

# Functional English for Business (PGDM Term I 2018-20)

## Student Version

### 1. Course Information

Course Code and Title	BC101: Functional English for Business
Credits	3
Term and Year	I, 2018-19
Course Pre-requisite(s)	N/A
Course Requirement(s)	Basic English Language Skills
Course Schedule (day and time of class)	
Classroom # (Location)	
Course Instructor	
Email	
Telephone Number (for office appointments)	
Student Consultation Hours	
Office Location	

### 2. Course Overview

Effective communication is integral to our society. New technologies, the influences of globalization and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts, in preparation for a future in business. This course is designed to support those students in further development of their basic literacy skills. They require these skills to participate confidently and constructively when interacting with others, and to use language clearly and effectively to achieve purposes and convey meanings. The course shall help you to develop abilities in speaking,

listening, reading, comprehending, and writing. These skills would shape your practices to be responsive to and effective in diverse social contexts and complex business situations.

You shall become confident, effective and shall have the skills to critically use texts and language, making judgments to accept or challenge meanings. The course shall help you to easily glide through the rigors of everyday projects, presentation, readings as well as your peer-group interactions here at your PGDM and also after you leave the confines and work with the corporates.

### 3. Course Learning Outcomes (CLO)

At the end of the course the learners will be able to:

CLO 1 – Read and interpret simple business text

CLO 2 – Exhibit the skill to listen and paraphrase

CLO 3 - Demonstrate the skill to listen effectively and empathetically

CLO 4 – Negotiate with others through speech

CLO 5 – Demonstrate the skill to influence and persuade through writing

CLO 6 – Exhibit use of language to make cognizant decisions in professional and social lives as informed citizens

### 4. Session Plan

Example:

Session No.	Topic/Sub Topic	Session Details	
<b>Module 1 - Business Discourses</b>			
CLO 1 Read and interpret simple business text			
CLO 3 - Demonstrate the skill to listen effectively and empathetically			
1	ICE Breaking	<b>Text Book/ Reading</b>	Course Outline
		<b>Pedagogy</b>	Class discussion
		<b>CLO</b>	
		<b>SLO*</b>	At the end of the session, the student will comprehend what the Course Outline is all about. The students will also follow the assessment tasks of the course.

2	General Business Reading	<b>Text Book/ Reading</b>	General Business Reading: Business Magazine Articles, Biographies of Business People etc. - (300-400 words)
		<b>Pedagogy</b>	Class Discussion
		<b>CLO</b>	1
		<b>SLO*</b>	At the end of the session the student would get a beginner's idea about reading general business texts.
3	Business Newspapers: Economic Times & Financial Times	<b>Text Book/ Reading</b>	Articles from Economic Times and Financial Times / Business Magazines (300-400 words) Start-up Stories
		<b>Pedagogy</b>	Class Discussion
		<b>CLO</b>	1
		<b>SLO*</b>	At the end of this session, the student would comprehend simple business articles to a certain extent
4	Business Case	<b>Text Book/ Reading</b>	600-800 word business cases
		<b>Pedagogy</b>	Class Discussion
		<b>CLO</b>	1
		<b>SLO*</b>	At the end of this session, the student improves a little more to the extent that they can read and interpret business cases of a certain length better than before
5	Business Case	<b>Text Book/ Reading</b>	1000-2000 word business cases
		<b>Pedagogy</b>	Class Discussion
		<b>CLO</b>	1
		<b>SLO*</b>	At the end of this session, the students move ahead in their skills of reading and interpreting business cases
6 – 7	Video Business Cases	<b>Text Book/ Reading</b>	Video Cases that are business oriented
		<b>Pedagogy</b>	Class Discussion

		<b>CLO</b>	1, 3
		<b>SLO*</b>	At the end of this session, the student moves ahead a little from where they stood earlier in their skill of listening, reading and interpreting business cases
8	Assessment Task 1: Conventional Case Study Analysis	<b>Text Book/ Reading</b>	A case of about 500 - 800 words shall be given for the student to comprehend and answer.
		<b>Pedagogy</b>	Case Reading, Analysis and Writing Answers
		<b>CLO</b>	1
		<b>SLO*</b>	At the end of this session, the student shall practice the skill of reading and interpreting business cases and showcase the improvement over the last few weeks
<b>Module 2 – Listening in Business Environment</b>			
CLO 2 – Exhibit the skill to listen and paraphrase			
CLO 3 - Demonstrate the skill to listen effectively and empathetically			
9 – 10	Assessment Task 2: Measurement of Listening: Audio Visual Talks	<b>Text Book/ Reading</b>	Video Talks from TED or any other of the varied platforms
		<b>Pedagogy</b>	Presentation and Paraphrasing
		<b>CLO</b>	2, 3
		<b>SLO*</b>	The students learn to listen and showcases his listening through paraphrasing the heard material
11	Biography – Start-up Story Telling	<b>Text Book/ Reading</b>	Biographies and start-up stories from 2 <sup>nd</sup> Sessions
		<b>Pedagogy</b>	Presentation and paraphrasing
		<b>CLO</b>	2, 3
		<b>SLO*</b>	The students learn to listen and paraphrase

