WORK PROGRAM
of primary discipline
«BUSINESS AND ACADEMIC WRITING IN ENGLISH»

level of higher education   second (master's)

specialty   281 Public Administration

title of the educational program   Public Service

status   required

Work program of the course "Business and Academic Writing in English" for the preparation of specialists in the second (master's) higher education, specialty 281 Public Administration, educational program "Public Service".

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I. GENERAL PROVISIONS

1.1 The relevance of the discipline in relation to the tasks of professional activity and training. Foreign language training is an integral part of the formation of professional competence and an important prerequisite for academic and professional student mobility. The English language vocational program is designed for students who have previously studied the language and achieved a level of at least B1 according to the descriptors set out in the Common European Guidelines for Language Education. The program provides comprehensive learning of English in all its aspects within a competent approach.

The course "Business and Academic Writing in Foreign Language" expands the students' outlook and erudition, developing such specific skills as the linguistic skill of cultural text analysis, the ability to use cultural reference books, dictionaries, manuals. All these skills form a student's ability to work independently, create the conditions for the development of the need for self-education. In doing so, the cognitive and communicative functions of thinking, the ability to perform such logical operations as analysis, synthesis, comparison, develop.

In view of the above, the discipline "Business and Academic Writing in Foreign Language" is interdisciplinary, uses modern technologies of teaching intercultural communication, is one of the ways to combine courses of the humanities cycle with the disciplines of professional training.

1.2. The purpose of the discipline is development of among students academic and professionally oriented communicative language competence, which will facilitate the research necessary for writing a dissertation and presenting the results of their studies in a foreign language both in oral and in writing during the defense of graduation.

1.3. Objectives of the discipline:

- ability to communicate with the specialists and non-specialists in their sphere (with experts from other spheres) in the state and foreign languages orally and in writing;
- ability to demonstrate understanding of methods of communication strategy and tactics, ability to use empathy, verbal and non-verbal tools, scientific logic in interpersonal communication, demonstration of own results, proving one's own position; the ability to demonstrate knowledge and understanding of the cross-cultural context of communications and management and to adapt them to situational conditions of professional activity;
- ability to demonstrate proficiency in basic terminology and stylistic means of writing in foreign and language, in particular, in the processing of business documents.

1.1. The prerequisites for studying the discipline are crediting or summarizing the knowledge and practical experience acquired by students in preparing annotations, letters of different types in a foreign language according to the rules of business correspondence. The discipline is studied before conducting undergraduate practice, at the beginning of writing by students of master's works.

1.2. Teaching language is English.

1.3. The volume of the discipline and its distribution by types of training sessions:

- full-time study: the total amount is 150 hours / 5.0 credits, including: practical - 32 hours, independent work of students - 118 hours;
- part-time study: the total amount is 150 hours / 5,0 credits, including: practical - 8/4 hours, independent work of students - 138 hours.

II. SOFTWARE LEARNING RESULTS

As a result of the study of the discipline, the student must demonstrate a sufficient level of formation of the following program learning outcomes.

In summary, they can be summarized as follows:

in the cognitive sphere:

the student is able to demonstrate the rules of English syntax, the language forms inherent in the official and spoken registers of academic written communication;

understand and produce personal correspondence (e.g., letters, faxes, emails, etc.);

understand the content of the written scientific information and the level of relevance for your own research topic;

organize information from written sources in the form of notes and notes for future reference.

in the affective sphere:

the student is able to adequately respond to basic ideas and participate actively in discussions, conversations related to learning, work and personal life;

correctly fill in various form sheets with information about themselves and the organization, carry out direct oral and written communication in an academic and professional environment, taking into account the peculiarities of intercultural communication;

the student is able to demonstrate the intercultural differences between Ukraine and the countries of the world, in particular the languages spoken;

student is able to demonstrate strategies for effective reading, listening, learning, information retrieval in various sources of information, including Internet search.

in the psychomotor sphere:

the student is able to demonstrate basic functional phrases for conducting discussions and presentations, participation in scientific meetings, meetings and seminars, interviews;

the student is able to independently analyze and synthesize information presented in scientific sources, use it to write his own articles; the student is able to produce coherent and consistent oral monologues based on professional literature;

support conversation and argument about topics discussed during discussions and seminars, present and substantiate their views on topics of discussion, using the language forms inherent in the discussions;

independently prepare business documentation (report, review, etc.) with a high level of grammatical correctness;

make an effective CV, cover letter and other documents required for employment.

