

QUINDIO UNIVERSITY

Economics, Administrative and Accounting
Sciences Faculty

BUSINESS ADMINISTRATION PROGRAM

SYLLABUS



COURSE:

**ENGLISH COMMUNICATIVE FUNDAMENTALS
COMMON EUROPEAN FRAMEWORK (B1)**

2020-1

I. DATA SHEET
1. Número de créditos académicos : 4
2. Facultad que lo ofrece: Ciencias Económicas y Administrativas
3. Campo de formación: Profesional
4. Código:
5. Naturaleza del curso: Teórico
6. Semestre : IV
7. Prerrequisitos: Introduction to the English Language
8. Docente: según asignación propia del programa de negocios.
9. Periodo Académico: I – 2020
10. nivel de inglés según el Marco Común Europeo: (B1)
II. PRESENTATION
This course will be a theoretical subject, in which the future professionals of BUSINESS ADMINISTRATION will have to make a proper use of their knowledge of the basic structures of the language, in this case English, since based on the students' learning process, they will develop proper communicative skills specifically related to their professional field.
III. EDUCATIONAL PURPOSE
This course reflects the needs that the future professionals of BUSINESS ADMINISTRATION have when learning a second language, not only applied to the professional profile of the career of BUSINESS ADMINISTRATION but also in any other subject, which means that they must have an appropriate management of a foreign language. That is to say that the students have to develop the ability in a communicative way to perform adequately in the English language.
IV. OBJECTIVES - General Objective
To help the students with the process of approaching to the English Language giving them the basic linguistic competences in the field of grammar, reading, writing, listening and speaking in order to comprehend texts written in English and to communicate orally so that they can interact using the target language (English) in their professional lives.
Specific Objectives
To develop in the students, the skill to use the knowledge in the English language so they can apply it in a dynamic and creative way in their professional lives. At the end of the course students will appreciate the value of learning English as a foreign language because it will allow them to become aware of other cultures and to have more access to new possibilities given by the English language and the foreign cultures that use it in the field of the BUSINESS ADMINISTRATION .
V. JUSTIFICATION
For the future professional in BUSINESS ADMINISTRATION , it is of great importance to face the different professional situations in which he or she will have to use the L2, (English) and in this particular case, it is mandatory the need to reinforce the basic knowledge which leads to the improvement of the different levels of the foreign language contextualized in the BUSINESS ADMINISTRATION field and in general culture
VI. TRANSVERSALITY
English has been cited as the major language of international business. It is the widest spread language in the world. English has become a major international language for worldwide communication. Proficiency in English is

a mandatory requirement for any professional working in a global business environment. It will surely be an advantage in interviews, thus giving you more opportunities to widen your career prospects. Or, if you are not looking for a new job, having the confidence and ability to speak Business English is one way of enhancing your potential for earning by making you stand out for career advancement or promotions. Business English can refer not only to the study of business English vocabulary used in the fields of trade, business, finance, or international relations; but also, to the study of techniques about business presentations, negotiations, correspondence, writing and other skills needed for business communications.

VII. COMPETENCES

Due to the characteristics in which the communicative bases of the foreign language for the business English course are established in a more fluent way and as an introduction to more advanced communicative levels, the B1 level (Independent User), of the Common European Framework was taken and the following skills will be developed:

Regarding to knowledge:

- The student of the Independent User level of English will know how to recognize grammar structures applied to different linguistic contexts such as: listening, speaking, reading and writing.
- The student will be able to develop an interaction level which will allow him or her to communicate applying the communicative tools of English in the different linguistic contexts, not only in his or her professional field, but also in the personal and social environment where he or she can express thoughts with facility and in a general clear way.

Regarding to Be:

- The student will understand the importance that English has in his or her BUSINESS ADMINISTRATION career as a second language due to its applicability in the different academic and professional contexts because he or she has more solid bases which will allow him or her to view in a clearer way the relationship between his or her profession and the English language.

Regarding to know how to do:

- The student will be able to recognize and apply the English language structures in different communicative contexts related with business and/or personal topics of interest.
- He or she will generate communicative spaces where its performance will facilitate a more elaborated interaction with English speakers or who use English as a way for communicating.

Note: The previous objectives belong to the ones that are demanded by the Common European Framework for the English language teaching as a foreign language, contextualized to the needs of the BUSINESS ADMINISTRATION program.