**Module 4 – Writing for Business**

CLO 4 – Showcase the skill to negotiate with others through speech

CLO 5 – Demonstrate the skill to influence and persuade through writing

CLO 6 – Exhibit use of language to make cognizant decisions in professional and social lives as informed citizens

12	Case Writing: Coaching for Group Assignment – Creating the Case on Social cause	<b>Text Book/ Reading</b>	Pre-reads on writing a Case on social causes & Sample Social Cause Cases
		<b>Pedagogy</b>	Present and Read
		<b>CLO</b>	4, 5
		<b>SLO*</b>	The student would learn the format behind building a case as well as writing it
13	Business Writing for Business Plan: Leaflet / Brochure / Bill Board Writing	<b>Text Book/ Reading</b>	On a product or service
		<b>Pedagogy</b>	Class Discussion
		<b>CLO</b>	4, 5, 6
		<b>SLO*</b>	The student would learn how to write

**Module 3 – The Art of Negotiation in Business**

CLO 4 – Showcase the skill to negotiate with others through speech

CLO 5 – Demonstrate the skill to influence and persuade through writing

CLO 6 – Exhibit use of language to make cognizant decisions in professional and social lives as informed citizens

14	Negotiation in Business	<b>Text Book/ Reading</b>	Pre-read on Negotiation and discussion on Business Plan
----	----------------------------	-----------------------------------	---

		<b>Pedagogy</b>	Student Presentation and Class Discussion
		<b>CLO</b>	4, 5
		<b>SLO*</b>	The student would learn what a business plan entails
15 - 16	Present a business plan & tagline	<b>Text Book/ Reading</b>	Students' prepared Business Plans
		<b>Pedagogy</b>	Student Presentation and Class Discussion
		<b>CLO</b>	4, 5, 6
		<b>SLO*</b>	-The student <b>builds</b> a small business plan, - The student <b>creates</b> a tagline - The student <b>presents</b> to the class the ideation - Then they <b>negotiate</b> with their teammates on how good their plan is
<b>Module 4 – Writing for Business</b> ( <i>Assessment Task: Presentations</i> )			
CLO 4 – Showcase the skill to negotiate with others through speech			
CLO 5 – Demonstrate the skill to influence and persuade through writing			
CLO 6 – Exhibit use of language to make cognizant decisions in professional and social lives as informed citizens			
17 - 18	Case Writing & Presentation	<b>Text Book/ Reading</b>	Writing a Case on social causes
		<b>Pedagogy</b>	Present and Read
		<b>CLO</b>	4, 5, 6
		<b>SLO*</b>	The student would learn the format of writing a case
<b>Module 5 – Ethical Communication</b>			
CLO 6 – Exhibit use of language to make informed decisions for action at work and social lives as informed citizens			
19	Cases on Ethical Communication	<b>Text Book/ Reading</b>	Case of 2500 – 3000 words related to Ethical Communication will be given as Pre-reads
		<b>Pedagogy</b>	Class Discussion and Presentation
		<b>CLO</b>	1, 6

		<b>SLO*</b>	The student learns the nuances of a socially relevant case
20 – 21	Term-End Project Presentations		Presentation and Viva of Term-End Project
22-23			Guest Sessions
24			Wrap Up

\* Session Learning Outcome

### 8. Course Linkage

- **Before:** This is a pre-management course and it serves as a necessary foundation for understanding management courses. It has pre-linkage with ability to comprehend language and preliminary knowledge of English.
- **After:** This course will make students understand all subjects as it involves the primary skills of reading, listening, speaking and writing which is part and parcel of everything that one does whether it is professional or personal. This course will provide fundamental premise for all your learning and development in the management school as well as the corporate world.

### 9. Learning Task and Assessment:

Assessment criteria set out the details by which performance in each task will be judged. This information will give a clear and explicit understanding of the expected standards to be achieved relative to the marks awarded.

	Assessment Task	Assessment Type	Weight age	Week Due
1.	Conventional Case Study - Comprehension	Written Submission	10%	Session 8
2.	Measurement of listening	Listen, comprehend, paraphrase	10%	Session 9, 10
3.	Business Plan & Tagline Competition	On spot making	15%	Session 15, 16
4.	Group Assignment – Creating the Case on Social cause	Group Research & written Submission of case	25%	Sessions 17, 18
5.	End Term – Project	Project	40%	Continuous Session 10, 20 & 21

#### Assessment Task 1:

- 1) Assessment Details:

**A case of about 350 -500 words shall be given for the student to comprehend and answer.**

- 2) Criteria used to grade this task: Comprehension, and skill of reading
- 3) Task Assessor: Internal Faculty
- 4) Suggested time to devote to this task: Classroom Session 8
- 5) Submission details: Soft copy to be sent as email
- 6) Feedback and return of work: Script cannot be returned, but feedback will be given immediately after assessment.

