcomes of the course are:
the knowledge of:

- the thematic, structural and stylistic peculiarities of oral and written texts of various genres used in professional (formal) communication;
- the basic grammatical, lexical and stylistic differences between the formal and the informal styles of speech and writing;

the ability to:

- work effectively as part of a team;
- freely conduct professional communication in English orally and in writing;
- critically assess and rethink one's professional activity and experience;
- critically assess and reflect on the information provided by modern mass media;

the acquisition of the following practical skills:

- the preparation, planning and implementation of group presentations on professionally and socially relevant topics in English;
- writing an argumentative essay on professionally and socially relevant topics in English;

4. COURSE PLAN

Topic 1. Professional orientation. Skills required to succeed in a multicultural professional environment. Hard skills vs. soft skills. Communicative skills. Time-management skills. Teamwork. Leadership skills. Problem-Solving. Critical Self-Reflection. Communication as a Soft Skill: empathy, open-mindedness, emotional intelligence, confidence.

Topic 2. Professionally oriented communicative skills: listening and speaking. Effective communication in a group (1): group-based discussion. Pros and cons of group work. Asking for and giving clarification in group work. Working with colleagues: problem-solving. Effective communication in a group (2): individual and group presentations. Presenting professionally: introducing presentations. Presenting and explaining results in charts. Dealing with questions in presentations.

Topic 3. Professionally oriented communicative skills: reading and writing. Critical reading and perception of information. Stereotypes in the media and everyday discourse. Media bias. Typologies of media bias.

5. READING LIST

a. Required Readings:

1. Hewings, M. Cambridge Academic English: An integrated skills course for EAP: Upper Intermediate: Student's Book / M.Hewings; Course consultant M.McCarthy. - 5th ed. - Cambridge: CAMBRIDGE UNIVERSITY PRESS, 2015. - 176 p.
2. Hewings, M. Cambridge Academic English: An integrated skills course for EAP: Advanced: Student's Book / M.Hewings, C.Thaine; Course consultant M. McCarthy. - Edinburgh: CAMBRIDGE University Press, 2013. - 176 p.

b. Optional Readings:

3. Hewings, M. Cambridge Academic English: An integrated skills course for EAP: Upper Intermediate: Student's Book / M.Hewings. - Cambridge: CAMBRIDGE University Press, 2012. - 178 p.
4. Glendinning, E.H. Oxford English for Information Technology: [Student's Book] / E.H.Glendinning, J.McEwan. - 2nd ed. - Oxford: Oxford University Press, 2011.
5. Eco, U. How to Write a Thesis [Электронный ресурс] / translated by Caterina Mongiat Farina and Geoff Farina; foreword by Francesco Erspamer; DB ebrary. – Massachusetts: MIT Press, 2015. – 257 p. – Режим доступа: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=3339948&query=How+to+Write+a+Better+Thesis>. – Загл. с экрана.

6. GRADING SYSTEM

Professor assesses the student in-class activity: *Oclass*; the quality of the essay and vocabulary test: *Ocurrent*; the quality of the group presentation: *Oexam*.

Assessment is based on the following formula:

$$Ocurrent = 0.8 * Oessay + 0.2 * test$$

$$Oaccumulated = 0.8 * Ocurrent + 0.2 * Oclass$$

$$Ofinal = 0.5 * Oaccumulated + 0.5 * Oexam$$

Criteria for assessing the in-class vocabulary test are as follows:

- 10 points – 99-100% of correct answers;
- 9 points – 92-98% of correct answers;
- 8 points – 85-91% correct answers;
- 7 points – 76-84% correct answers;
- 6 points – 68-75% correct answers;
- 5 points – 60-67% correct answers;
- 4 points – 52-59% correct answers;
- 3 points – 42-51%; correct answers;
- 2 points – 29-41% correct answers;
- 1 point – less than 20% correct answers.

Criteria for assessing the essay are as follows:

Student receives the highest grade (10 points) if the essay is well-argued and addresses the topic well, if the essay is structured according to the essay type (describe, discuss and defend) and if the essays demonstrates good academic writing skills;

Student receives 8-9 points if the essay is well-written and well-argued and addresses the topic well despite certain structural and stylistic inconsistencies;

Student receives 6-7 points if the essay demonstrates gaps and inconsistencies from the point of view of argumentation together with certain structural and stylistic inconsistencies;

Student receives 5 points if the essay is poorly written and poorly argued and only partially corresponds to the structure of the relevant essay type;

Student receives 4 points if the essay demonstrates significant gaps from the point of view of argumentation and academic writing skills;

Student receives 3 points if the essay displays only certain positive features;

Student receives 2 points in case of a complete lack of essay writing skills;

Student receives 1 or 0 points in case of a lack of preparation and knowledge together with manifest illiteracy and an unethical attitude to the discipline in general.