VIII. METHODOLOGY

The task-based and communicative approach (Nunan, 1991) will be our main central part of methodology in this course, and then the improvement of the content, activities and topics, will be based on the real world of business and its management. Consequently, all the classroom activities and content will emphasize on the future business manager and real situations which will be centered on the learners. Besides, to make the learning process effective and meaningful. Besides, the four skills will be integrated and group work will be the main activities implemented in the projects and workshops such as interviews, data collection, surveys, etc.

IX. PROBLEMATIC NUCLEI

- Do I have the knowledge, skills and characteristics that allow me to perform actions?
- Can I act using specifically linguistic means?
- Do I have the the sum of the individual characteristics, personality traits and attitudes which concern, for

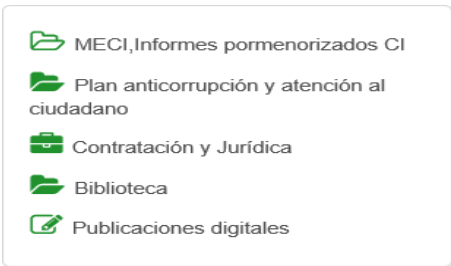
example, self-image and one's view of others and willingness to engage with other people in social interaction?

X. THEMATIC AXES

PRIMER ENCUENTRO TUTORIAL

TOPIC READING/Writing/ LISTENING/SPEAKING	VOCABULARY	GRAMMAR
TALKING WITH CO-WORKERS	TALKING WITH CO-WORKERS ARTICLE	Comparatives, superlatives. compound and complex sentence. Affirmative and negative statements, positive, negative, interrogative.

INSTRUCTIVO DE BÚSQUEDA

1	Ingresa a:	http://www.uniquindio.edu.co/
2	Diríjase a la siguiente sección y haga "click" sobre "Biblioteca".	
3	Ubique la siguiente etiqueta y haga "click" sobre ella.	
4	Ingresa su usuario y contraseña.	

5	En la barra de búsqueda clic en la categoría LIFE SKILLS y luego clic en AT WORK	 
6	Busque el siguiente artículo y haga click sobre "texto completo en pdf".	TALKING WITH CO-WORKERS
7	Si no lo encuentra, ubique el artículo en la siguiente dirección:	http://crai.uniquindio.edu.co:2072/ell/detail/detail?vid=4&sid=ccaa9d2f-f5c0-4df9-8c42-c30bed8d4cab%40pdc-v-sessmgr01&bdata=JnNpdGU9ZWxsLWxpdmU%3d#AN=34246803&db=elr
8	Desarrolle las actividades indicadas por el tutor o las indicadas en la guía académica.	

FIRST EXAM (SPEAKING, READING COMPREHENSION, GRAMMAR, VOCABULARY)

Based on the reading of this session and grammar topics of this session

WORKSHOPS

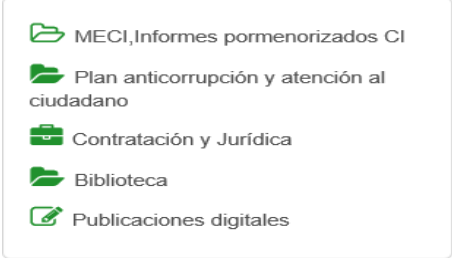
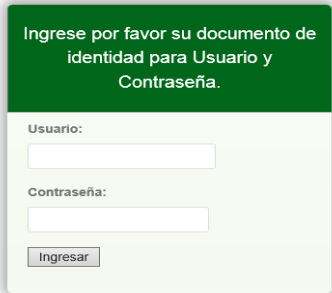
These workshops should be loaded on the platform before the due date established in the minutes meeting.

FOCUS ON: (LISTENING, READING, SPEAKING, GRAMMAR AND WRITING)

1. Grammar workshop.
2. Listening exercises related to the readings.
3. Vocabulary crossword puzzle.

SEGUNDO ENCUENTRO TUTORIAL

TOPIC READING/WRITING LISTENING/SPEAKING	VOCABULARY	GRAMMAR
TALKING WITH SUPERVISORS	TALKING WITH SUPERVISORS ARTICLE	Indirect, statements, positive, negative, interrogative ZERO CONDITIONAL, FIRST CONDITIONAL. Statements, Positive, negative, interrogative.

