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| ***ÇAĞ UNIVERSITY******FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** |
| **Code** | **Course Title** | **Credit** | **ECTS** |
| FLE 202 | Sophmore English II | 4 (4-0-0) | 6 |
| **Prerequisites** | **None** |
| **Language of Instruction** | English  | **Mode of Delivery**  | **Distance learning** |
| **Type and Level of Course** | **Compulsory /2.Year/Spring Semester** |
| **Lecturers** | **Name(s)**  | **Lecture Hours** | **Office Hours** | **Contacts** |
| **Course Coordinator** | Betül TURGAY | Monday: 13.25-16.35  | Monday: 11.20-12.10 | **betulturgay@cag.edu.tr** |
| **Course Objective**  | This course aims to enable students to expand their business vocabulary by creating authentic contexts consisting of new words, phrases and collocations, to structure the new international relations language knowledge by providing comprehensible language input in the course of the term, to improve their reading and listening skills by the assistance of the texts and scripts related to the topic of the week, to build up students’ confidence in expressing themselves in the target language through improving their communication skills and fluency in the target language by the help of in-class practices such as telephoning, negotiating and taking parts in meetings and to improve their writing skills in academic format.  |
| **Learning Outcomes of the Course** |  | Students who have completed the course successfully should be able to | **Relationship** |
| Prog. Output | **Net Effect** |
| 1 | to explain and compare terms and the new jargon of Business English. | 1 | **5** |
| 2 | to outline and paraphrase the authentic articles they read on a variety of topics from newspapers or books on business. | 1 | **5** |
| 3 | to develop essential business communication skills such as making presentations, taking part in team works and negotiating | 1 | **4** |
| 4 | to locate the target language in social situations. | 1 & 5 | **5 & 4** |
| 5 | to analyse business strategies | 3 | **3** |
| 6 | to state ideas both in written and spoken language. | 5 | **4** |
| 7 | to identify business language structures and vocabulary in authentic texts and audio scripts | 1 | **4** |
| 8 | to investigate the given business problems and produce alternative ways of solutions | 3 | **5** |
| **Course Description:** This course is designed to minimize the negative effects preventing student involvement and learning by letting students express themselves freely about real life international business situations. This course presents up-to-date essential business vocabulary, authentic articles about real business situations and living brands, interviews with leading business people to improve students reading and listening skills and case studies based on realistic business problems and situations. All this will allow learners to use the language and communication skills they have developed while working through the course. |
| **Course Contents ( Weekly Lecture Plan )** |
| **Weeks** | **Topics** | **Preparation** | **Teaching Methods** |
| **1** | Problems on the phone  Grammar: Complex question formation Reading: The Rise of Asia  | Course Book Unit 5 | Inductive teaching & PresentationBrain Storming & Discussion |
| **2** | Listening: Dealing with a chatterboxPhrase bank: Problems on the phone | Course Book Unit5  | Inductive teaching & PresentationBrain Storming & Discussion  |
| **3** | Leading MeetingsGramer: Linking & contrasting ideas  | Course Book Unit 6  | Inductive teaching & PresentationBrain Storming & Discussion |
| **4** | Reading: IslamophobiaListening:Radio Programme. Alternative approaches to meetings: Managing meetings | Course Book Unit 6  | Inductive teaching & ExercisesBrain Storming & Discussion |
| **5** | Promoting your ideasGrammar: The passiveVocabulary: Phrasal verbs | Course Book Unit 8  | Inductive teaching & ExercisesBrain Storming & Discussion |
| **6** | Reading: Super TerrorismListening:Problems presenters face during presentationsPhrase bank: Pitching an idea | Course Book Unit 8 | Inductive teaching & ExercisesBrain Storming & Discussion |
| **7** | Relationship-buildingListening: Three small talks  | Course Book Unit 9 | Inductive teaching & ExercisesBrain Storming & Discussion |
| **8** | Reading:Tourism Policy of ChinaVocabulary: Social EnglishGrammar: Multi-verb sentencesPhrase bank: Networking | Course Book Unit 9  | Inductive teaching & ExercisesBrain Storming & Discussion |
| **9** | Making decisionsGrammar: ArticlesListening: Decision making meetings; Case study: Coca-Cola crisis. | Course Book Unit 10  | Inductive teaching & ExercisesBrain Storming & Discussion |
| **10** | Reading: Don't Ban Muslim Immigrants; Just Choose the Right OnesPhrase bank: Decision-makingVocabulary: Marketing | Course Book Unit 10  | Inductive teaching & ExercisesBrain Storming & Discussion |
| **11** | EmailingReading: Extracts on emailing | Course Book Unit 12  | Inductive teaching & ExercisesBrain Storming & Discussion |
| **12** | Listening: Podcast: what your emails say about your careerGrammar: Future forms | Course Book Unit 12 | Inductive teaching & ExercisesBrain Storming & Discussion |
| **13** | Vocabulary: Prepositional phrasesPhrase bank: Emailing | Course Book Unit 12 | Inductive teaching & ExercisesBrain Storming & Discussion |
| **14** | Revision  |  |  Exercises, Discussion |
| **REFERENCES** |
| **Course Book** | in company / Macmillan/ Mark Powell and John Allison |
| **Related links & Supplementary** **materials** | Articles from “Perception” and from Diplomatic Observer, Documentaries about International RelationsCohen R. *Advanced Reading and Writing*, London : Longman |
| **Course Notes** | Azar B. (2003). Fundemantals of English Grammar (3rd ed). Pearson Education.Leech, G. Cruickshank, B. Ivanic, R. (2001). An A-Z of English Grammar & Usage. Pearson Longman Publishing. |
| **Recommended Reading** | Simon Sweeney, English for Business Communication, 2nd ed. CUP, 2003 ISBN: 9780521754491 |
| **Material Sharing** |  |
| **ASSESSMENT METHODS** |
| **Activities** | **Number** | **Effect** | **Notes** |
| **Midterm Exam** | 1 | 40% |  |
| **Final Exam** | 1 | 60% |  |
| ***Effect of The Final Exam*** | 1 | 60% |  |
| **ECTS TABLE** |
| **Contents** | **Number** | **Hours** | **Total** |
| **Hours in Classroom**  | 14 | 4 | 56 |
| **Hours out Classroom** | 14 | 4 | 56 |
| **Midterm Exam** | 1 | 30 | 30 |
| **Final Exam** | 1 | 50 | 50 |
| **Total****Total / 30****ECTS Credit** | **175** |
| **=192/30=6.4** |
| **6** |
|  **RECENT PERFORMANCE** |  |
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