**SYLLABUS**

**Fall semester 2024-2025 academic years**

**on the educational program “**Language of business and professional communication **”**

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| **ID** **and name** **of course** | **Independent work** **of the student****(IWS)***Enter IWS, IWM, IWD**depending on the level of education* | **Number of credits** | **General****number** **of credits** | **Independent work** **of the student****under the guidance** **of a teacher (IWST)***Submit IWST, IWMT, IWDT depending on the level* *of education* |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| Language of business and professional communication99481 | The number of IWS is 3.  |  | 45 |  | 5 | The number ofIWST is 6-7.This is a teacher's guide.for the preparation of the IWS.  |
| **ACADEMIC INFORMATION ABOUT THE COURSE** |
| **Learning Format** | **Cycle,****component** | **Lecture** **types** | **Types** **of practical classes** | **Form and platform final control** |
| *Offline* | Elective courseM-19Module of Business language |  | Discussion/ student oriented forms of the class | Written form, offline  |
| **Lecturer - (s)** | Konyrbekova Tolkyn |
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| **Assistant - (s)** |  |
| **e-mail :** |  |
| **Phone :** |  |
| **ACADEMIC COURSE PRESENTATION** |

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| **Aim of course**  | **Expected Learning Outcomes (LO)\***As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**(for each LO at least 2 indicators) |
| The purpose of the discipline: to develop students' professional competencies in the field of business relations. The discipline is aimed at studying the norms of formal and business style, the rules of business communication, presentations in a foreign language, and is aimed at teaching the rules of business documentation, general and special vocabulary of business relations. | Enhance Business Communication Skills | ID 1.1 – Mastering formal and professional language used in business environments. ID 1.2 - Improved clarity, conciseness, and coherence in writing emails, reports, and business documents. |
| Improve Presentation and Negotiation Skills | ID 2.1 – Gaining confidence in delivering clear and persuasive presentations.ID 2.2 - Learning effective techniques for negotiating, influencing, and problem-solving in English. |
| Fluency in Business Terminology | ID 3.1 – - Developing an understanding of common business vocabulary related to marketing, finance, management, and international trade. ID 3.2 - Using industry-specific jargon appropriately in context; |
| Develop professional Writing Proficiency | ID 4.1 – Learning how to structure formal business letters, proposals, and reports. ID 4.2 - Improving accuracy in grammar, punctuation, and tone suited to different business contexts.; ID 4.3 - Familiarity with professional behavior, such as meeting protocols, addressing colleagues, and dressing appropriately |
| Practice Job Interview and Networking Skills | ID 5.1 – Learning how to present oneself professionally in job interviews.ID 5.2 - Practicing networking in a business setting, introducing oneself, and maintaining professional conversations;ID 5.3 – Developing a global perspective on business issues, allowing for better collaboration across borders.. |
| **Prerequisites** | «English for special purposes» |
| **Post requisites** | The acquired knowledge and skills can be used to improve intercultural and professional competences. |
| **Information resources \*\*** | **Literature:\*\***Market Leader. Upper Intermediate. David Cotton., David Falvey., Simon Kent. Peardson Education Limited. 2012. Business Vocabulary in Use. Advanced. Bill Mascull. Cambridge University Press. 2017. **Internet resources:**Oxford learners dictionaries - http://oald8.oxfordlearnersdictionaries.com |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:** All students are required to register for the MOOC. The deadlines for completing the modules of the online course must be strictly observed in accordance with the schedule for studying the discipline. Leave in case of current MOOC or SPOC courses.**ATTENTION!** Failure to meet deadlines results in loss of points! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the training course, as well as in the MOOC. Leave in case of current MOOC or SPOC courses.**Academic values:**- Practical trainings/laboratories, IWS should be independent, creative.- Plagiarism, forgery, cheating at all stages of control are unacceptable.- Students with disabilities can receive counseling at e-mail \*\*\*\*\*\*\*@gmail.com. |
| **Evaluation and attestation policy** | **Criteria-based evaluation:** assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).**Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

