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<b>Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP</b>	
<b>Business Communication, BA</b>	
<b>Vasyl Stefanyk Precarpathian National University</b>	
<b>Master/bachelor level</b>	Bachelor level
<b>Branch of knowledge</b>	035 Philology
<b>Specialization</b>	035.041 "Germanic languages and literatures (including translation)", English as a major
<b>Qualifications</b>	Bachelor of Philology
<b>Form of education</b>	Full-time
<b>Status of the discipline</b>	Cycle of professional courses. Elective course
<b>Course prerequisites</b>	English level B2 or higher
<b>Semester of the course</b>	7
<b>Course Volume</b>	3 ECTS 90 hours 30 hours of class work 60 hours of self-study and consultations
<b>Form of final control</b>	Credit (passed - A, B, C, D, E, failed - F)
<b>Course language</b>	English
<b>Developers</b>	Olha Bilyk, PhD in Philology, Vasyl Stefanyk Precarpathian National University, Ukraine
<b>Brief Course Description (up to 2000 symbols)</b>	
<p>The course "Business Communication" is intended for students doing a Bachelor degree. The course covers the main aspects of business communication related to business etiquette, writing business letters, preparing presentations, networking, conducting meetings and telephone conversations, the content of which applies to various business and professional situations. The study of the discipline provides background knowledge of various aspects of culture and language behavior in professional environment. The course will help students improve their skills to communicate effectively in business environment.</p> <p>The course consists of the following chapters:</p> <ol style="list-style-type: none"> <li>1. Communicating in business. The notion of communication. The functions of business communication. Types of business communication. Written and spoken communication in business.</li> <li>2. Business and other styles of communication. Business and literary styles. Business and personal styles. Good business style: using the right tone, choosing the right words.</li> <li>3. Planning what you are going to say. Reasons for writing and speaking: your purpose and what you want to achieve.</li> <li>4. Planning what you are going to say. Getting the right reaction. Assembling and ordering your information and arguments. Making requests.</li> <li>5. Laying out documents. Business letter layout. Writing effective email messages and memos.</li> <li>6. Conducting meetings. Arranging a meeting. Chairing a meeting. Speaking at a meeting. Minutes writing.</li> </ol>	

7. Networking. Making/answering telephone calls. Making arrangements. Accepting/refusing invitations.
8. Making presentations. Creating slides. Transitions and conclusions.
9. Making presentations. Graphs and charts. Describing data.
10. Making presentations. Persuasive language. Slides to support your speech. Guidelines to promoting a place.

*Method of instruction:*

The professor will conduct the course through interactive lectures and discussions, PowerPoint presentations, practical training, and through students' active participation (individually, in small groups, and in class discussions).

*Course requirements:*

The students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussions (with completed assignments, questions, and contributions).

**New, Updated, and Modified Components**

- A. Key Terms and Notions
- B. Competencies
- C. Curriculum Learning Outcomes
- D. Teaching Forms and Methods
  
- E. Course Assessment and Feedback Approach
- F. Assessment Criteria for Oral Report
- G. Recommended Books and Resources

**Key Terms and Notions**

Communicating in business. The functions of business communication. Types of business communication. Styles of communication. Business letter layout. Meeting. Minutes. Networking. Presentations. Graphs and charts.

**Competencies**

Generic competencies	GC 4. Ability to be critical, self-critical, and responsible for decision-making in unpredictable contexts. GC 6. Ability to search, process, and analyze information from various sources. GC 8. Ability to work in a team and independently. GC 9. Ability to communicate professional ideas in the first (English) and the second foreign languages. GC 11. Ability to apply knowledge to practical contexts of professional or educational activity. GC 12. Ability to apply information and communication technologies usage skills to studying foreign languages.
Specific competencies	SC 9. Ability to freely, fluently, and effectively use the English language, both orally and in writing, in a variety of genres, styles, and registers of communication (formal, informal, neutral), to solve communication issues in different life spheres. SC 11. Ability to freely use specific terminology to solve professional problems. SC 13. Ability to establish business communication in compliance with the norms of literary language and speech culture.

**Curriculum Learning Outcomes**

CLT 1	to communicate freely in professional spheres with specialists and non-specialists in the official and foreign languages in oral and written forms, to use the languages for efficient intercultural communication;
CLT 2	to work with information efficiently: to select necessary information from various sources, including professional resources and electronic databases, to critically analyse and interpret the information, organize, classify, and systematize it;
CLT 3	to organize the process of learning and self-education with a great degree of autonomy;
CLT 6	to use information and communication technologies to solve complex specialized and professional problems;

CLT 14	to use the English language in oral and written forms, in various genres and styles, in official, nonofficial, and neutral communication for solving communicative tasks in social, educational, professional, and scientific spheres;
CLT 17	to collect, analyse, systematize, and interpret language and speech facts, to use them for solving the complex problems and specialized tasks;
CLT 20	to have the skills in managing complex tasks or projects while solving complex problems in professional practice within the chosen philological specialization and to be responsible for decision-making under unpredictable conditions. To critically assess personal educational and professional activity, develop and apply an efficient strategy of self-development and professional self-perfection.