The formulation of custom results, broken down by topic, is as follows:

Theme	Contents of the program result of training
1	*In the cognitive sphere:* • the student is able to understand the classification and distinguish types of business correspondence in a foreign language; • the student is able to understand the main content of business documents related to the following classifications and types of emails. *in the affective sphere:* • the student is able to find and understand the necessary general information in materials such as business agreements, letters, short formal documents; • the student is able to express himself clearly in writing without needing to restrict what he wants to convey; *in the psychomotor sphere*: • the student has a sufficient range of speech to describe unforeseen situations, explain the main points of the idea or problems with the necessary clarifications.
2	*In the cognitive sphere:* • the student is sufficiently proficient in speaking in order to express himself in business communication with adequate lexical means; • the student is able to demonstrate knowledge of the specifics of business correspondence - knowledge and its functions; • the student is able to demonstrate knowledge of the structure and understanding of the functions of business correspondence; *in the affective sphere:* • the student is able to explain with varying degrees of detail the content and structure of business correspondence; *in the psychomotor sphere:* • the student is able to modify the purpose and functions of the business letter, to work with all kinds of business papers.
3	*In the cognitive sphere:* • the student is able to demonstrate understanding and ability to use the vocabulary of business communication; • the student is able to demonstrate knowledge of the etiquette of business communication; • the student is able to understand the text of the business correspondence and quickly navigate the answer to the business correspondence.

Theme	Contents of the program result of training
	in the affective sphere: • the student is able to initiate and support conversation on professional and business topics, using a style of business speech; • the student is able to understand comprehensive, hard-to-structure texts that are written in business language; • the student is able to construct the text of business correspondence based on keywords. *in the psychomotor sphere:* • the student is able to design business correspondence; • the student is able to navigate the business language and ask different types of questions to the read text.
4	*In the cognitive sphere:* • the student is able to demonstrate an understanding of the nature, structure and functions of the International Standards Organization; • the student is able to demonstrate knowledge and understanding of the rules and uniform rules for the design and processing of business documents according to ISO standards; *in the affective sphere:* • the student is able to explain to a non-specialist the peculiarities of application of standards and uniform rules for the design and processing of business documents according to ISO standards; • the student is able to make business correspondence according to the rules of registration of business documents according to ISO standards. in the psychomotor sphere: • the student is able to use the means of expression of affirmative and negative form in business correspondence; • the student is able to use the basic business speech forms and clichés used in the business communication sphere in oral and written language.
5	*In the cognitive sphere*: • the student is able to explain the content, nature and purpose of diplomatic correspondence; • the student is able to name forms and types of diplomatic correspondence; *in the affective sphere:* • the student is able to distinguish between types of in-house or internal correspondence documents relating to diplomatic missions and consulates; • the student is able to demonstrate knowledge of diplomatic correspondence and clearly distinguish between types of diplomatic correspondence; *in the psychomotor sphere:* • the student is able to design documents related to the design and circulation of diplomatic correspondence, in particular, such as varieties of diplomatic letters, protocol requirements for their design, the choice of language for diplomatic correspondence, the structure and specifics of the design of the main types of diplomatic letters

Theme	Contents of the program result of training
6	*In the cognitive sphere:* • the student is able to demonstrate knowledge of the essence of electronic correspondence; • the student is able to demonstrate knowledge of the nature of non-verbal communication; • The student is able to explain the differences between formal and informal correspondence *in the affective sphere:* • the student is able to translate professional documents from his native language and vice versa; • the student is able to demonstrate knowledge of the essence of telephone conversation; • the student is able to demonstrate knowledge of the essence of the forum on the Internet. *in the psychomotor sphere:* • the student is able to write a business letter by email, taking into account all the rules of electronic correspondence; • the student is able to reproduce formal business correspondence in a foreign language.
7	*In the cognitive sphere*: • the student is able to demonstrate an understanding of the essence of the ethics of conducting business international documentation; • the student is able to correctly and correctly create a business letter, taking into account all the taboos in conducting business correspondence; *in the affective sphere:* • the student is able to use a foreign language in role-playing situations of professional and business nature • the student is able to understand comprehensive, hard-to-structure texts that are written in business language. *in the psychomotor sphere:* • the student is capable of basic business speech forms and cliches used in the sphere of business communication; • the student is able to reproduce basic speech forms and linguistic formulas to express intentions, evaluations, thoughts, relationships in the professional sphere
8	*In the cognitive sphere*: • the student is able to demonstrate an understanding of the general principles of resume writing; • the student is able to explain the peculiarities of writing a resume in a foreign language, taking into account international standards of business documentation; *in the affective sphere:* • the student is able to make a resume in a foreign language, taking into account all the rules of writing this document;