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| --- | --- | --- | --- |
| week | Topic name | Number of hours | Max.score\*\*\* |
| **Module 1 Title**(the number of modules, the name of the topics, as well as their distribution by week is set by the teacher) |
| 1 | **Unit 1.** Communication.Talk about what makes a good communicator. | 1 |  |
| 1 | Listening: An interview with an expert on communication Reading: A quiet word beats sending e-mail - Financial Times  | 1 | 5 |
| 1 | The price of success: Make recommendations to improve communications within an electronics company Writing: e-mailBusiness vocabulary in use. Advanced.  | 1 | 5 |
| 2 | **UNIT2** INTERNATIONAL MARKETING | 1 | 5 |
| 2 | International brands | 1 |  |
| 2 | Henri-Claude Cosmetics - creating a global brand: Devise a TV commercial for a new eau-de-cologne Writing: action minutesBusiness vocabulary in use. Advanced.  | 1 | 5 |
| 3 | **UNIT3** BUILDING RELATIONSHIPS | 1 |  |
| 3 | Listening: An interview with the Head of Global Corporate Responsibility of a major company Reading: How East is meeting West - Business WeekBusiness vocabulary in use. Advanced. | 1 |  |
| 3 | Describing relations Multiword verbs. Al-Munir Hotel and Spa Group: Come up with a plan for improving customer satisfaction and loyalty Writing: letterBusiness vocabulary in use. Advanced. | 1 |  |
| 3 | Networking | 1 | 5 |
| 4 | **UNIT4**. SUCCESS |  |  |
| 4 | What makes people/ companies successful | 1 | 5 |
| 4 | Listening: An interview with the MD of a technology development company Reading: Profile: Carlos Slim - The TelegraphBusiness vocabulary in use. Advanced. | 1 | 5 |
|  | **IWST 2.**  | 1 | 5 |
| 5 | UNIT 5 JOB SATISFACTION | 1 |  |
| 5 | Discuss motivational factors and do a quiz | 1 | 5 |
| 5 | Listening: An interview with the Director of HR al a major company Reading: Marriott Hotels lnternational/KPMG - The Sunday TimesBusiness vocabulary in use. Advanced. | 1 | 5 |
| **Module 2**  |
| 6 | UNIT 6. RISK. Different aspects of risk. Winton Carter Mining: Evaluate the risks of a new mining venture Writing: report | 1 |  |
| 6 | Listening: An interview with the MD of the Institute of Risk Management Reading: Internationalisation - risk or opportunity? - Financial Times | 1 | 5 |
| 6 | Reaching agreement. Business vocabulary in use. Advanced. | 1 | 5 |
| 7 | UNIT 7. MANAGEMENT STYLES | 1 |  |
| 7 | Discuss different aspects of management style | 1 | 5 |
| 7 | Listening: An interview with the author of a management book Reading: Anna Wintour/ Jim Buckmaster - CBS/ Times on/ine | 1 | 5 |
| 7 | IWST 3.  | 1 | 5 |
|  |  **LEVEL CONTROL 1** |  | **100** |
| 8 | U NIT 8. TEAM BUILDING. Motivating the sales team: Work out an action plan for improving the motivation of a sales team Writing: letter | 1 |  |
| 8 | Working in teams and do a quiz | 1 | 5 |
| 8 | Listening: An interview with the founder of a team-building company Reading: Recipes for team building - Financial Times | 1 | 5 |
| 9 | UNIT9 RAISING FINANCE | 1 | 5 |
| 9 | how and where finance can be raised. Listening: An interview with the MD of a private equity firm Reading: No more easy money - Financial Times | 1 | 5 |
| 9 | Last throw of the dice: Negotiate finance for a new film Writing: summaryBusiness vocabulary in use. Advanced. | 1 | 5 |
| 10 | UNIT 10 CUSTOMER SERVICE | 1 |  |
| 10 | Discuss factors in and importance of customer service | 1 | 5 |
| 10 | Listening: An interview with the manager of a top restaurant Reading: Customer service is changing the world: Up close and global - Financial Times | 1 | 5 |
| 10 | **IWST 4.**  |  | **5** |
|  | **Module 3**  | 1 |  |
| 11 | UNIT 11. CRISIS MANAGEMENT | 1 |  |
| 11 | Listening: An interview with a professor of ethics and social responsibility Reading: How not to take care of a brand I Expect the unexpected - Financial Times | 1 | 5 |
| 11 | In Range: Plan a press conference to defend criticism of a video game Writing: article/report | 1 | 5 |
| 12 | UNIT 12 MERGERS AND ACQU ISITIONS | 1 |  |
| 12 | Define and discuss acquisitions, mergers and joint ventures | 1 | 5 |
| 12 | Listening: An interview with the Director of an M&A research centre Reading: Green targets - Corporate Knight | 1 | 5 |
| 12 | IWST 5.  | 1 | 5 |
| 13 | Rinnovar International: Present recommendations for an acquisition Writing: report | 1 |  |
| 13 | Business Vocabulary in use | 1 | 5 |
| 13 | Business Vocabulary in use. Revision. | 1 | 5 |
| 13 | Business Vocabulary in use | 1 | 5 |
| 14 | Business Vocabulary in use |  |  |
| 14 | Business Vocabulary in use. Test | 1 | 5 |
| 14 | Business Vocabulary in use Test. | 1 | 5 |
| 15 | Project work presentations | 1 |  |
| 15 | Project works | 1 | 5 |
| 15 | Project works | 1 | 5 |
| 15 | **IWST 7. Consultation on examination issues** | 1 |  |
|  |  **LEVEL CONTROL 2** |  | **100** |

