

<b>Course Code:</b>	ODLCOM1162	
<b>Course Name:</b>	Business English I	
<b>Credit Value:</b>	2	
<b>Status</b>	Year 1 / Semester 1 /Compulsory	
<b>Notional hours</b>	Independent/Self-directed learning	On site (in class)/Virtual Lectures, Lab sessions, assessments, consultation and guidance
	80	20
<b>Course Aim</b>		
The objectives of the course unit are to develop learners' ability to function effectively in the simple communicative context, to enable the students to create a text and make notes effectively in their relevant context		
<b>Intended Learning Outcomes:</b>		
<ul style="list-style-type: none"> <li>– develop skills in comprehending simple authentic materials</li> <li>– construct simple and complex sentences with accuracy</li> <li>– identify negation, simple structure and basic modals</li> <li>– apply cohesive devices appropriately in verbal communication</li> <li>– identify key ideas of a short audio/audio visual text</li> <li>– recognize key and supporting ideas of written academic texts</li> <li>– produce multiple contexts of written and spoken discourses</li> <li>– apply cohesive devices appropriately in spoken and written communication</li> <li>– create simple paragraph with cohesion and coherence</li> <li>– apply grammatical rules and mechanics of writing</li> </ul>		
<b>Course Content:</b>		
<p><b>Reading:</b> Short and simple authentic reading texts relevant to the course of study; letters; emails; advertisements; charts; web pages; magazines; reports; etc.</p> <p><b>Grammar &amp; Vocabulary:</b> Sentences, small texts &amp; exercises focussed on tense, voice, prepositions, articles, etc. Sentences, small texts and exercises on different types of sentences: simple, compound and complex sentences (noun/adjectival/adverbial clauses), if conditionals, (Teachers can use 3-dimensional Grammar Pie that elaborate structure, use and functions of grammar points such as voice, tense, etc. as an instructional approach is recommended)</p> <p><b>Writing:</b> Introduction of structural elements; formation of simple sentences; describing people, places and objects using appropriate tenses; writing short essays, emails, note writing, small ads; writing agenda for meetings and functions; leaflets; etc. gap filling exercise with blanks; sentences-completion; sentence-reordering; filling various forms; writing instructions</p> <p><b>Speaking:</b> Making simple commands; asking for and giving directions, introducing self and others; describing events and explaining the functions of objects, asking for things; making inquiries using yes/no questions and wh-questions; making telephone calls; making short speeches; expressing and responding to opinions/personal feelings and attitudes; involving in conversations on particular topics and contexts; etc.</p> <p><b>Listening:</b> Short extracts and longer texts (lectures, dialogues, announcements, talks, news etc.) to identify key ideas; understand internal cohesion; following instruction regarding processes (cooking, production process etc.)</p>		
<b>Teaching and Learning</b>	Self-instructional printed/ non printed course materials,	

<b>Methods/Activities</b>	audio-visual aids for self-learning, Self-learning assignments, On site (in class) lectures, consultation and guidance, audio and video conferencing for virtual lectures, online learning management systems for teaching learning and assessments, Google Drive and similar collaborative tools, mobile devices, as well as a growing list of social media tools for student engagement and self-learning activities
<b>Assessment Strategy</b>	<p><b>Formative Assessment (In-course): (30%)</b></p> <ul style="list-style-type: none"> <li>– Four assessments will be conducted to evaluate each skill.</li> <li>– The assessment could be in any forms such as classroom assignment, take-home assignment, oral presentation and online assessment</li> <li>– Duration of the assessment may vary depending on the nature of the assessment.</li> <li>– Formative assessment will be considered for 400 marks (100 marks for the assessment of each skill)</li> <li>– The marks obtained will be converted into 30 % to be added with the final marks.</li> </ul> <p><b>Summative Assessment: (70%)</b></p> <ul style="list-style-type: none"> <li>– Duration of the question paper is of two hours consisting questions based mostly on skills like reading and writing along with selected grammatical components.</li> <li>– The number of questions and the marks allocated to each question may vary depending on the type of questions.</li> <li>– All the questions should be answered and the marks allocated for the final assessment is 100.</li> <li>– Marks obtained will be converted into 70 % to be added with the final marks.</li> </ul>
<p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>• Grussendorf, M. (2017). <i>English for presentations</i>. Oxford: Oxford University Press.</li> <li>• Mascull, B. (2018). <i>Business Vocabulary in Use: Intermediate</i>; Self-study and classroom use Cambridge: Cambridge University Press.</li> <li>• Mohan, K., &amp; Banerji, M. (2009). <i>Developing communication Skills</i> (2<sup>nd</sup> ed.). Macmillan Publishers.</li> <li>• Murphy, R. (2012). <i>English grammar in use: A self-study reference and practice book for intermediate learners of English</i>. Cambridge: Cambridge University Press.</li> <li>• Thomson, A. J., &amp; Martinet, A. V. (2010). <i>A practical English grammar</i>. Oxford: Oxford University Press.</li> <li>• Whitmell, C. (2013), <i>Business Writing Essentials: How to write letters, reports and e-mails</i>, Whitmell. C.</li> </ul>	