Theme	Contents of the program result of training
	• the student is able to use in his speech basic speech forms and language formulas to express intentions, assessments, opinions, relationships in the professional sphere. *in the psychomotor sphere:* • the student is able to conduct business negotiations, telephone conversations, organize meetings; • the student is able to formulate and correctly present his or her personal data and professional qualities, as well as career achievements in the form of a resume; • the student is able to work with all kinds of business papers.
9	*In the cognitive sphere*: • the student is able to demonstrate an understanding of the general principles of verbal and non-verbal communication in conducting business correspondence or business communication; • the student is able to demonstrate the differences between verbal and non-verbal communication; *in the affective sphere:* • the student is able to make business correspondence in accordance with the rules of non-verbal communication; • the student is able to negotiate business in accordance with the rules of verbal communication; *in the psychomotor sphere*: • the student is able to conduct business negotiations, telephone conversations, organize meetings; • the student is able to understand business statements under the condition of a normal and understandable rate of speech; • the student is able to possess forms of professional speech, to make reasoned statements, presentations.
10	*In the cognitive sphere:* • the student is able to demonstrate an understanding of the general principles of academic writing in a foreign language; • the student is able to demonstrate an understanding of the difference between an academic style of speaking and speaking; • the student is able to demonstrate an understanding of the scientific style of writing works in a foreign language; • the student is able to demonstrate an understanding of all the rules of writing an academic letter in a foreign language. *in the affective sphere:* • the student is able to demonstrate basic functional phrases for conducting discussions and presentations, participation in scientific meetings, meetings and seminars, interviews; • the student is able to demonstrate the rules of English syntax, the language forms inherent in the official and spoken registers of academic written communication;

Theme	Contents of the program result of training
	• the student is able to demonstrate strategies for effective reading, listening, learning, searching for information in various sources of information, including Internet search. *in the psychomotor sphere*: • the student is able to adequately respond to basic ideas and participate actively in discussions, conversations related to learning, work and personal life; • the student is able to understand the content of the written scientific information and the level of relevance for his or her own research topic; • the student is able to organize the information received from the written sources in the form of notes and notes for later use; • the student is able to independently analyze and synthesize information presented in scientific sources, use it to write his own articles.

III. COURSE PROGRAM

3.1. Breakdown of discipline by type of training and topics

№	Names of content modules and topics	Number of hours (full-time / correspondence form)				
		Total	including			
			L	P	Lab	IWS
Content module 1 Practical component of business and academic writing in a foreign language						
1.	Classification of letters. Different types of letters	15		2/1		16/20
2.	How to write a letter in English?	15		4/1		12/12
3.	Business Correspondence in English: Phrases and Tips	15		2/1		9/10
4.	International Organization for Standardization	15		4/1		10/12
5.	Diplomatic correspondence	18		2/1		10/12
Content module 2 Practical component of business and academic writing in a foreign language						
6.	Email correspondence. Formal correspondence.	15		4/2		20/24
7.	Taboo in English correspondence.	10		2/1		10/12
8.	Business Communication in the Process of Job Application.	15		4/1		8/10
9.	Verbal and Nonverbal Business Communication.	12		4/1		8/10
10.	Academic writing.	20		4/1		15/16
Total		150		32/12		118/138

L – lectures, P – practical (seminar) classes, Lab – laboratory classes, IWS – independent work for students.

3.2. Topics of practical classes

№	Theme of classes
1.	Classification of letters. Different types of letters. Simple Tenses.
2.	How to write a letter in English? Simple Tenses.

3.	Business Correspondence in English: Phrases and Tips. Continious Tenses.
4.	International Organization for Standardization. Continious Tenses.
5.	Diplomatic correspondence. Test 1.
6.	Email correspondence. Formal correspondence. Perfect Tenses.
7.	Taboo in English correspondence. Perfect Tenses.
8.	Business Communication in the Process of Job Application Sequence of tenses.
9.	Verbal and Nonverbal Business Communication. Sequence of tenses.
10.	Academic writing. Test 2

3.3. List of individual tasks

№	Name of the topics from which the individual task is performed	Name and type of individual task
1.	CV writing	Presentation of CV in English.
2.	Annotation Writing	Translation of non-adapted scientific tests using information materials of Scopus and Web of Sciences. Writing an abstract for scientific work by the rules
3.	Essay Writing	Translating non-adapted scientific tests using Scopus and Web of Sciences information materials Writing a policy abstract and presenting it.

