

English for International Professional Communication

TATIANA SKOPINTSEVA

tskopintseva@nes.ru

TATIANA GOLECHKOVA

tgolechkova@nes.ru

ALYONA OVCHINNIKOVA

eovchinnikova@nes.ru

EKATERINA SEMENOVA

esemenova@nes.ru

ANNA VOLCHANSKAYA

avolchanskaya@nes.ru

MARIA DOLBUNOVA

mdolbunova@nes.ru

English Department office 3.23
Head of Department *T.Skopintseva* office 2.26

Course description

This course is designed to give students advanced practice in different kinds of speaking, listening, writing and soft skills. Discussion topics will include current business, economic, political, social and cultural issues. Various writing, listening and speaking tasks will be assigned, including prepared and unprepared speech, negotiations, business cases, small talk, essays, emails, CVs, reports and tasks which involve listening to different English accents. Students will prepare and give presentations on numerous topics, and engage in formal and informal debate. In the writing portion of the class, students will study and practise academic writing and professional writing.

The course runs in modules 1 to 4; the overall course duration is 168 contact academic hours, divided into four shorter 42 academic hour long courses with a particular focus: Language Improvement Course, Business English, Presentations, Academic Writing or Business Writing. Each course runs once a week for 14 weeks (two modules). The order might be different, but each group will be offered all the four courses within the academic year. Altogether students attend classes twice a week, Tuesdays and Thursdays, and each session lasts 2-3 academic hours.

Aims:

- to practise various spoken and written speech types and forms;
- to practise strategies of effective communication;
- to develop critical thinking skills;
- to prepare to use English effectively in global business environment;
- to raise awareness of and practise formal speaking and writing conventions;
- to develop listening skills (listening for general information and listening for specific information);
- to gain familiarity with the conventions of academic and professional writing;
- to practise writing about complex topics in academic and professional settings;
- to raise awareness of different varieties of English and their territorial differences;
- to raise awareness of and practise functional language (dealing with problems; checking understanding; agreeing and disagreeing, etc.);
- to enrich vocabulary and practise collocations;
- to revise relevant grammar points;
- to raise awareness of language learning strategies (enriching vocabulary, developing speaking and listening skills);
- to learn and deploy academic research skills.

Course requirements, grading, and attendance policies

Attendance and Participation

Regular attendance is crucial to doing well in this course. It is absolutely necessary for students not only to be present in class, but to actively participate every time they attend. Students must prepare for in-class work in advance in order to be able to contribute to the discussion. In-class participation grade will include preparation for class (homework) and involvement in the discussion.

Punctuality is essential as it ensures productive and mutually respectful atmosphere in class. In case of being more than 15 minutes late a student will be penalised and may not obtain scores for class participation and attendance.

In emergency situations, students should notify instructors in advance or before the missed class at the latest. To make up for missed classes students can request additional tasks, successful completion of which will not affect the attendance and participation grade. This is possible no more than two times per module.

If a test class is missed, the students can write the test later only if agreed with the instructor before the beginning of the test class, otherwise the test cannot be written and the score for this test is 0 regardless of the reason for absence.

Home assignments

Home assignments, submitted after the deadline, will receive a grade 0. Late work is accepted only under extenuating circumstances, if the professor is informed about them before the due date, and only during the current module.

Course Grading

Throughout all the four courses, students will gain raw score, which includes:

- presentations
- small talk
- debates
- essays
- summaries
- reports
- emails
- vocabulary, grammar, functional language tests
- class participation
- home assignments

The **module overall grade** is calculated based on the mean of raw score percentage achieved in each course taught in the module (e.g. $(73\%+57\%)/2 = 65\%$ which is equivalent to 3). The resulting mean is transferred to the 5-point scale. If one of the courses is failed, the overall grade is a fail.

The **final overall grade** will be calculated based on the mean of four modules' percentages.

Grade conversion table

Grade	% of raw score
5+	> 95%
5	90% - 95%
5-	86% - 89%
4+	80% - 85%
4	76% - 79%
4-	70% - 75%
3+	66% - 69%
3	60% - 65%
3-	56% - 59%
2	< 56%

The **overall grading breakdown** for the 168 academic hour English course is the following:

Class participation and HW	20%
Writing assignments	20%
Speaking assignments	40%
Intermediate quizzes and midterm tests	20%

Make-ups

Make-ups are allowed during the first two weeks of the next module only if a student has got a “2” for the module. The student’s make-up grade will not be higher than 3+ in the first make-up and 3- in the second one.

Course contents

The four 14-week focused courses have a specific focus, develop different language and soft skills and discuss a range of topics.