Dean Zholdasbekova B.O.

Chair of the Academic Committee

on the Quality of Teaching and Learning Seidenova S.D.

Head of Department Avakova R.A.

Lecturer Konyrbekova T.O.

**RUBRICTOR FOR SUMMATIVE ASSESSMENT OF INDEPENDENT WORK OF THE STUDENT (ISW)**

**CRITERIA FOR ASSESSING LEARNING OUTCOMES**

**ISW 1. Essay variant 1. «Cultural sensitivity in Business communication». Variant 2. Clarity and «Conciseness in communication».**

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| Criterion  | "Excellent" 20-25%  | “Good” 15-19%  | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Understanding of the topic | Demonstrates a comprehensive understanding of the positive and negative impacts of mass media on society, including the impact on public opinion and cultural norms. | Shows a good understanding of the topic, discussing both positive and negative aspects of the impact of the media, but may not be deep enough or complete in the analysis. | Demonstrates a basic understanding of the topic, but may not be deep enough in discussing the intricacies of the impact of mass media on society | Shows limited understanding of the topic, significant gaps in knowledge and understanding of the influence of the media. |
| Analysis and Evaluation | Provides in-depth analysis of the various ways in which the media influence society, backed up by well-chosen evidence and examples. | Offers an analysis of the impact of mass media on society, supported by relevant evidence, although there may be a lack of depth or consistency. | Provides some analysis of the impact of the media, but there may be a lack of depth or originality in the analysis. | Offers little to no analysis of media influence or relies heavily on unsupported claims. |
| Organization and structure | The essay is well structured with a clear introduction, main sections and conclusion, with logical transitions between sections. | The essay is mostly well structured with clear sections and transitions, although there may be minor problems in the organization. | The essay has a vague structure, with scattered or unclear sections. | The essay does not have a clear structure and can be difficult to read. |
| Clarity and coherence | The essay is clear, concise and easy to understand, effectively conveying complex ideas. | The essay is generally clear and understandable, with some minor problems that do not interfere much with understanding. | The essay is somewhat unclear, making it somewhat difficult to follow. | The essay is unclear, confusing, or contains many errors that make it difficult to understand. |
| Use of Evidence | Supports arguments with reliable sources and evidence, effectively integrated and correctly cited. | Supports arguments with appropriate evidence, although integration and citation may be inconsistent. | Provides limited or weak evidence to support arguments, with inconsistent citation. | Does not provide sufficient evidence to support the arguments or fails to cite sources properly. |

