

APPROVED:  
Vice-rector for study and methodical work  
Veronika G. Shubaeva  
« 22 » 20 22

## Иностранный язык / Foreign Language

### Syllabus of the course

Specialization *38.03.02 Management*  
Specialization *Business management and digital innovations*  
Level of higher education *Bachelor*  
Form of training *Full-time*  
Year of enrolment *2022*  
Authored by:  
Senior Lecturer, Elena V. Popova

Total number of hours	252	<b>Form of final attestation</b> Test: term I Exam: term 2
incl:		
contact work	112	
self-study	104	
practical training	0	
control hours	36	

#### Hours distribution:

Semester:	1,2
Type of classes	Hours
Contact hours	
Practical training	112
Laboratory work	
<b>Total contact hours</b>	112
Self-study	104
Control hours	36
<b>Total academic hours</b>	252
<b>Total credits</b>	7

# CONTENTS

<b>1.LEARNING OBJECTVES.....</b>	<b>3</b>
<b>2. COURSE PLACE IN THE PROGRAM STRUCTURE .....</b>	<b>3</b>
<b>3. EXPECTED LEARNING OUTCOMES .....</b>	<b>3</b>
<b>4. COURSE STRUCTURE AND CONTENT .....</b>	<b>3</b>
<b>5. TEACHING AND LEARNING TOOLS OF THE COURSE.....</b>	<b>7</b>
<b>5.1 Recommended literature .....</b>	<b>7</b>
<b>5.2 List of software (including national production).....</b>	<b>7</b>
<b>5.3 List of reference systems and modern professional databases .....</b>	<b>7</b>
<b>6. TECHNICAL FACILITIES.....</b>	<b>8</b>
<b>7. METHODOLOGICAL GUIDELINES FOR STUDENTS .....</b>	<b>9</b>
<b>8. SPECIFICATIONS FOR TEACHING DISABLED PERSONS .....</b>	<b>9</b>
<b>ASSESSMENT RESOURCES.....</b>	<b>11</b>
<b>1.1 Control tasks and assignments for interim attestation .....</b>	<b>11</b>
<b>1.2 Topics for written tasks .....</b>	<b>11</b>
<b>1.3 Interim checkpoints.....</b>	<b>11</b>
<b>1.4 Other assessment objects .....</b>	<b>12</b>
<b>1.5 Self-study.....</b>	<b>12</b>
<b>1.6 Grading scale .....</b>	<b>12</b>

## 1.LEARNING OBJECTVES

<b>Objective:</b>	Further development of communicative ability in foreign language speech (linguistic, pragmatic (achieving a communicative goal), sociocultural, strategic).
-------------------	---

## 2. COURSE PLACE IN THE PROGRAM STRUCTURE

Course B1.O. Foreign language is a mandatory part of Block 1.

## 3. EXPECTED LEARNING OUTCOMES

Code and name of graduate competence	Code and name of the competence achievement indicator	Expected learning outcomes
UC-4 – Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s)	UC-4.1 – Chooses in the state language of the Russian Federation and foreign languages communicatively acceptable style and means of interaction with business partners in oral and written forms	<p>To know: lexical and grammatical minimum to the extent necessary to work with foreign texts; features of building and conducting business communications in the target language; rules and features of speech etiquette of the studied language, interpersonal and business communication.</p> <p>To be able to: meet correctly and clearly build oral and oral speech in a foreign language in communication; use knowledge of a foreign language for business communication in oral and written form in the target language; conduct interpersonal and business communication.</p> <p>To possess: a set of stable phrases and expressions necessary for communication; literate writing and speaking skills in the target language; skills to use a communicatively acceptable style and means of interaction</p>

## 4. COURSE STRUCTURE AND CONTENT

Code and name of the topics	Course content	Academic hours			
		Contact work			Self-study
		Lectures	Practice	Works hops	
Topic 1. Brands	1.Characteristics of goods and services. Brands. Key vocabulary introduction necessary for reading and communicating in a foreign language. Stylistic design of foreign language speech: a project on everyday literary, official business, scientific styles. Style concepts. The main features of the scientific style. Comparative characteristics of various styles. Development of writing skills. Written implementation of communicative intentions, (request for a statement / data, informing, offering, inciting to action, expressing a request, agreement / disagreement, refusal, apology, offer, gratitude). 2.		24		30