Description of course methodology

The teaching method pursues the communicative, task-based, and learner-centered approaches to teaching English as a foreign language. During the session, the teacher acts as a facilitator motivating the students to give opinions on controversial topics, and simultaneously teaching them an academic discussion appropriate for a multicultural setting by employing effective conversation and language patterns. To achieve the learning goals of

the course, students at every class are involved in various collaborative tasks: paired and group discussions, brainstorming, role playing, dialogues, peer reviewing.

Besides regular classes, students are encouraged to attend workshops and tutorials organized by consultants at the Writing and Communication Center. They can also gain assistance at individual tutorials.

All open-ended tasks are assessed through rubrics.

Course 1 Language Improvement Course (adaptable to higher and lower levels)

Discussion Topics:

- Language and Culture: Cross Cultural Communication
- Procrastination
- Economics of Happiness
- Economic Inequality: Wealth Redistribution vs Self-Reliance
- Staying Human and Ethics
- Global Powers and Russia
- Networking
- Security and Freedom
- Immigration
- Corruption in Today's World
- Global Terrorism

Language:

- Learning topic-related vocabulary, phrasal verbs and collocations
- Strategies for recording and enriching vocabulary: compiling vocabulary lists on a topic; memorizing vocabulary, activating vocabulary
- Grammar revision 1: tenses, articles, reported speech (direct word order, if-clauses, reporting verbs), conditionals and subjunctives, modal verbs, gerund/infinitive with verb
- Grammar revision 2 (stronger groups): discourse markers, reporting verbs and patterns, discourse markers and adverbials

Soft Skills:

- Networking and small talk: *starting a conversation, choosing a topic, keeping conversation going, finishing conversation;*
- Explaining concepts to different target audiences: *explanation techniques;*
- Discussion: *asking for clarification; agreement/disagreement strategies; interrupting politely; saying 'no' politely; taking turns; building on other people's turns; referring to a point;*
- Delivering a semi-prepared talk

Listening Skills:

- Improving understanding of the content and meaning of an academic lecture, with the ability to summarize main ideas and record significant details
- Expanding the range of comprehension to include various media and genres
- Understanding humour and the implicit meaning of a message
- Understanding various world English accents

Course 2 Business English

Discussion Topics:

- Innovative management and leading in turbulent times: types of managers, T-shaped management, qualities of a good leader
- Meetings with colleagues from various cultures
- Managing in Different Cultures: East vs West; Feminism vs Masculism
- Fraud

Written Communication Genres:

- Opinion essay
- CV
- Cover letter

Oral Performance and Soft Skills:

- Self-presentation: networking and small talk
- Job Interviews
- Solving business cases
- Negotiations
- Presentation

Language:

- Learning topic-related vocabulary, phrasal verbs and collocations

Listening Skills:

- Improving understanding of the content and meaning of a talk, with the ability to summarize main ideas and record significant details

Course 3 Academic Writing or Business Writing

Written Communication Genres:

Business:

- Inquiry emails
- Request emails
- Customer Relations Letters: dealing with problems
- Summary
- Reports: formal/informal
- Proposal

Academic:

- Paragraph
- Summary
- Abstract
- Rhetorical modes: narration, description, reflection
- Structural forms: definition, classification, process, comparison and contrast, cause and effect, argumentation
- Building an argument
- Essays of different types
- Referencing

Course 4 Presentations

Discussion Topics:

- Ethical Economics
- Crisis Economics
- Econfuture
- Prospective Economics
- Energy Economics

Language:

- Learning topic-related vocabulary, phrasal verbs and collocations
- Vocabulary: data description, describing visuals.

Oral performance genres:

- Storytelling in business: telling a story
- Informative presentation
- A 3-minute pitch
- Persuasive presentation

Soft skills:

- Keeping rapport with the audience
- Impact techniques
- Managing Q&A
- Combatting stage fright

Listening skills:

- Improving understanding of the content and meaning of an academic lecture, with the ability to summarize main ideas and record significant details
- Understanding various World English accents

Changes in syllabus

The instructors reserve the right to amend the syllabus (materials, skills, topics, assessment formats) according to proficiency levels of the groups and students' needs.