**ISW 2. Essay «**Brand Loyalty in International Markets: A Case Study of [Brand Name]**»**

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| Criterion  | "Excellent" 20-25%  | “Good” 15-19%  | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Understanding of the topic | Demonstrates a comprehensive understanding of food choices on environment, including supportive factors. | Shows a good understanding of the topic, discussing the environmental impact of food choices, but may not be deep enough or complete in the analysis. | Demonstrates a basic understanding of the topic, but may not be deep enough in discussing the intricacies of the impact food choices on environment. | Shows limited understanding of the topic, significant gaps in knowledge and understanding of the given topic. |
| Analysis and Evaluation | Provides thorough analysis of the environmental impacts stemming from various dietary preferences, backed up by well-chosen evidence and examples. | Offers an analysis of the of food choices' environmental impact on society, supported by relevant evidence, although there may be a lack of depth or consistency. | Provides some analysis of food choices' environmental impact, but there may be a lack of depth or originality in the analysis. | Offers little to no analysis of the given theme or relies heavily on unsupported claims. |
| Organization and structure | Essay is well-structured with a clear introduction, body paragraphs, and a concise conclusion. | The essay is mostly well structured with clear sections and transitions, although there may be minor problems in the organization. | The essay lacks clear organization, with scattered or unclear sections. | The essay does not have a clear structure and can be difficult to read. |
| Clarity and coherence | The essay is clear, concise and easy to understand, effectively conveying complex ideas. | The essay is generally clear and understandable, with some minor problems that do not interfere much with understanding. | The essay is somewhat unclear, making it somewhat difficult to follow. | The essay is unclear, confusing, or contains many errors that make it difficult to understand. |
| Use of Evidence | Supports arguments with reliable sources and evidence, effectively integrated and correctly cited. | Supports arguments with appropriate evidence, although integration and citation may be inconsistent. | Provides limited or weak evidence to support arguments, with inconsistent citation. | Does not provide sufficient evidence to support the arguments or fails to cite sources properly. |

**ISW 3. "Leadership and Its Impact on Company Success: A Case Study of [Company Name]"**

Explore how leadership styles and decisions influence a company’s growth and sustainability.

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| Criterion  | "Excellent" 20-25%  | “Good” 15-19%  | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Understanding of the Topic | Demonstrates a comprehensive understanding of the topic, discussing the topic with depth and clarity. | Shows a solid understanding of the topic. | Demonstrates a basic understanding of the topic, but may lack depth in discussing the topic. | Displays a limited understanding of the topic, with significant gaps in knowledge regarding the given topic. |
| Organization and Structure | Presentation is well-structured with a clear introduction, body, and conclusion. | Presentation has a logical flow with clear sections and transitions between topics. | Presentation lacks clear organization, transitions may be unclear. | Presentation lacks structure, making it difficult to follow or understand. |
| Engagement and Delivery | Delivery is engaging, confident, and captures the audience's attention throughout the presentation. | Delivery is mostly engaging, with clear articulation and appropriate use of visuals to enhance understanding. | Delivery may lack enthusiasm or confidence, with some issues in engagement with the audience. | Delivery is monotonous, lacks enthusiasm, or shows significant issues in articulation, leading to disinterest of the audience. |
| Project defense, team work | Informative presentation, high quality visual effects, slides, high engagement with the audience, excellent team work. | Good engagement, good quality of visuals, slides and other materials, good level of team work. | Satisfactory level of engagement, satisfactory quality of slides, satisfactory level of team work. | Low level of engagement, low quality of slides, poor level of individual/team work. |