Английский язык для делового общения. Продвинутый курс – 2
Course Syllabus for «English for Business Communication Advanced – 2»

Approved by the Academic
Council of SoFL

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No. of credits	5
Contact hours	80
Independent study (hours)	110
Year of study, degree programme	The first year of study, 3 - 4 module
Study format	Full-time

Abstract
The discipline refers to the variable educational tracks offered to students of the curricula for bachelor's and master's degree at choice while mastering the optional course of English in accordance with the Concept of Development of English-language Communicative Competence of HSE Students. The course is designed to introduce the students to the language of business, specifically to the peculiarities of building effective business communications. The course offers practical training in functional business skills such as presentations, negotiations, meeting facilitation, and brainstorming, allowing for personalization of the learning experience with a structured modular approach that gives the flexibility to focus on specific needs and learning outcomes.

Learning Objectives
1.   The course focuses on introducing students to the general vocabulary of work-place English and the main language functions and is aimed at acquiring language mastery relevant to common business communication areas, such as finance, digital business, performance appraisal, time management and managing change, thus the main objectives of the course are as follows: - to build the basic skills of argumentative communication in English and successful representation of intentions and results to ensure the maximum range and authenticity of business content; - to acquire the basic skills of business communication (structural elements, business register peculiarities, essential business vocabulary) within multiple touchpoints from which to explore the possibilities of use of any given language skill; - to master presentation agility and fluency with the various skills through practical training in functional business areas such as presentations, negotiations, meeting facilitation, and brainstorming; - to apply BC skills to the specific subject areas, from business conversations in the workplace, to negotiations and presentation skills .

Learning Outcomes
–To develop skills in delivering a monologue (informative/descriptive/argumentative/persuasive speech)

–To develop skills in giving a presentation (informative/descriptive/argumentative/persuasive speech)

–To develop skills in writing a summary

–To develop skills in writing e-mails.

–To develop skills in writing essays (opinion, discussion)

–To develop skills of using basic listening techniques (predicting, understanding main ideas and details)

–To develop skills of using basic reading techniques skimming and scanning (predicting, understanding main ideas, understanding details)

–To develop understanding of articles, reports, straightforward and specialised texts concerned with contemporary problems at the vantage level

–To form understanding of text structure

–To improve understanding academic/ professional presentations which are linguistically complex

–To improve understanding of dialogues and polylogues on both familiar and unfamiliar topics.

Course Contents
1.Corporate social responsibilites (Smart LMS)

2.Challenges (+ Challenges in Smart LMS)

Environmental challenges. Cyber challenges. Communication skills: Saying 'no' firmly and politely. Business skills: Challenging conversations. Writing: Proposals - Recommendations. Business workshop: Bussiness challenges.

3.Global mobility (+ Managing across cultures in Smart LMS)

Secondments abroad. Relocation and retention. Communication skills: giving feedback and performance. Business skills: Presentation. Writing: Blob describing relocation. Business workshop: Ready for relocation?

4.Alliances (+ Takeovers In Smart LMS)

Strategic alliances. Business partnerships. Communication skills: Diffusing conflict. Business skills: Learning from mistakes. Writing: Report extract. business workshop: Growing the business.

5.Risk (+ Risk in Smart LMS)

A resilient building. Risk in investment. Communication skills: Dealing with risk. Business skills: Analysing risk. Writing: Accident report. Business workshop: What could possibly go wrong?

6.Decisions (+ Decisions in Smart LMS)

The idle man. Better decision-making. Communication skills: influencing a decision. Business skills: Maintaining relationships. Writing: Describing a decision. Business workshop: Decisions, decisions.

Assessments

The final grade is composed of the following parts: 25% Written Assessment (WA) +20% Oral Assessment (OA) + 25% student Independent Work Assessment /online (IWA) + 30% Final Assessment (FA).

Only overall grade is rounded.

Written assessment elements can be taken during the course of 10 days after they took place if a student has a medical certificate. The 10-day period starts from the last day of the medical leave. This, however, does not apply to oral assessment and individual work assessment (elements cannot be retaken).

The Final Assessment may be taken again during the retake period. The first retake follows the structure of the Final Assessment. The second retake is conducted using unique Testing and Assessment Materials which cover the materials of the whole course. The grade for the second retake corresponds with the grade for the entire course.