	<p>Brand promotion. Factors taken into account when creating a brand. Development of writing skills. Written implementation of communicative intentions (request for information / data, informing, suggestion, motivation for action, expression of a request, consent / disagreement, refusal, apology, claim, gratitude). Stylistic and genre features of written statements. 3. Problems of creating a brand. Teaching learning reading and summarizing texts of educational and scientific subjects. 4. Description of the main characteristics of a well-known brand. Understanding dialogic and monologue speech in the field of everyday and professional communication. Perception of dialogic and monologue foreign language speech at a natural pace in the main communicative situations (authentic monologue and dialogic texts, including professionally oriented ones), with varying completeness and accuracy of understanding their content; understanding of a monologue utterance up to 3 minutes long sounding 5. The concept of the marketing mix. Development of skills in working with authentic works of speech on the material linguistic and cultural character 6. Product positioning and rebranding. Development of skills in working with authentic works of speech on the material of texts of a linguistic and regional nature, including newspaper text, announcements, textual information obtained from the Internet (studying, introductory, search and viewing reading, working with a dictionary, transmitting a summary, detailed retelling, preparation of detailed plans and abstracts).</p>				
Topic 2. Advertising	<p>1. Advertising as the main element of product promotion. Key vocabulary introduction necessary for reading and communicating in a foreign language. Development of writing skills. Stylistic and genre features of written statements. 2. The main means of advertising. Teaching learning reading and summarizing texts of educational and scientific subjects. 3. Methods and techniques of advertising. Development of dialogic and monologue speech in the field of professional communication. Perception of dialogic and monologue foreign language speech at a natural pace in the main communicative situations (authentic monologue and dialogic texts, including professionally oriented ones), with different completeness and accuracy of understanding their content; understanding of a monologue statement lasting up to 3 minutes of sounding 4. Features of an advertising campaign for various goods and services. Development of skills for working with authentic works of speech on the material of a linguistic and cultural nature 5. Stages of an advertising campaign. Development of skills in working with authentic works of speech on the material of texts of a linguistic and regional nature, including newspaper text, announcements, text</p>		24		30

	information received from the Internet (studying, introductory, search and viewing reading, working with a dictionary, transmitting a summary, detailed retelling, drawing up detailed plans and notes). 6. Sponsorship as a form of advertising. Development of dialogic and monologue speech in the field of professional communication				
Topic 3. Organisation	1. Three sectors of the economy. Key vocabulary necessary for reading and communicating in a foreign language. Development of business writing skills 2. Types of organizations and their features. Teaching learning reading and summarizing texts of educational and scientific subjects. 3. Organizational structure of companies. Development of skills in working with authentic works of speech on the material of texts of a linguistic and regional nature, including newspaper text, announcements, text information received from the Internet (studying, introductory, search and viewing reading, working with a dictionary, transmitting a summary, detailed retelling, drawing up detailed plans and notes). 4. Characteristics of successful organizations. Development of writing skills. Written implementation of communicative intentions (request for information / data, informing, suggestion, motivation for action, expression of a request, consent / disagreement, refusal, apology, claim, gratitude). 5. Description of the duties of specialists in various departments. Development of dialogic and monologue speech in the field of professional communication. 6. Ways to motivate employees. Development of reading for information, gist, skim and scan reading skills, development of vocabulary skills		16		10
Topic 4. Culture	1. The concept of culture. Factors influencing culture. Key vocabulary introduction necessary for reading and communicating in a foreign language. Development of business writing skills 2. Intercultural communication. Teaching learning reading and summarizing texts of educational and scientific subjects. 3. Features of the business culture of European countries. Development of skills in working with authentic works of speech on the basis of texts of a linguistic and cultural nature, including newspaper text, announcements, textual information received from the Internet (studying, introductory, search and viewing reading, working with a dictionary, transmitting a summary, detailed summary preparation of detailed plans and abstracts). 4. Intercultural features of negotiation. Development of writing skills. Written implementation of communicative intentions, (request for information / data, informing, proposal, motivation for action, expression of request, consent / disagreement, refusal, apologies, complaints, thanks). 5. Business etiquette. Development of the skills of perception of dialogic		16		12