IV. EVALUATION CRITERIA

4.1. A list of mandatory checkpoints to assess students' full-time knowledge

№	Name and summary of the control measure	*Max*	Characteristics of the criteria for achieving the learning result for maximum points
1.	Control of current work in practical classes	20	The student is able to demonstrate critical understanding of the classroom and extra-auditory material, first of all, the concept, content and functions of business and academic writing, to participate in a qualified discussion in providing argumentation of the structure and classification of business correspondence.
2.	Individual task №1	20	Student is able to develop his resume and orally present all the justifications using active English language
3.	Individual task №2	20	The student is able to annotate and summarize sources of scientific information at the proper level of grammatical and academic correctness
4.	Modular control work №1	10	Student completed test and control tasks corresponding to program results of training in topics of content module №1
5.	Individual task №3	20	The student is able to correctly write the texts of academic and professional orientation, using the typical grammar structures and functional patterns typical for this style.
6.	Modular control work №2	10	The student completed the test tasks and gave reasoned answers to the situational tasks that correspond to the program results of training in topics of the content module №2
Current control		100	-
Final control		100	Student completed the test and gave reasoned answers to situational tasks that correspond to the program results of study in the discipline
Total		100	-

4.2. A list of mandatory checkpoints for assessing students' part-time education

№	Name and summary of the control measure	*Max*	Characteristics of the criteria for achieving the learning result for maximum points
1	Test control work performed by the student individually in the Moodle system	40	The student completed the test tasks corresponding to the program results of the discipline
2	Written exam (credit)	60	The student completed the following tasks and gave reasoned answers to situational tasks in a foreign language, which correspond to the program results of study in the discipline.
Total		100	-

4.3. Criteria for evaluating the formation of programmatic learning outcomes during final control

Synthesized description of competencies	Typical disadvantages that reduce the level of achievement of programmatic learning outcomes
Cognitive: • the student is able to demonstrate knowledge and understanding of business writing in a foreign language; • the student is able to demonstrate knowledge and understanding of methods of making business correspondence in a foreign language; • the student is able to demonstrate knowledge of the rules of writing a scientific work and preparing it for publication in a foreign language.	75-89% - student makes significant mistakes in describing the content and classification of directions, types, and specification of business and academic writing in a foreign language; there are minor actual errors in determining the rules for writing business correspondence or processing scientific information in a foreign language;
	55-74% - the student incorrectly formulates his / her definitions in a foreign language and makes grammatical and lexical mistakes, having an insignificant language barrier
	less than 55% - a student cannot substantiate his / her position to plan and carry out any business correspondence or academic writing assignment, cannot independently select the necessary rules for writing business correspondence and process scientific information and prepare it for publication, has a certain language barrier.
Affective: • the student is able to think critically about the material; to argue their position to evaluate the reasonableness of the requirements and to discuss in a professional environment; • student is able to collaborate with other students and faculty, initiate and participate in discussions in a foreign language.	75-89% - the student makes certain logical mistakes in the argumentation of his own position in the discussions in the classroom and during the defense of individual tasks, has some difficulties in explaining to the specialist certain aspects of professional issues
	55-74% - the student makes significant logical mistakes in the argumentation of his / her own position, poorly identifies the initiative to participate in discussions and individual consultations in the presence of difficulty in performing individual tasks; experiencing significant difficulties in explaining to a specialist or non-specialist certain aspects of a professional issue
	less than 55% - the student is not able to demonstrate knowledge of logic and argumentation in speeches, does not show initiative to participate in the discussion, to counseling on problematic issues of performing individual tasks, is not able to explain to non-specialist the essence of relevant problems of professional activity; shows disregard for the ethics of the educational process or public administration
Psychomotor:	75-89% - student makes certain mistakes in standard methodical

Synthesized description of competencies	Typical disadvantages that reduce the level of achievement of programmatic learning outcomes
• the student is able to work independently, to develop variants of decisions to report on them; • the student is able to follow methodological approaches and submit the information received in various forms; • the student is able to control the results of their own efforts and adjust these efforts to make business correspondence of any type, report, abstract, write an abstract	approaches and has difficulty in modifying them when changes in initial conditions of educational or applied situation
	55-74% - student has difficulty modifying standard methodical approaches to change the initial conditions of a learning or applied situation
	less than 55% - a student is not able to independently search and process drafting business correspondence of any type and writing essays and abstracts in foreign language, perform individual tasks, show signs of academic not integrity in the preparation of individual tasks and the completion of control work, not formed and interpersonal communication skills in helping to remedy the situation.