Teaching forms and methods	
<i>forms</i> – oral (explanation, discussion); practical (practical classes using IT); case study; illustrative (slides, presentation); <i>methods</i> – explanatory-illustrative (content-providing lecture, presentation), problem solving and interactive (interactive lecture, discussion, small group work, role-play).	
<b>Assessment methods</b>	Tests (multiple choice); oral presentation of the topic; teacher's/peers' regular feedback.

Assessment and feedback approach		
Type of work, activity, task	Max points	Extra information
<b>Lectures</b>	Total : <b>30</b> 5*6	Students participate in the discussion, answer questions on the topic of the lecture. Feedback is given regularly during the classes.
<b>Seminars</b>	Total: <b>60</b> 5*12	Oral presentations of the topic, tests, questions, role-plays, making presentations. Feedback is given regularly during the classes both by the teacher and peers.
<b>Final Test</b>	Total: <b>10</b>	* Multiple-choice test consists of 20 questions with the four variants of the answer. Each correct answer equals 0.5 points. Questions represent theoretical and practical issues introduced within the course and tasks during the course.
<b>TOTAL:</b>	<b>100</b>	*To get a credit a student must get at least 50 points for the course (lectures, seminars, final test included)

Assessment criteria for Oral Report on the topic on a 5-point scale				
Criteria/ Points	Descriptors			
	5	4	3	2
<b>Content</b> <i>The knowledge of the topic</i>	student know the theoretical material perfectly, demonstrate profound knowledge of the topic, give logical answers, use the acquired theoretical knowledge in the analysis of practical material, express their attitude to certain problems, demonstrate a high level of acquired practical skills	students know the theoretical material, give argumentative answers, express their views on certain issues in a logical way, but the presentation of theoretical material or the analysis of practical issues have certain inaccuracies and errors	Student doesn't know the theory well, answers with hesitation, confuses concepts, cannot assess facts and phenomena and connect them with the future profession	Student doesn't know the theoretical material (scientific facts, definitions); scientific thinking and practical skills are not formed.
<b>Language</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>

<i>Language competence and structure</i>	Students use a wide range of advanced grammatical constructions, vocabulary and transition words. Logical and coherent presentation of the ideas.	Students use advanced grammatical constructions, vocabulary and transition words making some minor mistakes. Logical and coherent presentation of the ideas with minor structural improvements possible.	Students use simple grammatical constructions, vocabulary and some transition words making minor mistakes. Answer has a clearly defined structure but lacks logics of presentation.	Students use simple grammatical constructions, vocabulary and few transition words making major mistakes. Lack of logic and structural parts of the answer are not clearly defined
*1 – the work does not reach a standard described by any of the descriptors given above				
*0 – the work does not reach a standard described by any of the descriptors given above				

<b>Recommended Books and Resources</b>
<p>Michael Bennie. Guide To Good Business Communications: How To Write And Speak English Well In Every Business Situation. How to Content a division of How to Books Ltd, 2009. 177 p.</p> <p>Mable Chan. English for Business Communication. London, Routledge, 2020. 246 p.</p> <p>Mascull Bill. Business Vocabulary in Use Intermediate. Cambridge, 2nd Edition, 2010. 178 p.</p> <p>Mascull Bill. Business Vocabulary in Use Advanced. 3rd edition. Cambridge University Press, 2018. 176 p.</p> <p>Cotton D., Falvey D, Kent S. Market Leader. Business English Course Book. (upper-intermediate). – Pearson Education Limited, 2013. 175 p.</p> <p>Rogers J. Market Leader. Business English Practice File (upper-intermediate). Pearson Education Limited, 2013. 97 p.</p> <p>Wallwork, Adrian. 2016. <i>English for Presentations at International Conferences</i>. 2<sup>nd</sup> Edition. Basel: Springer. 284 pp. ISBN 978-3-3192-6328-1.</p> <p>Aspinall Tricia, Bethell George. Test your Business Vocabulary in Use. Cambridge University Press, 2003.</p> <p><a href="https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Business-magazine-Managing-meetings.pdf">https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Business-magazine-Managing-meetings.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=NEKZFA7L7Lg">https://www.youtube.com/watch?v=NEKZFA7L7Lg</a></p> <p><a href="https://www.youtube.com/watch?v=2fA836LFytg">https://www.youtube.com/watch?v=2fA836LFytg</a></p> <p><a href="https://www.nextiva.com/blog/business-communication-styles.html">https://www.nextiva.com/blog/business-communication-styles.html</a></p>
<b>Course Quality Monitoring</b>
<ol style="list-style-type: none"> <li>1. Syllabus feedback from external (peer-)reviewers</li> <li>2. Feedback from students who attend the course</li> <li>3. Students' performance in the course</li> </ol>