	and monologue foreign language speech at a natural pace in the main communicative situations (authentic monologue and dialogic texts, including professionally oriented ones), with different completeness and accuracy of understanding their content; understanding of a monologue statement lasting up to 3 minutes of sounding 6. Description of the culture of a particular country. Development of reading for information, gist, skim and scan reading skills, development of vocabulary skills				
Topic 5. Change	1. Types of changes in everyday and business areas. Key vocabulary introduction necessary for reading and communicating in a foreign language. Development of business writing skills 2. Change management. Development of the skills of perception of dialogic and monologue foreign language speech at a natural pace in the main communicative situations (authentic monologue and dialogic texts, including professionally oriented ones), with different completeness and accuracy of understanding their content; understanding of a monologue utterance lasting up to 3 minutes. 3. Perception of changes in companies. Development of skills in working with authentic works of speech on the material of texts of a linguistic and regional nature, including newspaper text, announcements, textual information obtained from the Internet (studying, introductory, search and viewing reading, working with a dictionary, transmitting a summary, detailed retelling, preparation of detailed plans and abstracts). 4. The main stages of change. Teaching learning reading and summarizing texts of educational and scientific subjects. 5. Strategy for change. Development of writing skills. Written implementation of communicative intentions (request for information / data, informing, suggestion, motivation for action, expression of a request, consent / disagreement, refusal, apology, claim, gratitude). 6. Analysis of the reorganization of the company. Development of reading for information, gist, skim and scan reading skills, development of vocabulary skills		16		10
Topic 6. Innovation	1. Innovation as a factor in economic growth. Acquaintance with lexical material on the topic to the extent necessary for reading and communicating in a foreign language. Development of business writing skills 2. Management of changes in the company. Development of the skills of perception of dialogic and monologue foreign language speech at a natural pace in the main communicative situations (authentic monologue and dialogic texts, including professionally oriented ones), with different completeness and accuracy of understanding their content; understanding of a monologue utterance lasting up to 3 minutes. 3. Characteristics of the innovative project. Development of skills in working with authentic works of speech on the material of texts of a linguistic and regional nature, including		16		12

	newspaper text, announcements, textual information obtained from the Internet (studying, introductory, search and viewing reading, working with a dictionary, transmitting a summary, detailed retelling, preparation of detailed plans and abstracts). 4. Main types of innovations. Product innovations. Teaching reading for information and summarizing texts of educational and scientific subjects. 5. Main types of innovations. Process innovation. Development of writing skills. Written implementation of communicative intentions (request for information / data, informing, suggestion, motivation for action, expression of a request, consent / disagreement, refusal, apology, claim, gratitude). 6. Sustainable development. Development of reading for information, gist, skim and scan reading skills, development of vocabulary skills.				
<b>Control hours:</b>					<b>36</b>
<b>Total hours:</b>		<b>0</b>	<b>112</b>	<b>0</b>	<b>104</b>

## 5. TEACHING AND LEARNING TOOLS OF THE COURSE

### 5.1 Recommended literature

Bibliographic description of the publication (author, title, type, place and year of publication, number of pages)	Digital resources
Arkharova, Daria Arnoldovna. Market challenger 3rd edition tutorial. Part 1 / D.A. Arkharova; Ministry of Science and Higher. education Ros. Federation, , St. Petersburg. state economy un-t, Dept. English lang. N 1. St. Petersburg: St. Petersburg State University of Economics, 2021. 1 file (260 Kb).	<a href="https://opac.unecon.ru/elibrar ... allenger%203rd%20Edition_1.pdf">https://opac.unecon.ru/elibrar ... allenger%203rd%20Edition_1.pdf</a>
Arkharova, Daria Arnoldovna. Foreign language (English): Market challenger 3rd edition. Part 2. (38.03.01 Economics): for 2nd year students: textbook / D.A. Arkharova; Ministry of Science and Higher. education Ros. Federation, St. Petersburg. state economy un-t, Dept. English lang. N 1. St. Petersburg: St. Petersburg State University of Economics, 2021. 1 file (700 Kb).	<a href="https://opac.unecon.ru/elibrar ... allenger%203rd%20Edition_2.pdf">https://opac.unecon.ru/elibrar ... allenger%203rd%20Edition_2.pdf</a>

### 5.2 List of software (including national production)

- 7-Zip
- LibreOffice
- ОС АЛТ образование 10

### 5.3 List of reference systems and modern professional databases

№	Name of reference systems and professional databases
1.	Digital library Grebennikon.ru – <a href="http://www.grebennikon.ru">www.grebennikon.ru</a>
2.	Science Digital Library eLIBRARY – <a href="http://www.elibrary.ru">www.elibrary.ru</a>
3.	Science Digital Library КиберЛеника – <a href="http://www.cyberleninka.ru">www.cyberleninka.ru</a>
4.	Database ПОЛПРЕД Справочники – <a href="http://www.polpred.com">www.polpred.com</a>

