

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«SAINT-PETERSBURG STATE UNIVERSITY OF ECONOMICS» (UNECON)



APPROVED

Vice-rector for educational activities

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***Business Foreign Language/ Профессиональный иностранный
язык***

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	2023
Authored by:	
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Total number of hours	252	Form of final attestation Test: term 3 Graded test: term 4
incl:		
contact work	112	
self-study	140	
practical training	0	
control hours	0	

Hours distribution:

Semester:	3,4
Type of classes	Hours
Contact hours	
Practical training	112
Laboratory work	
Total contact hours	112
Self-study	140
Control hours	0
Total academic hours	252
Total credits	7

Saint-Petersburg
2023

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1.LEARNING OBJECTVES

Objective:	Further development of communicative ability in foreign language speech (linguistic, pragmatic (achieving a communicative goal), sociocultural, strategic).
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2. COURSE PLACE IN THE PROGRAM STRUCTURE

Course B1.O Business 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-4.2 – Uses dialogue for cooperation in social and professional spheres	<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: correctly meet 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 in using 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	Workshops	
Topic 1. International Markets	<p>1. International trade. Introduction of the key vocabulary 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).</p> <p>2. International markets and their types.</p>		24		30

	<p>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</p> <p>3. Free trade. Teaching reading for information and summarizing skills of texts on academic and scientific subjects.</p> <p>4. Protectionism policy. Listening skills development in the field of daily 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.</p> <p>4. The concept of competitive advantage. Development of skills of working with authentic speech on the basis of tests of a linguistic and regional character</p> <p>6. Problems of the company's entry into international markets. Development of skills of 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. Competition	<p>1. Defining competition. Comparative and absolute competitive advantage. Introduction of the key vocabulary 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).</p> <p>2. Types of competition: monopoly, oligopoly, monopsony. 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</p> <p>3. Types of competition: perfect and imperfect competition. Teaching reading for information and summarizing of texts on academic and scientific subjects.</p> <p>4. Protectionism policy. Listening skills development in the field of everyday and professional communication. Perception of dialogic and</p>		24		30

	<p>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</p> <p>5. Types of competitive strategies according to M/Porter. Development of skills of working with authentic speech on the basis of tests of a linguistic and regional character</p> <p>6. Competitive strategy analysis. Development of skills of 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 3. Finance	<p>1. Factors of production. Introduction of the key vocabulary 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).</p> <p>2. Capital. Corporate finance. Raising finance. Listening skills development of 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 up to 3 minutes long</p> <p>3. Equity finance. Teaching students reading and summarizing texts of educational and scientific topics.</p> <p>4. Debt finance. Development of reading for information, gist, skim and scan reading skills, development of vocabulary skills</p> <p>5. Types of investments. Teaching reading for information and summarizing academic and scientific texts.</p> <p>6. Description of charts. Development of writing skills. Report writing</p>		16		20
Topic 4. Human Resources	<p>1. HR functions. Introduction of the key vocabulary 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).</p>		16		20

	<p>2. Job advertisement analysis. 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</p> <p>3. Employment and selection procedures. Teaching reading for information and summarizing of texts on academic and scientific subjects.</p> <p>4. Writing a CV and covering letter. Listening skills development in the field of everyday and professional communication. Perception of dialogic and monologue speech in the field of everyday and professional communication at a natural pace in the main communicative situations (authentic monologue and dialogic texts, including professional ones), with varying completeness and accuracy of understanding their content; understanding of a monologue utterance up to 3 minutes long.</p> <p>5. Interview preparation. Development of skills of working with authentic speech on the basis of tests of a linguistic and regional character</p> <p>6. Employee motivation. Theories of motivation Development of skills of 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 5. Leadership	<p>1. Defining leadership and leader roles. Introduction of the key vocabulary necessary for reading and communicating in a foreign language.</p> <p>2. Leadership theories. Leadership qualities. 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 information / data, informing, suggestion, motivation for action, expression of a request, consent / disagreement, refusal, apology, claim, gratitude). Stylistic and genre features of written statements</p> <p>3. Leadership 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).</p> <p>4. Managers and Leaders. Teaching reading for information and summarizing of texts on academic and scientific subjects.</p> <p>5. Management principles. Organizational management. Understanding perception of dialogic and monologue speech in the field of everyday and professional communication at a natural pace in the</p>		16		20

	<p>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</p> <p>6. Leadership and a group interaction. Development of skills of working with authentic speech on the basis of tests of a linguistic and regional character, 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 6. Ethics	<p>1. Ethics: definition, objectives and aims. Introduction of the key vocabulary 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).</p> <p>2. Key ethical concepts. Development of skills of working with authentic speech on the basis of tests of a linguistic and regional character, 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> <p>3. Corporate code of ethics and its key principles International markets and their types. Understanding of 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</p> <p>4. Company mission analysis. Teaching reading for information and summarizing of texts on academic and scientific subjects.</p> <p>5. What is ethical business? Teaching reading for information and summarizing of texts on academic and scientific subjects.</p> <p>6. Corporate social responsibility. Teaching reading for information and summarizing of texts on academic and scientific subjects, developing skills of working with a dictionary</p>		16		20
Topic 7. Quality	<p>1. Definition of quality of goods and services. Introduction of the key vocabulary necessary for reading and communicating in a foreign language. Developing business writing skills</p> <p>2. Key quality concepts. Understanding of dialogic</p>				

	and monologue speech in the field of everyday and professional communication 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 3. Total Quality Management. Teaching reading for information and summarizing of texts on academic and scientific subjects. 4. Quality gurus. Teaching reading for information and summarizing of texts on academic and scientific subjects, developing dictionary skills 5. Characteristics of high-quality goods and services. Teaching reading for information and summarizing of texts on academic and scientific subjects. 6. Quality assessment system . Developing writing skills. Report writing.				
Control hours:					0
Total hours:		0	112	0	140

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).	https://opac.unecon.ru/elibrar ... allenger%203rd%20Edition_1.pdf
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).	https://opac.unecon.ru/elibrar ... allenger%203rd%20Edition_2.pdf

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 – www.grebennikon.ru
2.	Science Digital Library eLIBRARY – www.elibrary.ru

3.	Science Digital Library КиберЛеника – www.cyberleninka.ru
4.	Database ПОЛПРЕД Справочники – www.polpred.com
5.	Database OECD Books, Papers & Statistics on the platform OECD iLibrary www.oecd-ilibrary.org
6.	Legal reference system КонсультантПлюс (installed resource UNECON or www.consultant.ru)
7.	Legal reference system «ГАРАНТ» (installed resource UNECON or www.garant.ru)
8.	Information and referral system «Кодекс» (installed resource UNECON or www.kodeks.ru)
9.	Digital library system BOOK.ru - www.book.ru
10.	Digital library system ЭБС ЮРАЙТ – www.urait.ru
11.	Digital library system ЗНАНИУМ (ZNANIUM) – www.znanium.com
12.	Digital library UNECON – opac.unecon.ru

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

Is not provided by the work programme of the discipline.

1.2 Topics for written task

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	Monitoring	orally	1-2
4	Control work	orally	3-4
5	Control work	orally	5-6
6	Monitoring	orally	3-7

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
Completing homework	1-6
Preparation to the exams	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.