V. MEANS OF EVALUATION

№	Name and summary of the control measure	Characteristics of the content of assessment tools
1.	Control of current work in practical classes	• assessing the reasonableness of the Situation Task Report; • Evaluation of the activity of participation in discussions
2.	Individual tasks	• a written report on the performance of the individual task; • assessing the independence and quality of the task during the defense and interview • making presentations and as opponents.
3.	Modular control works	• standardized tests; • situational tasks
Final control		• standardized tests; • analytical tasks; • situational tasks

VI. SOURCES OF INFORMATION RECOMMENDED

6.1. Basic literature

1. Gamble, T.K. & Gamble M. *Communication Works*/T.K. Gamble & M. Gamble. – 4th ed. - McGraw-Hill, Inc., 1993.
2. Northey, M. Impact. A Guide to Business Communication/M. Northey. – 3rd ed. – Prentice-Hall Canada Inc., 1995.
3. Slepovitch, V.S. / Слепович, В.С. *Business Communication. Job Hunting in English. = Бизнес-коммуникация. Какнайтиработусанглийскимязыком*. Спецкурс по деловому общению на английском языке./В.С. Слепович– Минск: ТетраСистемс, 2002.
4. Slepovitch, V.S. / Слепович, В.С. *Intercultural Communication Course Pack. Межкультурная коммуникация (на английском языке)*/В.С. Слепович. – Минск: БГЭУ, 2006.
5. Slepovitch, V.S. / Слепович, В.С. *Деловой английский язык = Business English*: учебное пособие/В.С. Слепович – 7-е изд. – Минск: ТетраСистемс, 2012.

6. John Huges&Jon Naunton. Business Result (intermediate). Student's book. – UK: Oxford University Press, 2008.
7. Bill Mascull. Business Vocabulary in Use (intermediate). – UK: Cambridge University Press, 2002.
8. George Bethell, Tricia Aspinall. Test Your Business Vocabulary in Use (intermediate). – UK: Cambridge University Press, 2002.
9. И.С. Богацкий, Н.М. Дюканова. Бизнес-курс английского языка, Киев,1997.

a. Auxiliary literature

1. Comfort, J. (1995) *Effective Meetings.* Oxford: Oxford University Press. – 126 p.
2. Begoña Montero Fleta, Luz Gil Salom, Carmen Pérez Sabater, Cristina Pérez Guillot, Edmund Turney, Carmen Soler Monreal (1997) *English for Academic Purposes: Computing* Ed. Univ. Politéc. Valencia – 187 p. Available online at: http://books.google.com.ua/books?id=Rmu1dXlu2eEC&hl=ru&source=gbs_similarbooks
3. Андреева Т. Я. Научный английский язык: Практ. пособие. Екатеринбург: Изд-во Урал, ун-та, 2000. Вып. 1: Грамматика в речевых образцах. 63 с. (Настольная библиотека аспиранта).
4. T.V. Yakhontova English academic writing (Основи англомовного наукового письма): Навч. посібник для студентів, аспарінтів та науковців. – Вид. 2-ге. – Львів: ПІАС, 2003. – 220 с.
5. Bailey S. (2011) Academic writing for international studies of business: Taylor and Fransis Group, 3rd ed.
6. Ю. Голицынский. Грамматика. Сборник упражнений. – Санкт-Петербург, «Каро», 1999.
7. Elaine Walker, Steve Elsworth. Grammar Practice. – UK, "Longman", 2000.
8. Mark Foley, Diane Hall. Advanced Learners' Grammar. – UK, "Longman", 2005.
9. T.O'Neil, P. Snow. Look Ahead. UK: Longman. 1996.
10. Jacky Newbrook. Newfirst Certificate Gold. Course book – UK: "Longman", 2007.
11. Christine Johnson. Intelligent Business. Course book – UK: "Longman", "The Economist", 2007.
12. Michael Swan. Practical English Usage. Grammar book – UK: "Oxford", 1995.
13. Peter Watcyn-Jones, Jake Allsop. Test your prepositions. Exercise book – UK, "Penguin", 2000.
14. ChristineJohnson. Marketleader. BankingandFinancer. UK: Longman. 2000.

b. Web- resources

1. http://www.gsas.harvard.edu
2. http://owl.english.purdue.edu/
3. http://europass.cedefop.europa.eu