5.	Database OECD Books, Papers & Statistics on the platform OECD iLibrary <a href="http://www.oecd-ilibrary.org">www.oecd-ilibrary.org</a>
6.	Legal reference system КонсультантПлюс (installed resource UNECON or <a href="http://www.consultant.ru">www.consultant.ru</a> )
7.	Legal reference system «ГАРАНТ» (installed resource UNECON or <a href="http://www.garant.ru">www.garant.ru</a> )
8.	Information and referral system «Кодекс» (installed resource UNECON or <a href="http://www.kodeks.ru">www.kodeks.ru</a> )
9.	Digital library system BOOK.ru - <a href="http://www.book.ru">www.book.ru</a>
10.	Digital library system ЭБС ЮРАЙТ – <a href="http://www.urait.ru">www.urait.ru</a>
11.	Digital library system ЗНАНИУМ (ZNANIUM) – <a href="http://www.znanium.com">www.znanium.com</a>
12.	Digital library UNECON – <a href="http://opac.unecon.ru">opac.unecon.ru</a>

## 6. TECHNICAL FACILITIES

There are special rooms for lectures, seminars, coursework, group and individual consultations, current and interim assessments, as well as rooms for self-study.

The premises are equipped with equipment and teaching aids.

The rooms for students' independent work are equipped with computers with Internet connection and access to the university's electronic learning environment

Name of classroom	Classroom location
Classroom 88 Computer class (for conducting practical classes, course design (performing term papers) using computer technology). Equipped with a multimedia complex. Specialized furniture and equipment: Educational furniture for 10 seats (training table - 10 pieces, chairs - 10 pieces), additional seats - 16 (training table - 8 pieces, bench - 8 pieces), teacher's workplace - 2 pcs., chalk board - 1 pc., mobile pedestal - 1 pc., Monoblock FOX MIMO 4450 2.8Gh\4gb\500GB\DVD-RW\21.5\WiFi - 11 pcs. Sets of demonstration equipment and visual aids: multimedia applications for lecture courses and practical exercises, interactive educational visual aids.	191023, St. Petersburg, Griboedova canal, 30-32, lit. A, B, P
Classroom 82. The classroom (for conducting lecture-type classes and seminar-type classes, course design (performing term papers), group and individual consultations, current control and intermediate certification), is equipped with a multimedia complex. Specialized furniture and equipment: Educational furniture for 16 seats (training table 8 pcs., bench 8 pcs.), teacher's workplace, chalk board 1 pc. (single section + 1 section small), chair of 1 piece, chair 2 pieces, hanger rack 1 piece. Portable multimedia kit: Notebook HP 250 G6 1WY58EA, Multimedia projector LG PF1500G. Sets of demonstration equipment and visual aids: multimedia applications for lecture courses and practical exercises, interactive educational visual aids.	191023, St. Petersburg, Griboedova canal, 30-32, lit. A, B, P
Classroom 98. The classroom (for conducting lecture-type classes and seminar-type classes, course design (performing term papers), group and individual consultations, current control and intermediate certification), is equipped with a multimedia complex. Specialized furniture and equipment: Educational furniture for 25 seats, teacher's workplace, chalk board - 1 pc., chair - 2 pcs., rack hanger - 1 pc. Portable multimedia kit: Notebook HP 250 G6 1WY58EA, Multimedia projector LG PF1500G. Sets of demonstration equipment and visual aids: multimedia applications for lecture courses and practical exercises, interactive educational visual aids.	191023, St. Petersburg, Griboedova canal, 30-32, lit. A, B, P



## **7. METHODOLOGICAL GUIDELINES FOR STUDENTS**

The following documents should be made available to the trainee before the start of the course:

- training and methodological documentation;
- local normative acts regulating the main issues of the organisation and implementation of educational activities, including those regulating the procedure for current monitoring and interim assessment of students;
- the schedule of consultations of the teaching staff.

The level and depth of mastering the discipline is determined by the active and systematic work of students in lectures, seminars, independent work, including in terms of identifying the most significant and relevant problems for further study. A special condition for qualitative mastering of the discipline is an effective organisation of work, which allows distributing the academic workload evenly in accordance with the schedule of the educational process.