Criteria for assessing the group presentation are as follows:

Student receives the highest grade (10 point) if their individual contribution fulfils the aims and objectives of the group project both substantively and structurally and if the student demonstrates group presentation skills in English;

Student receives 8-9 points if their individual contribution in general fulfils the aims and objectives of the group project both substantively and structurally despite certain structural and stylistic inconsistencies;

Student receives 6-7 points if their individual contribution demonstrates gaps in argumentation and insufficient knowledge and analysis of the media text together with certain structural and stylistic inconsistencies;

Student receives 5 points if their individual contribution both substantively and structurally only partially fulfils the aims and objectives of the group project and if the student has insufficient English-language group presentation skills;

Student receives 4 points if their individual contribution does not correspond either substantively or structurally to the aims and objectives of the group project and if there are significant gaps in their English-language group presentation skills;

Student receives 3 points if the presentation displays only certain positive features;

Student receives 2 points in case of a complete lack of group presentation skills;

Student receives 1 or 0 points in case of a lack of preparation and knowledge together with manifest illiteracy and an unethical attitude to the discipline in general.

7. GUIDELINES FOR KNOWLEDGE ASSESSMENT

Means of on-going assessment:

Vocabulary test:

I. Please fill in the gaps to form relevant words

1. He was desperately in need of money, but he also knew that he would never st _ _ _ to theft.
2. The coach was afraid that after winning five straight games the players might get com _ _ _ _ _ and lose concentration.
3. He knew he could drop out of school, so passing this exam was his l _ _ _ r _ _ _ _ _.
4. It was a real s _ _ _ _ o _ l _ _ _ that the train departure was delayed by 10 min.
5. He didn't like losing, but in this situation he knew he had to b _ _ _ t _ b _ _ _ _ and accept the defeat.

II. Please translate from Russian into English

1. Ненавижу, когда в магазине мне пытаются всучить вещь, которая мне не нужна.

2. Она гордилась своим умением находить общий язык (ладить) с коллегами.

3. Разразился большой скандал, когда эти фотографии были напечатаны в газете.

4. Она испытывала приступ зависти каждый раз, когда коллега получал продвижение по службе.

5. Наконец он набрался храбрости (собрался с духом) и постучал в кабинет начальника.

III. Please provide a relevant equivalent for the underlined expressions:

1. The 19th century was the time of greatest success of the classical Russian literature.

2. He had an intuitive feeling that their company would soon have a new managing director.

3. On hearing this piece of news she felt disappointed and discouraged.

4. Being a pragmatic person himself, he respected people who always knew what was to their advantage.

5. She was sick and tired of his rude and offensive behaviour. _____

IV. Please provide relevant antonyms for the underlined expressions:

1. Her boss was in the habit of praising her for her achievements.

2. She chose a couple of paperbacks consciously, with a particular intention, then paid and left the bookshop. _____
3. The protesters were determined to surrender to the authorities.

4. The management had to employ a number of staff due to the recession.

5. This research tries to entrench, confirm the existing prejudices against migrants.

Topics for the essay:

1. What is an education in the humanities good for? Discuss
2. There is nothing wrong with social stereotypes.
3. A dialogue between the business community and academia is beneficial to society.
4. Do women need a good education? Discuss
5. “We won the war and lost the peace”. Discuss

Means of intermediate control:

Group presentation “Detecting Media Bias”

Students are divided into groups of 3-4 students. Then they are invited to choose a news media text containing examples of media bias and make a group presentation (15-20 min.) commenting on the types of bias detected and citing relevant examples from the text. In the introduction students are expected to provide background information on the topic of media bias and explain the choice of the media text. In the main part of the presentation students cite examples of bias based on various typologies of bias and provide relevant comparisons with other media texts on the same topics. In the concluding part students give recommendations on how to detect bias in media texts.

8. METHODS OF INSTRUCTION

- Group discussion and planning
- Group problem-solving
- Group presentation
- Public speaking practice
- Presenting one’s point of view in a logical and consistent way
- Performing communicative tasks
- Critical reading practice

9. SPECIAL EQUIPMENT AND SOFTWARE SUPPORT

№ п/п	Name	Conditions of Access
1.	Microsoft Windows 7 Professional RUS	<i>Internal university network (contract)</i>

2.	Microsoft Office Professional Plus 2010	<i>Из внутренней сети университета (договор)</i>
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Lecture halls provide for the opportunity to demonstrate topical illustrations in accordance with the course syllabus, including the following equipment:

- personal computers with Internet access (operational system, office program);
- multimedia overhead projector with remote control.

Classrooms for laboratory work and self-study are equipped with personal computers with Internet access and access to the educational information system of the Higher School of Economics.