–   **FINAL ASSESSMENT**

The interim exam lasts 70 minutes. The exam is written paper-and-pen test and is aimed at checking whether the student can demonstrate the acquisition of the learning objectives set. The exam consists of two parts, i.e. *Reading* and *Writing* that weigh 40% and 60% respectively in the total mark for the exam. The actual scores for *Reading* are turned into percentages which are tuned into a final mark out of 10 points.

Grading scale: 10 =100 - 96%, 9=95 - 91%, 8=90 - 86%, 7 = 85 - 78%, 6 =77 - 71%, 5= 70 - 61%, 4 = 60 - 51%, 3 = 50 - 36%, 2 = 35 - 21%, 1 = 20 - 1 %, 0 = 0%.

ESSAY ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250

Task Response (max 3 points)
3 points – the student fully addresses all parts of the task: the task in the introduction is fully paraphrased, the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas: each paragraph contains a valid topic sentence which clearly focuses on the main idea/problem and 1-2 arguments which are completely developed; the conclusion contains relevant ideas which are discussed in the main body; content corresponds to the topic;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the task in the introduction has been only partly paraphrased; the student presents relevant main ideas but some may be inadequately developed/unclear; the main points are summarised in the conclusion but some points may be unclear or repetitive; content corresponds to the topic;

1 point – the student responds to the task only in a minimal way or the answer is tangential: the task has been only partly paraphrased and/or the thesis statement lacks focus and/or the conclusion contains some irrelevant ideas which are not discussed in the main body; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify

and may be repetitive, irrelevant or not well supported; content only partially corresponds to the topic;

0 points – the student does not adequately address any part of the task: he task hasn't been paraphrased or there is no introduction and/or there is no thesis statement in the introduction; all the topic sentences are irrelevant / there are no topic sentences; there is no conclusion at all; the student presents few ideas, which are largely undeveloped or irrelevant.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured essay, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently, the ideas are logically organised;

1 point – the student writes a poorly structured essay, uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised;

0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them, does not write in paragraphs.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary, including some advanced lexical items; there may be 1-2 inaccuracies;

1 point – the student uses a sufficient range of vocabulary, but may make 1-2 mistakes in spelling, word formation or word choice;

0 points – the student only uses basic vocabulary with very limited control of spelling, word formation or word choice; errors are numerous and impede understanding.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of grammar structures and may make 1 minor mistake;

1 point – the student uses a variety of grammar structures, but may make 2 mistakes;

0 points – the student uses basic grammar structures or a limited range of structures and/or makes more than 2 grammatical mistakes, some of which impede understanding.

Level/track specific criteria (max 1 point)

1 point – the student presents an example for each argument;
0 points – the student does not present any example for an argument.

Note:

Period of FA: 10 days prior to the fourth module's session.

The release of examination papers: during the session.

Retaking the exam: till the 15th of October 2022.

Time limit: 70 minutes online/offline.

1. *Reading (R)*

Max. 10 points.

Students have no more than 20 minutes to complete the Reading part.

Read the text. Possible reading tasks:

- *Correct option for each task (multiple choice).*
- *Fill in the gaps (gap-filling).*
- *Decide whether the statement is True, False or Not Given.*

2. *Writing (W)* Write an essay on one of the topics given. Max. 10 points. Students should write a 250-word essay. Students have 50 minutes to complete the writing part.

Grading formula: $R* 0.4 + W*0.6 = 10$.

Note:

The final test is held in class within 10 days before the exam period online on Zoom or MS Teams platforms. Students must log in using their first name and surname. If a student connects to the videoconferencing session late, the time allocated for the element of assessment may be extended at the examiner's discretion (p. 34 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics). The exam is conducted in written form online, remotely without proctoring. Taking a break during the Exam is not allowed. To take the exam, a student should: check the operation of the webcam, microphone, headphones or speakers, the speed of the Internet (for the best results, it is recommended to connect the computer to the network via a cable); prepare the necessary items for the exam tasks (pens, A4 paper for a draft); disable other applications in the task manager of the computer, except for the platform (Zoom or MS Teams).

The student provides the necessary conditions for the exam:

• sufficient level of illumination;

• low noise level;

• absence of interference with video and audio signal transmission;

• a fully operational webcam (including built-in laptop cameras);

• a fully operational microphone (including built-in laptop cameras);

• a permanent and stable Internet connection with a data transfer rate of at least 5 Mbps.