When preparing for classes, students have the opportunity to attend consultations with the staff of UNECON according to the timetable set out in the schedule of consultations.

The students' in- and out-of-classroom work should aim to form:

- the fundamentals of the learner's world view and scientific understanding;
- basic knowledge relevant to the training area and the declared professional field, forming the target and professional basis for training;
- professional competences oriented towards the needs of the labour market;
- An individual trajectory by mastering a unique set of professional competences that complement the learner's competence model, through a focus on specific professional specialised areas of knowledge defined by labour market representatives;
- meta-skills for learners, such as teamwork and leadership, data analysis, digital skills, project design and implementation, intercultural interaction.

## **8. SPECIFICATIONS FOR TEACHING DISABLED PERSONS**

Students with disabilities, if necessary, are taught on the basis of an adapted work programme using special teaching methods and didactic materials that take into account the particularities of their psychophysical development, individual capacities and health status.

In order for disabled persons and persons with disabilities to master the curriculum, the University shall ensure that:

- for the visually impaired and visually impaired: availability of information on the timetable in accessible places and adapted forms for learners who are blind

or visually impaired; presence of an assistant to assist the learner as needed; production of alternative formats of teaching materials (large print or audio files);

- for the hearing-impaired and hearing-impaired: adequate sound reproduction of information;

- for persons with disabilities and persons with mobility impairments: the possibility of unimpeded access for students to classrooms, restrooms and other areas of the department, as well as their stay in these areas.

Learners with disabilities and persons with disabilities are provided with printed and/or electronic educational resources in forms adapted to their disabilities. The education of students with disabilities may be organised with other students or in separate groups or organisations.

## ASSESSMENT RESOURCES

### 1.1 Control tasks and assignments for interim attestation

#### BRANDS

1. What are the key characteristics of branded goods? What strategies do companies use while branding consumer goods?
2. Define consumer marketing and describe the key elements of a company's marketing plan (the Ps)

#### ADVERTISING

1. Advertising media and methods. Advantages and disadvantages.
2. Successful advertising campaign.

#### ORGANISATION

1. What makes a company the best workplace? (key characteristics of successful companies)
2. How can companies improve productivity at workplace and motivate their employees?

#### CHANGE

1. Which factors should managers consider while planning and managing change in an organization?
2. Describe the changes that have taken place in a company you know well.

#### CULTURE

1. What is the role of cultural awareness in business?
2. How can big international companies deal with cultural differences?

#### QUALITY

1. What are the key characteristics of high-quality goods? What is the concept of quality?
2. What is TQM and its main principles?
- 3.

### 1.2 Topics for written tasks

Is not provided by the work programme of the discipline.

### 1.3 Interim checkpoints

Number	Type	Way of conduct	Topics number
1	Control work	orally	1
2	Control work	orally	2
3	Current control	orally	1-2
4	Control work	orally	3-4
5	Control work	orally	5-6
6	Current control	orally	3-6

## 1.4 Other assessment objects

Is not provided by the work programme of the discipline.

## 1.5 Self-study

Name of self-study	Topic number
Выполнение домашних заданий	1-6
Подготовка к экзамену	1-6

## 1.6 Grading scale

Scales of assessment and procedures for assessing learning outcomes of the discipline are regulated by the Regulations on the current control of progress and interim attestation of students in higher education programmes and the Regulations on the scoring and rating system.

**A grading and rating system** is used to assess the learning outcomes of the discipline:

The final control of the discipline is an examination (or a differentiated test), the final grade being formed in accordance with the scale given in the table below:

Points	Grade
<55	Not passed
>=55	Passed

## Grading scale

2 (points to 54)	Demonstrates a lack of understanding of the problem. Many of the requirements of the assignment are not met. An initial perception of the material is demonstrated. The work is incomplete and/or plagiarised.
3 (points 55-69)	Demonstrates a partial understanding of the problem. Most of the requirements of the task have been met. Mastery of the elements of the assigned material. The material is mostly clear and coherent.
4 (points 70-84)	Demonstrates considerable understanding of the issue by the discipline. All requirements of the assignment are fulfilled. The content of the completed tasks is disclosed and examined from different perspectives.
5 (points 85-100)	Demonstrates full understanding of the problem. All requirements of the assignment are fulfilled. Demonstrates proficiency in the discipline. The completed assignments are holistic, complete, structured, present different points of view and demonstrate creativity.