

## Module card

I. GENERAL INFORMATION	
<b>THE WITELON STATE UNIVERSITY OF APPLIED SCIENCES IN LEGNICA DEPARTMENT OF SOCIAL SCIENCES AND HUMANITIES</b>	
<b>Field</b>	Philology
<b>Module title</b>	Business correspondence 3
<b>Language of lecture</b>	English
<b>ECTS points</b>	3
<b>Preliminary conditions:</b>	A student can understand extended speech and lectures, interact with a degree of fluency and spontaneity, can read articles and reports concerned with contemporary problems.
II. Education aims	
<p><b>Aim 1:</b> Developing the ability to understand written specialist texts in English at the C1 level.  <b>Aim 2:</b> Developing skills in editing business and specialized texts in English at the C1 level.  <b>Aim 3:</b> Preparing students to take a specialized written exam LCCI English For Business Level 3 at C1 level.</p>	
III. Education outcomes	
<ol style="list-style-type: none"> <li>1. Students have acquired a thorough knowledge of the chosen language area: they know the rules of use and understand contemporary written English, they can edit business texts at the C1 level.</li> <li>2. Student has a detailed knowledge of selected issues in the field of linguistics or literary studies, including the basic methods of analysis and interpretation of various cultural products characteristic of selected traditions, theories or research schools, and they know how to apply this knowledge in their professional activity.</li> <li>3. The student searches for, collects, processes, and communicates information using a variety of information sources, techniques, and technologies.</li> <li>4. He/she understands and produces written statements that are functionally and stylistically diverse.</li> <li>5. In the selected language area: correctly uses language to communicate in a variety of situations, analyses a case study, suggests a solution to a problem, uses an appropriate style and tone of business texts at the C1 level.</li> <li>6. The student has a near-native knowledge of English at a proficiency level of C1 of the Common European Framework of Reference for Languages and knows a second foreign language at a level of at least B1 of the Common European Framework of Reference for Languages.</li> <li>7. The student is able to effectively organize his work.</li> </ol>	
IV. EDUCATIONAL METHODS	
<p><b>1. Methods of education:</b> informative lecture (conventional), problem lecture, conversation lecture, problem method, situational, brainstorming, case study, discussion, exercises based on the use of various sources of knowledge, individual work.</p> <p><b>2. Didactic tools (means):</b> multimedia presentations, source texts, documents, monolingual and bilingual dictionaries, examination tasks from previous years, the Internet, multimedia projectors.</p> <p><b>Assessment method:</b> active participation in the workshops, composing a franchise request letter and a business plan, a new product press release, meeting minutes, creating lists, understanding and analysing a text related to business activities - writing answers to open questions.</p> <p><b>Course completion form. Formative assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. Written knowledge test - evaluation criteria: <ul style="list-style-type: none"> <li>• 91% - 100% - very good</li> <li>• 81% - 90% - good plus</li> <li>• 71% - 80% - good</li> <li>• 61% - 70% - Sufficient plus</li> <li>• 51% - 60% - Sufficient</li> <li>• 50% and less – unsatisfactory</li> </ul> </li> </ol>	

2. Oral knowledge test - evaluation criteria:

- **5.0 (very good)** - compose and articulate an independent statement on a given topic in a manner that demonstrates a full understanding of the question and knowledge of the topic; a thorough discussion of the issue; no language errors; no errors in composition;
- **4.5 (good plus)** - compose and articulate an independent statement on a given topic in a manner that demonstrates a full understanding of the question and knowledge of the topic; complete discussion of the issue; no language errors; no errors in composition;
- **4.0 (good)** - composing and articulating an independent speech on a given topic in a way that proves a full understanding of the question and knowledge of the topic; a full discussion of the issue; minor language errors; minor mistakes in composition;
- **3.5 (sufficient plus)** - attempt to compose and articulate an independent statement on a given topic in a way that demonstrates at least a partial understanding of the question and knowledge of the topic; comprehensive but superficial discussion of the issue; minor language errors; minor errors in composition;
- **3.0 (sufficient)** - attempt to compose and articulate an independent statement on a given topic in a manner that demonstrates at least partial understanding of the question and knowledge of the topic; partial discussion of the issue; minor language errors; minor errors in composition;
- **2.0 (insufficient)** – a failure to meet the criteria for the grade: sufficient (3.0).

3. An observation and evaluation of student attitudes resulting from:

- realisation of tasks prepared as part of exercises,
- engagement in group work,
- behaviour and activity during lectures and exercises,
- conducting a substantive discussion,
- the need for continuous personal and professional development.

**Summative assessment criteria:**

- an average of formative assessments

**Student workload: 75 hours**

V. MODULE TYPE AND CONTENTS

1. Composing a franchise request letter and a business plan. Project work 1.
  2. Understanding and analysing a text related to strategic management - *The Concept of a Balanced Scorecard*. Writing answers to open questions. Practical exercise 1.
  3. Creating slides in professional business presentations. On the basis of the article -*The 7 P's of the Marketing Mix*. Summarizing the content, creating lists. Project work 2.
  4. Writing a new product press release. Practical exercise 2.
  5. Active listening and the ability to select the recorded content. Preparation of the meeting minutes based on the training video - *The senior management team meeting*. Project work 3.
  6. Preparation of application documents – a personal statement, a CV and a cover letter.
  7. Writing business texts from given information. Practical exercises consolidating the editing of specialist business texts.
- Consolidation of the syllabus before the LCCI English for Business Level 3 exam.

VII. ECTS POINT BALANCE SHEET - STUDENT'S WORKLOAD

Category	Student's workload
<b>Contact hours</b>	26
Participation in workshops	24
Duty hours	2
<b>Independent student's work</b>	<b>49</b>
Preparation for the workshops	19
Preparation for the written knowledge test	15
Preparation for the oral knowledge test	15
<b>Total numer of hours</b>	<b>75</b>
<b>ECTS points</b>	<b>3</b>

VIII. Recommended literature

**Basic literature:**

1. Leggott, P. (2010). *LCCI Testbuilder Level 3*. Oxford: Macmillan.
2. Payton, C. (2008). *How to Pass English for Business Level 3*. The Official LCCI Examinations Board Guide.
3. Taylor, Sh. (2012). *Model Business Letters, E-Mails & Other Business Documents 7th Edition*. Financial Times. FT Prentice Hall.

**Supplementary literature:**

1. Ashley, A. (2003). *Oxford Handbook of Commercial Correspondence*. Oxford: Oxford University Press.
2. Barrall, I., Barrall, N. (2011). *Intelligent Business Advanced Skills Book*. Harlow: Pearson.
3. Johnson, Ch., Barrall, I. (2006). *Intelligent Business Upper Intermediate Skills Book*. Harlow: Pearson.
4. Loughed L. (2002). *Business Correspondence: A Guide to Everyday Writing*. 2nd Edition. Harlow: Pearson ESL.
5. Wilson, Ph. (2001). *Korespondencja w języku angielskim czyli poradnik menedżera*. Warszawa: Wydawnictwo Philip Wilson.
6. Exam tasks from previous years on the website LCCI IQ [www.lcci.org.uk](http://www.lcci.org.uk)
7. Articles from *Financial Times*, *The Economist*, *Harvard Business Review*.
8. Specialized scripts.
9. Robbins, S. (2004). *Business Vocabulary in Practice*. 2nd Edition. Glasgow: Collins Cobuild.
10. Swan, M. (2017). *Practical English Usage*. Oxford: Oxford University Press.