Sample Rubrics

Debates Assessment Rubric

Each criterion is worth 2 points unless stated otherwise

Content and Structure:		
1.	The discussion starts with a brief introduction of the topic.	/1
2.	The discussion finishes with a conclusion	/1
3.	The arguments correspond to the given topic	
4.	Each argument has an explicit pattern of organisation (claim – support - inference).	/3
5.	Claims are provided with relevant and effective support	/3
6.	In each argument there is an explicit inference	/3
7.	Each argument or counterargument is consistent with and explicitly builds on the previous one.	
8.	The speaker uses at least two debating strategies	
Interaction		
9.	There is a lively discussion rather than an ordered set of individual talks.	
10.	Group members show interest verbally or otherwise in what others are saying (instead of taking advantage of this time to revise their notes)	
11.	Speakers maintain an adequate level of eye-contact with each other	
12.	The speaker uses at least 3 functional language expressions from different sections (clarifying, dis/agreeing, stating opinion etc.)	
13.	The speaker naturally fills the pauses caused by breakdowns of different nature	/1
Language and Pronunciation		
14.	The speaker uses vocabulary accurately and appropriately (no more than 3 mistakes).	
15.	Vocabulary range: synonyms are used to avoid repetitions and academic vocabulary is used instead of general vocabulary equivalents wherever possible	
16.	Grammar rules are observed (no more than 3 minor mistakes)	

17.	The speaker uses a variety of connectors	
18.	The speaker complies with the academic register	
19.	Most words are pronounced correctly with no more than 1 pronunciation error	
20.	The speaker displays minimal bias and appears to be objective (when presenting evidence) through the use of cautious language	/1
Technicalities		
21.	The speaker acknowledges at least one source of their arguments, evidence etc.	
22.	Each speaker takes a turn of around 5 minutes altogether	
23.	No speakers dominate the discussion	
24.	The speaker does not read off their notes	
Total:		/47

Student _____

Presentation Rubric. Research paper

Score ___/50

The paper on which the presentation is based has to be emailed no later than **Monday** before the talk

Criteria	1 point each unless stated otherwise *	1 point each unless stated otherwise	1 point each unless stated otherwise
Structure	<ul style="list-style-type: none"> - the presentation is clearly divided into Introduction, Body and Conclusion - the presentation starts with a 'hook' - conclusion is presented as a summary (2 points) 	<ul style="list-style-type: none"> - introduction contains the topic (purpose) - introduction contains the outline of the presentation - there are smooth logical transitions between the parts of the presentation 	<ul style="list-style-type: none"> - introduction includes a greeting, introduction and the rules for asking questions - the speaker uses a variety of connectors
Content	<ul style="list-style-type: none"> - the content corresponds to the topic - the time limit of 8-10 minutes is observed - the speaker adjusts presented material to the level/knowledge of the target audience 	<ul style="list-style-type: none"> - each part of the Body has an explicit pattern of organization (key statement and development) (3 points) - the speaker complies with the academic register (2 points) 	<ul style="list-style-type: none"> - the vocabulary (<i>esp. terms</i>) that might be unfamiliar to the audience, but is crucial for understanding the presentation, is clearly explained during or before the talk
Language	<ul style="list-style-type: none"> - the grammar is generally appropriate with up to 3 non-impeding inaccuracies - the vocabulary is generally appropriate with up to 3 non-impeding inaccuracies - the speaker naturally fills the pauses caused by breakdowns of different nature 	<ul style="list-style-type: none"> - vocabulary range: synonyms are used to avoid repetitions - the speech contains an appropriate amount of academic vocabulary (instead of general vocabulary equivalents) 	

Target Language	<ul style="list-style-type: none"> - the speaker appropriately uses presentation clichés in the introduction - the speaker appropriately uses presentation clichés as transition signals - the speaker appropriately uses presentation clichés to invite questions 	<ul style="list-style-type: none"> - speaker appropriately uses functional language for dealing with questions - the speaker uses up to 7 collocations from his/her list (based on the paper presented); 	<ul style="list-style-type: none"> - hedging (caution) strategies are used efficiently - the speaker uses 8 or more collocations from his/her list (based on the paper presented); - a printed copy of the collocations list is provided;
Manner of Delivery	<ul style="list-style-type: none"> - the presentation is given without reading off the slides or paper/notes - speaker maintains an adequate level of eye-contact (2 points) 	<ul style="list-style-type: none"> - the presenter appears to speak with confidence, maintaining a certain level of dynamics and keeping an appropriate posture and body language 	<ul style="list-style-type: none"> - when answering questions, the speaker interacts with ease and responds appropriately
Visual aids	<ul style="list-style-type: none"> - each visual is well readable (font, color) - each visual contains only key words and phrases without complete sentences - presentation as a whole has an adequate balance of graphic and verbal information 	<ul style="list-style-type: none"> - the visuals are prepared in a certain style consistent throughout the presentation - each visual has a heading relevant to the overall topic of the presentation 	<ul style="list-style-type: none"> - the visuals conform to the academic register avoiding inappropriate graphics or words, unless explicitly justified by the presenter
Pronunciation and speech	<ul style="list-style-type: none"> - the speech is characterized by fluency and adequate pace - most key terms are pronounced correctly (up to 1 pronunciation error) - articulation is distinct and speech is loud enough ensuring clarity and understanding (2 points) 	<ul style="list-style-type: none"> - all key terms are pronounced correctly - pauses are used between sections of the presentation 	<ul style="list-style-type: none"> - most words are pronounced correctly (up to 2 pronunciation errors) - speech flow is natural