During the writing part of the exam, it is prohibited to:

• turn off the webcam and microphone, reduce its level of sensitivity to sound;

• use auto-correct functions, notes, textbooks, other educational materials;

• leave the desk area during the Exam (leave the visibility zone of the webcam);

• use headphones, headsets for any other reason than to complete the Listening section of the exam;

• use "smart" gadgets (smartphone, tablet, etc.);

• involve another person to help with the Exam, talk with another person during the Exam;

• read tasks out loud.

In the event of a long-term communication failure with the Zoom or MS Teams platform during the exam, the student must record the fact of the loss of communication with the platform (take a screenshot/photograph of the entire screen so that the time and the application/web browser

window are visible, get a response from the Internet provider) and report the problem to the office of the student's Program and to the teacher (in one email).

Note:

According to part 33 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics «…. The use of materials not permitted by this list, attempts to communicate with other students or other individuals (e.g., through electronic means of communication), unauthorized movement in the examination room, having electronic means of communication that are not allowed by the teacher, intended disconnection from the video conference or switching browser tab, when it is clear that the teacher forbids the action, and other violations of examination procedure constitute ground for the end of exam for the particular student (student's removal from the examination room, disconnection from the videoconference, etc.) with a subsequent "0" grade in the examination grade column.

– **INDEPENDENT WORK ASSESSMENT**

Task Achievement • Coherence and Cohesion • Grammar Accuracy • Lexical Resource • Meeting the deadline. Grading scale: 10 =100 - 96%, 9=95 - 91%, 8=90 - 86%, 7 = 85 - 78%, 6 =77 - 71%, 5= 70 - 61%, 4 = 60 - 51%, 3 = 50 - 36%, 2 = 35 - 21%, 1 = 20 - 1 %, 0 = 0%.

– **ORAL ASSESSMENT**

MONOLOGUE ASSESSMENT CRITERIA (max 10 points)

Students should speak for no less than 3 minutes and no longer than 5 minutes.

<u>Task Response (max 3 points)</u>
3 points – the student fully addresses all parts of the task (monologue is clearly planned); presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas (there are at least 2 arguments, all of which are fully developed, extended and supported); content corresponds to the topic of the monologue, is not narrowed down or overextended;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others (presents relevant main ideas but some may be inadequately developed/unclear); presents a relevant position although the conclusions may be unclear or repetitive (there are at least 2 arguments, all of which are fully developed, extended and supported); content is mostly relevant, not narrowed down or overextended;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate; presents a position but it is unclear and/or the arguments are not fully developed, extended and supported; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported (content is partially relevant; it is narrowed down or overextended);

0 points – the student does not adequately address any part of the task: monologue is not planned; the student does not express a clear position; presents few ideas which are largely undeveloped or irrelevant.

<u>Coherence and Cohesion (max 2 points)</u>

2 points – the student applies logic when organising ideas, effectively uses linking devices and introductory constructions;

1 point – the student applies logic when organising ideas, but there might be an occasional breach in logic; some of the linking devices and introductory constructions are used inappropriately;

0 points – the student does not apply logic when organising ideas; there are no linking devices, introductory constructions, and/or they are used inappropriately.

Lexical Resource (max 2 points)

2 points – the student uses a wide range of appropriate vocabulary attempting to use some advanced lexical items and effectively uses a wide range of cohesive devices;

1 point – the student uses an appropriate but limited vocabulary, phrasal verbs and/or collocations are used inappropriately, cohesive devices are inadequate, repetitive, under- or overused;

0 points – the student's vocabulary is too limited to comment on the topic; numerous mistakes impede understanding; active vocabulary is not used or is used inappropriately.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of structures and may make 1 minor mistake which doesn't impede understanding;

1 point – the student uses a variety of structures, but may make 2-3 mistakes which might impede understanding;

0 points – the student uses basic structures; grammar and stylistic mistakes are numerous and impede understanding.

Fluency, pronunciation (max 1 point)

1 point – smooth and fluent speech, no pauses/repetitions/self-correction; there might be some minor pronunciation mistakes, but they don't impede understanding, intonation is appropriate, all sounds are articulated clearly;

0 points – it takes the student time to find words; he/she doesn't fumble the words and ideas and/or makes numerous pronunciation mistakes which impede understanding; intonation is not appropriate; some sounds are articulated indistinctly.