**Assessment Task 2:**

- 1) Assessment Details:  
**The student presents what he has heard on an audio-visual element once and paraphrases what he has heard from a peer on another audio-visual element**
- 2) Criteria used to grade this task: Listening Comprehension – Third party, Listening comprehension - peer,
- 3) Task Assessor: Peer to Peer with faculty moderation
- 4) Suggested time to devote to this task: continuous and shall get over by the 8<sup>th</sup> session Conducted in Session 9, 10
- 5) Submission details: Classroom
- 6) Feedback and return of work: Concurrently

**Assessment Task 3:**

- 1) Assessment Details:  
**The student is to prepare a business plan and tagline, and within their group they need to negotiate and convince whose is the best tagline in the group. Then laterally as a competition each group has to debate with the other groups on the best tagline in the class – The modus operandi would be debate**
- 2) Criteria used to grade this task: Comprehension, application
- 3) Task Assessor: Internal Faculty
- 4) Suggested time to devote to this task: 13<sup>th</sup> Session, presentation in session 15, 16
- 5) Submission details: Classroom competition
- 6) Feedback and return of work: In the class

**Assessment Task 4:**

- 1) Assessment Details:  
**Each student group would create a case study on an NGO or a small business entity that they can find around. The details on how to go about the case shall be detailed on the LMS and continuous help would be provided in building the case.**
- 2) Criteria used to grade this task: Comprehension, application, and skill (emphasis on team coordination)
- 3) Task Assessor: Internal Faculty
- 4) Suggested time to devote to this task: Continuous and shall be completed by session 17, 18
- 5) Submission details: Neatly type-set, hard copy submission
- 6) Feedback and return of work: Each group shall be given a feedback on their work

**Assessment Task 5:**

- 1) Assessment Details: Interactive sessions during the class session time.  
**Time Spent on the project - weekly**



**Briefing on the project shall be given in Session 2**

**Written reflection I (500 words) on their work till Session 10 – 5 marks**

**Peer Evaluation I – Session 10 – 05 marks**

**Written Reflection II (800 words) – Session 20 – 5 marks**

**Peer Evaluation II – Session 20 – 05 marks**

**Video of the task – Session 20 - 10 Marks**

**End Report and Group Viva Voce: (Group) – 10 marks – Session 20, 21 – Submission date**

- 2) Task Assessor: Internal Faculty
- 3) Suggested time to devote to this task: Concurrent
- 4) Submission details: Last submission – 21<sup>nd</sup> Session
- 5) Feedback and return of work: On the spot during Group Viva

<b>GA 8</b>						
Entrepreneurial and innovative	X				X	2

### 10. Student Responsibility

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document.

It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, the preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

It is advisable that student maintains a separate Note Book for this course which can be used for keeping class notes, library notes, and notes of other readings. It is important to develop the habit of writing notes of classroom discussions and any readings that the students come across.

The table below is an example of the suggested time allocations for this course.

Classes	2-3 hours per week for 12 weeks	30 hours
Reading	Prescribed readings and making notes	30 hours
Preparation of set questions, exercises and problems	Including shared and group exercises	15 hours
Preparation of assignment	Reading and writing	15 hours
Study and revision for test and end of Trimester examination	Self-preparations	15 hours
<b>TOTAL</b>		<b>105 hours</b>

### 11. Referencing

Assignment, Term Paper etc. should have proper referencing in APA format.

### 12. Attendance and Participation

Refer SECTION.....of STUDENT HANDBOOK

### **13. Late Submission**

Assessment tasks submitted after the due date, without prior approval/arrangement, will be penalized at 10% of the available marks per day. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

### **14. LMS-Moodle/Impartus**

LMS-Moodle / Impartus is used to host course resources for all courses. Students can download lecture, additional reading materials, and tutorial notes to support class participation.

### **15. Plagiarism**

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read Section ..... of Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the student can demonstrate the work is their own and they took reasonable care to safeguard against copying.

Please note that Plagiarism is a serious offence.

### **16. Required Course Materials**

- Provide specific information about required readings, including title, author(s), edition number and availability (from where they can be purchased or borrowed) and if possible, indicate how each reading relates to a particular topic in the course.
- Course Pack along with print and online links for the materials listed in the course pack.
- Optional course materials-recommended readings, textbooks, etc.

### **17. Institute's Policy Statements**

- Academic Integrity- Consequences of cheating, plagiarism and other academic offences.
- Attendance requirement.
- Any other additional policies governing issues which affect students (mentioned in the students' handbook).