* - if the score in the first column is **less than maximum**, the points from the subsequent columns of this criterion are **not added** to the score

Extended Home Assignment (report):

CRITERIA	EXAMPLE	SCORE (46 points max)
CLEAR STRUCTURE	<p>Follow the <i>introduction</i> —> <i>body</i> —> <i>conclusion</i> structure. You may (but don't have to) include sections and subsections, e.g.</p> <ol style="list-style-type: none"> 1. <i>Introduction.</i> 2. <i>Background.</i> 3. <i>Aspect A.</i> <ol style="list-style-type: none"> 3.1. <i>Aspect A from this angle</i> 3.2. <i>Aspect A from that angle</i> 4. <i>Aspect B.</i> 5. <i>Criticism of ...</i> 6. <i>Conclusion.</i> <p>(—> points 2-5 are given as an example, you do not have to include these very sections).</p>	0-5 points

ORGANIZATION	Clear and logical order of information	0-5 points
STYLE	Academic writing style, i.e. use of: <ul style="list-style-type: none"> • <i>impersonal structures</i> • <i>nominalizations</i> • <i>neutral/formal vocabulary (no colloquialisms)</i> • <i>no contractions etc</i> 	0-5 points
CONTENTS	Strong use of examples, evidence, factual data or relevant details	0-5 points
VOCABULARY	Adequate Word Choice: <ul style="list-style-type: none"> • a min. of 15 topical vocabulary items (from either topic) that must be used appropriately, not just to fulfill this requirement; • good vocabulary range (no unnecessary repetitions of the same word excluding terminology). 	<ul style="list-style-type: none"> • 0,6 points for each of the 15 first topical vocab. items; • 5 points off the final score if fewer than 10 or no topical vocab. items are used; • 0-5 points for vocabulary range.
GRAMMAR ACCURACY	Adequate Grammar Usage e.g. <ul style="list-style-type: none"> • <i>Subject/verb agreement</i> • <i>Verb (tense)</i> • <i>Articles (e.g. remember that uncountables like research take no article)</i> • <i>etc.</i> 	0-10
NO PLAGIARISED BITS	Six consecutive words identical to another source will be considered plagiarism.	<ul style="list-style-type: none"> • - 2 points per each plagiarised sequence; • more than 4 plagiarised sequences will result in paper disqualification.
PROPER CITATION of source material	For citation styles please see http://www.plagiarism.org/citing-sources/citation-styles/ and choose the one you like better. You may use additional sources. The important part is to cite the source, not get the commas right.	0-2 points
WORD COUNT	800 — 1,000 words (you may exceed it <i>slightly</i>). Papers below the word limit will not be accepted.	
DEADLINE	Submitting the paper after the deadline will result in a 1-point reduction per day.	

Sample tasks for course evaluation

VOCABULARY TEST SAMPLE 1

Substitute the words in bold using topical vocabulary.

Scoring: 1 point per question if you provide a topical vocabulary item, 1/2 per question if you use an appropriate synonym not on the list.

- Two other **mistakes** pointed out by Mr. Hederman are that taxes and benefits from noncash programs that help the poor are not included.
- Within the investment category, mining investment, **stimulated** by high prices for natural resources, was particularly strong.
- As the population continued to grow unchecked, the number of people would eventually **exceed** the ability of the land to generate enough food.
- The two economists, who have written **a lot** on the problem of estimating world economic growth, estimate that the world economy (based on their sample of 122 countries that account for 95% of world GDP) grew at a rate of just 2.20% from 1990–1995.
- In the context of a competitive market, this view of market processes as a **win-lose** game—one in which the gains for one person come only as a result of losses for another—is wrong.
- Jonathan Parker essentially argues that the statistical models built to date are ultimately inadequate and that we will only be able to get at the answer as better and more **clarified** studies are conducted.

VOCABULARY TEST SAMPLE 2

In the space provided, write an imaginative paragraph (~ 200 words) utilizing any 5 of the above vocabulary words from “A” and any 5 from “B”. Be sure to underline the vocabulary words you select.

