



**English for International Business (High Intermediate)
Fall 2011**

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M: IEC B08

W: EOP 258

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T: EOP 274/EOP 267*

F: IEC B08

*** Multimedia Language Lab (MLL)**

Textbooks and other Required Materials:

(textbooks are available at BU Barnes & Noble in Kenmore Square, 4th floor):

- ***Business Result*** (Upper Intermediate) by M. Duckworth and R. Turner, Oxford U.Press 2008.
- ***Focus on Grammar 4*** (3rd edition) by M. Fucks and M. Bonner, Pearson/Longman 2006.
- **Writing tools, highlighters for reading, loose leaf paper** and a **3-ring binder** for keeping and organizing the many handouts you will receive, as well as a small notebook for recording new vocabulary.

STONGLY Recommended: an English dictionary (such as *Collins Cobuild to Go* published by Heinle/Cengage Learning 2011; it includes a free mobile application).

Course Overview:

This course offers high intermediate students an opportunity to improve their English language and communication skills while learning about business. We will use business materials to practice speaking, listening, reading, and writing. Students will develop listening comprehension and oral communication skills, improve their reading and writing, continue to expand their vocabulary and become comfortable taking an active role in discussions. Multicultural issues in the American university classroom as well as international business settings are also an important focus in the program.

Expected Outcomes:

At the end of this course, students should be able to:

- *Understand straightforward* social, academic, and professional conversations, discussions, and other forms of speech when listening to *unadapted but clearly articulated language at moderate speed*;
- *Interact* in discussions, explaining and justifying personal views, and speak at some length, giving clear, detailed descriptions;



English for International Business (High Intermediate) Fall 2011

- *Understand short, simple, unadapted texts* read under time pressure, particularly the relative importance of ideas, as well as the author's purpose, key points and supporting details;
- *Write* effective basic summaries, as well as compositions of several paragraphs on a single topic, under time pressure but where ideas are linked from sentence to sentence, and vocabulary, grammar and formal elements like capitalization, punctuation are used accurately and appropriately.

For more details on expected outcomes, their specific components, and related grammar objectives, see the attached CELOP Curriculum for this level.

Course Policies and Expectations:

Daily attendance, active class participation, and timely completion of all assignments are required. Students are expected to be in class, prepared, and ready to work at the beginning of every class—with cell phones turned OFF and 'thinking caps' turned ON! In American academic and business environments, it is the responsibility of **every** member to participate actively. Your English progress also depends greatly on your own active learning and participation.

Assessment Criteria

Students will be evaluated on successful completion of all work as well as class preparation, performance, and achievement of course outcomes.

Assignments

- Students are required to prepare **all** assignments given in-class or for homework.
- A student who is absent must contact a classmate to get the homework and do it for the next day.
- Students can expect periodic quizzes, regular writing assignments and some oral presentations.
- Homework assignments, mid-term and final exams and/or projects will all be graded.

Participation

- Class participation is an integral part of student learning, and students will be evaluated on their contributions in all activities, whether done individually, in pairs, small group or by the class as a whole.
- All students are expected to take an active, informed and productive role in class discussions and teamwork.
- If a student does not complete an oral or written assignment, he/she must inform the instructor and arrange to do it or hand in the assignment at a later time. One letter grade is deducted for late papers



English for International Business (High Intermediate) Fall 2011

Evaluation Schedule

- Students' language proficiency and class performance are evaluated twice a semester, once at midterm and during the last week of class. A copy of the written *Final Evaluation* form is attached.
- Each student will meet with instructors in individual conferences twice during the semester to discuss individual progress.

Attendance & Lateness Policy:

CELOP and US Immigration policy require you to attend class and keep us informed if you must be absent. There are **no** excused absences **except** for religious observance. Receipt of a *Certificate of Attendance* requires 85% attendance of total program hours, and irregular attendance at any point in the term is grounds for probation, which can lead to expulsion and loss of student visa status. At CELOP, **lateness is defined as**: 3 arrivals of <10 minutes late = one hour of absence; >10 minutes late is additionally counted as actual time absent. If you cannot avoid being late, please come in **quietly** and avoid any disruption. Be aware that frequent tardiness, like absence, may put you on probation.

NB: Mechanical Devices

- Students are asked to turn off all mechanical devices including cell phones, pagers, laptops, MP3s, and any other apparatus before entering class.
- If a device goes off in class, the student who has it will be asked to leave the classroom.
- If a device goes off in class regularly, we reserve the right to confiscate and return the device once class has finished.
- Please be advised that the use of such devices during activities/meetings in the American classroom or business setting is considered impolite, unless they are being used for one of the group's common purposes (like taking notes, or looking up information the group needs).

Important Dates

Monday, October 10: Columbus Day Holiday (no classes)
Wed – Sun, November 23-27: Thanksgiving Recess (no classes)
Friday, December 16: Fall term ends



**English for International Business (High Intermediate)
Fall 2011**

Tentative Schedule of Topics and Activities

Week	Dates	Theme (and BR Unit)	Grammar	Other
1	9/26-30	Intros and Orientation to the course and cultural diversity (#1)	Simple&Progressive Present Tense	Cultural Gaffes: video and writing
2	10/3-7	Cultural Diversity continued (#14); Motivation (#2)	Simple&Progressive Past Tense; Modals of Request, Suggest.	Autobiographical writing; Assign ListeningLog;Video on Coca Cola in Japan
3	10/11-14	Managing Priorities and Time (#3)	FOG Unit 3 & 4; Modals of Ability, possibility	Learning Goals &Action Plan; Vocabulary quiz; Students deliver oral report on reading of choice.
4	10/17-21	Innovation and New Ideas (#4)	Sentence Fragments & Run-ons; Advice +Necessity Modals	Students choose topic for Capstone Project and begin work.
5	10/24-28	Business Ethics and Corp. Social Responsibility (#6)	The Future; Parallelism	Video on Ethics in the Pharmaceutical Industry; Choose name for product/service of capstone.
6	10/31-11/4	Decision-Making (#7)	Mid-term test	Vocabulary quiz. Students deliver oral report on reading of choice. Create logo for product/service of capstone with print ad.