

COURSE TITLE		BUSINESS ENGLISH IV				
Course code	STT034	Year of study	3.			
Lecturer(s)	Jasmina Rogulj, PhD, college professor Edita Šalov, senior lecturer Ivana Vodogaz, senior lecturer	ECTS (Number of credits allocated)	3			
Associates		Total lesson hours per semester	Lecture	Seminar	Practical	Laboratory
			0	45	0	0
Course status	Compulsory	Percentage share of e- learning	20%			
COURSE DESCRIPTION						
Course Objectives	<ul style="list-style-type: none"> <li>To introduce students to the world of international business and enable them to cope with different business situations.</li> <li>To adopt the corresponding lexical and grammatical elements.</li> <li>To develop language skills and language functions most used in business speech and related informal situations.</li> </ul>					
Course enrolment requirements and entry competencies required for the course	/					
Learning outcomes  On successful completion of this course, student should be able to:	<ol style="list-style-type: none"> <li>To define and adopt concepts in the field of business English related to topics such as market research, money matters, alliances and risk.</li> <li>To understand professional business interviews, presentations and other talks held by business experts.</li> <li>To understand original written texts and audio/video materials related to business topics.</li> <li>To use grammatical structures (question tags, phrasal verbs, participle clauses, different ways of expressing the future, alternatives to <i>if</i>, past modals, second, third and mixed conditionals) typical for written and oral business communication.</li> <li>To use a wide range of critical thinking skills i.e. to apply them for solving different business cases.</li> <li>To deliver a presentation on the chosen business topic.</li> <li>To recognize cultural differences related to business.</li> </ol>					
Course content	<p>MARKET RESEARCH</p> <p>Starting up discussion: Video: Types of market research</p> <p>Market research terms</p> <p>Project: How market research affects brands</p> <p>Vocabulary practice</p> <p>Grammar: Question tags</p> <p>Carrying out a needs analysis</p>					

	<p>Dealing with questions  Reading: Summary findings from a report  Functional language: Reporting verb patterns  Task: Preparing a market research plan to improve the brand image  <b>MONEY MATTERS</b>  Introduction: video: Mobile banking  Vocabulary: Personal banking  Project: Banking preferences survey</p> <p>Discussing the project  Listening: Two experiences of managing money  Grammar: Phrasal verbs  Speaking and writing: Anecdotes about saving up or paying back money  Functional language: Defending ideas and describing consequences  Grammar: Participle clauses  Business workshop: managing your money  <b>ALLIANCES</b>  Introduction - Video: Strategic alliances in the airline industry  Vocabulary: Alliances and acquisitions  Project: Choosing a partner  Listening: Types of business partnerships  Grammar: Past modals  Functional language: Diffusing conflict  Writing: Report extract  Functional language: Useful structures and phrases for reports  Grammar: Different ways of expressing the future  Reading: Options for business expansion  <b>RISK</b>  Vocabulary: Managing and minimizing risk  Risk in investment  Reading: The man who changed the investment industry  Grammar: Second, third and mixed conditionals  Communication skills – Video: Dealing with risk  Task: Discussing how to manage risks for an upcoming event  Functional language: Analyzing risks  Writing: Accident report  Functional language: Useful phrases for an accident report  Grammar: Alternatives to <i>if</i>  Reading: Profiles of three start-ups</p>					
Types of teaching:	<input type="checkbox"/> lecture <input checked="" type="checkbox"/> seminars and workshop <input type="checkbox"/> practical <input checked="" type="checkbox"/> combined e-learning <input type="checkbox"/> field research		<input checked="" type="checkbox"/> self-study <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring work <input type="checkbox"/> (others)			
Student obligations	<ul style="list-style-type: none"> <li>• Class attendance (at least 70% for full-time students; 50% for part-time students).</li> <li>• Independent portfolio development.</li> </ul>					
Monitoring student work (enter the	Class attendance	1,5 ECTS	Research		Practicals	

share in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Experimental work		Report		Mid-term exams	0,3 ECTS
	Essay		Seminar		(others)	
	Self-study	0,5 ECTS	Workshop		(others)	
	Portfolio	0,5 ECTS	Office hours and final exam	0,2 ECTS	(others)	

Assessment and evaluation of student work during classes and at the final exam	<b>CONTINUOUS ASSESSMENT</b>		
	Continuous testing indicators	Performance $A_i$ (%)	Grade ratio $k_i$ (%)
	Class attendance and participation	70-100	10
	Portfolio	0-100	30
	First mid-term exam	50-100	30
	Second mid-term exam	50-100	30
	Students who have not passed the exam via the first and second mid-term exams, take the final exam. The same applies when students have to retake the exam.		
	<b>FINAL ASSESSMENT</b>		
	Indicators checks	Performance $A_i$ (%)	Grade ratio $k_i$ (%)
	Final exam (written)	50 - 100	60
	Previous activities	0 - 100	40
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	Final exam (written)	50 - 100	60
	Previous activities	0 - 100	40
	The grade (in percentages) is formed on the basis of all indicators that describe the level of student activities according to the relation:		
$Grade (\%) = \sum_{i=1}^N k_i A_i$			
$k_i$ - weighting factor for each activity, $A_i$ - success in percentage achieved for a particular activity, $N$ - total number of activities.			
<b>PERFORMANCE AND GRADE</b>			
Percentage	Criteria	Grade	

	od 50% do 62,4%	<i>basic criteria met</i>	sufficient (2)
	od 62,5% do 74,9%	<i>average performance with some errors</i>	good (3)
	od 75% do 87,4%	<i>above average performance with minor errors</i>	very good (4)
	od 87,5% do 100%	<i>outstanding performance</i>	outstanding (5)
Required reading	Dubicka, I., Rosenberg, M., Dignen, B., Hogan, M., Wright, L. <i>Business Partner B2+</i> (Student's Book – units 1 - 4, Workbook), Pearson, 2019		
Optional reading	<ol style="list-style-type: none"> <li>1. Hornby, A. S. (2007) <i>Oxford Advanced Learner's Dictionary</i>, OUP. Oxford.</li> <li>2. Murphy, R. (2004) <i>English Grammar in Use</i>, Cambridge University Press.</li> <li>3. Mascull, B. (2007) <i>Business Vocabulary in Use</i>. CUP. Cambridge.</li> <li>4. <i>Oxford Business English Dictionary</i> (2006) OUP. Oxford.</li> </ol>		
Quality monitoring to ensure the acquisition of established learning outcomes	<ul style="list-style-type: none"> <li>• Records of class attendance and success in performing student obligations</li> <li>• Updating detailed course curricula</li> <li>• Supervision of teaching activities</li> <li>• Continuous quality control of all parameters of the teaching process in accordance with the Action Plans</li> <li>• Semester-based student survey in accordance with the "Ordinance on the procedure of student evaluation of teaching work at the University of Split" (UNIST, Centre for Quality Improvement).</li> </ul>		
Other information	Detailed course curricula found on the MOODLE learning platform are accessed by all students and teachers of the University Department. For the purpose of providing information to the general public, shortened versions of course syllabi (in Croatian and English) are directly accessible on the website of the University Department.		