A	<i>a ripe area for exploration — risk-prone — risk-averse — propensity — susceptible — vulnerable — taxonomy — striking — grounded — compelling — rooted — (two)fold</i>
B	<i>to entail — to allocate — to underlie — to sustain damage — to contemplate — to exhibit — to underscore — to suffice — to loom large</i>

Scoring: 10 pts for appropriate vocab. use, 5 pts for overall language range and accuracy.

Test. Revision. Sample*1) Provide words and expressions from the lists for the definitions below (1 pt)*

1. to move similar things from one position or place to another, often to give an appearance of activity when nothing useful is being done _____
2. to be able to live or deal with a situation with difficulty, usually by having just enough of something you need, such as money (phr v) _____
3. to be not satisfied, or achieved _____

2) Fill in the missing words from the functional language expressions (1 pt)

1. Can I _____ the point, please?
2. I _____ what you're saying.
3. I could certainly send those figures to you later. Is that _____?
4. Well, it would take some time to answer that fully, and the detail may not be _____ to everyone.

3) Use the correct verb forms in the sentences below (0.5 pt)

1. One hundred dollars is/are too much for this item.
2. Thirty percent of respondents is/are intrinsically motivated.

4) Make the sentences cautious if necessary (1 pt)

1. It also appears in the development of institutions.
2. Greater clarity should be brought to the meaning of economic development.
3. His second book had a hostile reception.
4. The first year students were fascinated by her lectures.

Reference list

Required textbooks and materials

1. Bown, J., Bown, T., Eggington, W., Talalakina, E. *Mastering English through global debate*, Georgetown University Press, 2014
2. *Ethics in Practice*. An anthology, 2002.
3. Guffey, M. E., Loewy, D., *Essentials of Business Communication*, 8th Edition, Boston: Cengage Learning, 2010.
4. Hancock, M., McDonald A. *Authentic listening Resource Pack*. DELTA Publishing, 2014.
5. Hewings, M. *English Pronunciation in Use (Advanced)*. Cambridge: Cambridge University Press, 2007.
6. Kolin, P. C., *Successful Writing at Work*, 8th Edition, Boston: Cengage Learning, 2010.
7. Powell, M. *Presenting in English*. Hampshire: Heinle Cengage Learning, 2002.
8. Powell, M. *Dynamic Presentation*. Cambridge: Cambridge University Press, 2007.
9. Powell, M. *In-company, Upper-Intermediate*. Macmillan, 2017.

10. Sowton, C. *50 steps to improving your academic writing: study book*. Reading: Garnet Education, 2016.
11. Van Rys, J., Meyer, V., VanderMey, R., Sebranek, P. *The College Writer: A Guide to Thinking, Writing, and Researching*. Boston: Cengage Learning, 2018.
12. Papers from various Economics journal.
13. Articles and talks on current economic, political and social issues from *The Economist*, *The Harvard Business Review*; *The New York Times*, *The Wall Street Journal*, and *Foreign Policy*.
14. Lectures and talks from *Freakonomics*, *TED*, *BBC*, *CNN*

Additional materials

1. Bailey, S. *Academic Writing: A Handbook for International Students*. New York: Routledge, 2018.
2. Baker, A. *Ship or Sheep*. Cambridge: Cambridge University Press, 2010.
3. Billingham, J. *Giving Presentations*. Oxford: Oxford University Press, 2003.
4. Blalock, Z., Chin, P., Reid, S., Wray, S., Yamazaki, Y. *Academic Writing Skills 3: Student's Book*. Cambridge: Cambridge University Press, 2013.
5. Hancock, M. *English Pronunciation in Use*. Cambridge: Cambridge University Press, 2012.
6. Lucas, S. E. *The Art of Public Speaking*. New York: McGraw-Hill, 2012.
7. Paterson, K. *English grammar and practice for Academic purposes*, OUP, 2013.
8. Paterson, K. *English grammar and practice for Academic purposes*. Oxford: Oxford University Press, 2013.
9. Porter, D. *Check your vocabulary for academic English*. London: A&C Black, 2007.
10. Ramage, J.D., Bean J.C., Johnson, J. *Writing Arguments: A Rhetoric with Readings*. New York: Pearson Longman, 2017.
11. Smith, J. and Margolis, A. *English for Academic Study: Pronunciation*. Garnet Education: University of Reading, 2012.
12. Vince, M., *Advanced Language Practice*. Oxford: Macmillan, 2012.
13. Wyrick, J., *Steps to Writing Well with Additional Readings*. Boston: Cengage Learning, 2017.

Academic integrity policy

Cheating, plagiarism, and any other violations of academic ethics at NES are not tolerated.