– **WRITTEN ASSESSMENT**

ESSAY ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250

Task Response (max 3 points)
3 points – the student fully addresses all parts of the task: the task in the introduction is fully paraphrased, the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas: each paragraph contains a valid topic sentence which clearly focuses on the main idea/problem and 1-2 arguments which are completely developed; the conclusion contains relevant ideas which are discussed in the main body; content corresponds to the topic;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the task in the introduction has been only partly paraphrased; the student presents relevant main ideas but some may be inadequately developed/unclear; the main points

are summarised in the conclusion but some points may be unclear or repetitive; content corresponds to the topic;

1 point – the student responds to the task only in a minimal way or the answer is tangential: the task has been only partly paraphrased and/or the thesis statement lacks focus and/or the conclusion contains some irrelevant ideas which are not discussed in the main body; the student presents a position but it is is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported; content only partially corresponds to the topic;

0 points – the student does not adequately address any part of the task: he task hasn't been paraphrased or there is no introduction and/or there is no thesis statement in the introduction; all the topic sentences are irrelevant / there are no topic sentences; there is no conclusion at all; the student presents few ideas, which are largely undeveloped or irrelevant.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured essay, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently, the ideas are logically organised;

1 point – the student writes a poorly structured essay, uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised;

0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them, does not write in paragraphs.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary, including some advanced lexical items; there may be 1-2 inaccuracies;

1 point – the student uses a sufficient range of vocabulary, but may make 1-2 mistakes in spelling, word formation or word choice;

0 points – the student only uses basic vocabulary with very limited control of spelling, word formation or word choice; errors are numerous and impede understanding.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of grammar structures and may make 1 minor mistake;

1 point – the student uses a variety of grammar structures, but may make 2 mistakes;

0 points – the student uses basic grammar structures or a limited range of structures and/or makes more than 2 grammatical mistakes, some of which impede understanding.

Level/track specific criteria (max 1 point)

1 point – the student presents an example for each argument;
0 points – the student does not present any example for an argument.

EMAIL, LETTER ASSESSMENT CRITERIA (max 10 points)

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: shows that he/she gets the idea of the topic, complete the task mentioning all the key moments in the body of the text; the student presents a fully developed position in response with relevant, fully extended and well supported ideas; content is relevant to the task;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the student shows that he/she mainly gets the idea of the topic and the task is mostly done; minor irrelevances and/or omissions may occur;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate; the student does not include everything they were asked to cover;

0 points – the student does not adequately address any part of the task and writes something irrelevant.

Coherence and Cohesion (max 2 points)

2 points - there is a salutation, opening, body, closing and signature, used properly and well-structured; the student logically organises ideas and/or effectively uses a wide range of cohesive devices; the text is well-structured and organised in paragraphs;

1 point – one of the features is missing, but others are used properly/ there is a salutation, opening, body, closing and signature, but some of them are incorrectly used; ideas are generally organised; the student uses only basic linking words and/or a limited number of cohesive devices; the text is organised in paragraphs;

0 points – more than one of the features is missing/incorrectly used; ideas are not logically organised and/or cohesive devices do not indicate a logical relationship between ideas; the text is not organised in paragraphs.

Lexical Resource and Range (max 2 points)

2 points – the student uses a wide range of subject-specific vocabulary including some uncommon lexical items appropriately; there may be 1 inaccuracy, but mainly words fit the content of the task;

1 point – the student uses a sufficient range of subject-specific vocabulary appropriately, but may make 1 mistake in spelling, word formation or word choice;

0 points – the student only uses basic vocabulary, with very limited control of spelling, word formation or word choice; errors are numerous (2 and more) and impede understanding.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of grammar structures with control and flexibility and may make 1 minor mistake; the student uses correct punctuation;

1 point – the student uses various structures and tenses, but may make 2 mistakes, which impede understanding; punctuation is mainly correct;

0 points – the student only uses basic structures and/or makes numerous mistakes (3 and more) which severely impede understanding; makes numerous punctuation mistakes.

1 point – proper choice and use of language depending on the target audience of the email and the genre;
0 points – incorrect use of language for a given purpose.

COVER LETTER ASSESSMENT CRITERIA (max 10 points)

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: writes a cover letter relevant to the target job position, informs about the aim of the letter, mentions the personal qualities, skills and experience;the student tells about his/her potential contribution to the organisation; the tone of the cover letter is positive;

2 points – the student addresses all parts of the task but some parts may be more fully covered than others: the student writes a cover letter relevant to the target job position, informs about the aim, explains the reasons, mentions the personal qualities, skills and experience; tells about his/her potential contribution to the organisation; the tone of the cover letter is neutral; the letter is too long;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate (the student does not include everything that should be mentioned in a cover letter); the tone of the cover letter is neutral; the letter is too long;

0 points – the student does not adequately address any part of the task: the cover letter is irrelevant to the target job position.

Coherence and Cohesion (max 2 points)

2 points - there is a salutation, opening, body, closing and signature used properly and well-structured; the student logically organises the information; the text is well-structured and organised in paragraphs;

1 point – one of the aspects is not given, but others are used properly/ there is a salutation, opening, body, closing and signature but some of them are chosen incorrectly; the text is organised in paragraphs;

0 points – more than one of the aspects is not given/incorrectly chosen; the information is not logically organised; the text is not organised in paragraphs.

Lexical Resource and Range (max 2 points)

2 points – the student uses a wide range of subject-specific professional vocabulary effectively; there may be 1-2 inaccuracies;

1 point – the student uses a sufficient range of subject-specific professional vocabulary appropriately, but may make 1 mistake in spelling, or word formation, or word choice;

0 points – the student only uses basic vocabulary, with very limited control of spelling, word formation or word choice; errors are numerous (2 and more) and impede understanding.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of grammar structures with control; uses correct punctuation;

1 point – the student uses various structures and tenses, but may make 1 mistake, which impede understanding; punctuation is mainly correct;

0 points – the student only uses basic structures and/or makes numerous mistakes (2 and more) which severely impede understanding; the student makes numerous punctuation mistakes.

Level/track specific criteria (max 1 point)
1 point – proper choice and use of language depending on the target audience of the cover letter and the genre;
0 points – incorrect choice and use of language for a cover letter.

The test can be retaken within 10 working days if the absence has been officially documented.

%	Interim assessment (4 module)
0.300	Final assessment
0.250	Independent work assessment
0.250	Written assessment
0.200	Oral assessment

Only overall grade is rounded.

Resources

Key recommended reading

Business partner B2+ : coursebook, Dubicka, I., ISBN: 9781292233574, 2019

Recommended further reading

English for business studies : a course for business studies and economics students: student's book, MacKenzie, I., ISBN: , 1997

English for business studies : a course for business studies and economics students: student's book, MacKenzie, I., ISBN: 978-0-521-74341-9, 2012

Financial English with Mini-Dictionary of Finance, MacKenzie, I., ISBN: 1-89939-600-4, 1998

Financial English with mini-dictionary of finance, MacKenzie, I., ISBN: 1-89939-600-4, 2000

Management and marketing with mini-dictionary, MacKenzie, I., ISBN: 1-89939-680-2, 1997

Types of classrooms:

Lecture / seminar classroom

Equipment of the classroom:
− a set of demonstration equipment: personal computer / laptop, a multimedia projector with audio/video, a projection screen, an interactive whiteboard, a video panel, and other means of demonstrating educational content. It is allowed to use a portable set of demonstration equipment for conducting classes.
− availability of wireless Internet access via Wi-Fi network.

Online platforms for distance learning / communication:

– Smart LMS;
– Microsoft Teams.

Corporate access is available to the instructors and students when using HSE corporate e-mail addresses.

Organization of Studies for Persons with Limited Mobility and Disabilities

If necessary, learners with limited mobility or a disability (as per his/her application), as well as per his/her individual rehabilitation programme, may be offered the following options for receiving learning information with due consideration of his/her individual psycho-physical needs (e.g., via eLearning studies or distance technologies):

- *for persons with impaired vision*: enhanced fonts in hard copy documents; e-documents; audio files (transfer of study materials to an audio-format); hard copy documents with the use of Braille; individual consultation with a facilitated communicator; individual assignments and mentoring;

-*for persons with hearing impairments*: in hard copy; e-documents; video materials with subtitles; individual consultation with a facilitated communicator; individual assignments and mentoring;

- *for persons with a muscular-skeleton disorder*: in hard copy; e-documents; audio-files, individual assignments and mentoring.

Sample tasks

Essay Topic 1: Some believe that emotional people cannot be good leaders, while others suggest that it is advantage. Discuss both views and give your opinion. Topic 2: There is a common belief that working abroad is beneficial for one's development. Discuss advantages and disadvantages and give your opinion.

Sample written tasks are attached as separate files.