INSTRUCTIVO DE BÚSQUEDA		
1	Ingresa a:	http://www.uniquindio.edu.co/
2	Diríjase a la siguiente sección y haga “click” sobre “Biblioteca”.	
3	Ubique la siguiente etiqueta y haga “click” sobre ella.	
4	Ingresa su usuario y contraseña.	
5	En la barra de búsqueda clic en la categoría LIFE SKILLS y luego clic en AT WORK	
6	Busque el siguiente artículo y haga click sobre “texto completo en pdf”.	TALKING WITH SUPERVISORS
7	Si no lo encuentra, ubique el artículo en la siguiente dirección:	http://crai.uniquindio.edu.co:2072/ell/detail/detail?vid=6&sid=ccaa9d2f-f5c0-4df9-8c42-c30bed8d4cab%40pdc-v-sessmgr01&bdata=JnNpdGU9ZWxsLWxpdmU%3d#AN=34246808&db=elr
8	Desarrolle las actividades indicadas por el tutor o las indicadas en la guía académica.	

SECOND EXAM (READING, WRITING, LISTENING, GRAMMAR)

Based on the reading of this session and grammar topics of this session

WORKSHOPS

These workshops should be loaded on the platform before the due date established in the minutes meeting.

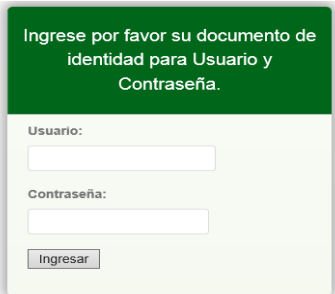
1. Grammar workshop.
2. Listening exercises related to the lectures.
3. Summary based on the readings.

TERCER ENCUENTRO TUTORIAL

TOPIC READING/WRITING LISTENING/SPEAKING	VOCABULARY	GRAMMAR
WRITING COVER LETTERS	WRITING COVER LETTERS ARTICLE	MODAL VERBS (may, might, would, ought to, have to). PERFECT TENSES PRESENT and past PERFECT TENSE Statements, positive, negative, interrogative.

INSTRUCTIVO DE BÚSQUEDA

1	Ingresa a:	http://www.uniquindio.edu.co/
2	Diríjase a la siguiente sección y haga “click” sobre “Biblioteca”.	 MECI, Informes pormenorizados CI  Plan anticorrupción y atención al ciudadano  Contratación y Jurídica  Biblioteca  Publicaciones digitales

3	Ubique la siguiente etiqueta y haga “click” sobre ella.	
4	Ingrese su usuario y contraseña.	
5	En la barra de búsqueda clic en la categoría LIFE SKILLS y luego clic en AT WORK	
6	Busque el siguiente artículo y haga click sobre “texto completo en pdf”.	WRITING COVER LETTERS
7	Si no lo encuentra, ubique el artículo en la siguiente dirección:	http://crai.uniquindio.edu.co:2072/ell/detail/detail?vid=9&sid=ccaa9d2f-f5c0-4df9-8c42-c30bed8d4cab%40pdc-v-sessmgr01&bdata=JnNpdGU9ZWxsLWxpdmU%3d#AN=114488531&db=elr
8	Desarrolle las actividades indicadas por el tutor o las indicadas en la guía académica.	

THIRD EXAM
BASED ON ALL THE TOPICS OF THE THREE SESSIONS. (Grammar, vocabulary, writing)

WORKSHOPS

These workshops should be loaded on the platform before the due date established in the minutes meeting.

1. Grammar workshop.
2. Listening exercises related to the readings.

CUARTO ENCUENTRO TUTORIAL

FINAL PROJECT: BUSINESS SHOW

FOURTH EXAM

WORKSHOPS

These workshops should be loaded on the platform before the due date established in the minutes meeting.

1. Grammar workshop.
2. Listening exercises related to the readings.

FINAL PROJECT PRESENTATION
INTERVIEW

XI. ESQUEMA DEL TRABAJO QUE DEBEN ENTREGAR LOS ESTUDIANTES Y DE LA ACTIVIDAD DE FINAL DE CURSO (SCHEME FINAL WORK)

PRIMERA TUTORIA:

- In this first session, the students will compare two places or businesses and tell the comparison to the teacher.
- As a complement, they will develop a workshop which will be given to them so they can reinforce the grammar subjects that were taught and which they will have to uploaded on the platform before the due date established in the minutes meeting.

SEGUNDA TUTORIA:

- In this second session the students talk about they would do if they win a million dollars.
- As a complement, they will develop a workshop which will be given to them so they can reinforce the grammar subjects that were taught and which they will have to uploaded on the platform before the due date established in the minutes meeting

TERCERA TUTORIA:

- In this third session the students will do a "Business Report Presentation" taking into account the example given by the teacher and the rubric.
- As a complement, they will develop a workshop which will be given to them so they can reinforce the grammar subjects that were taught and which they will have to uploaded on the platform before the due date established in the minutes meeting

CUARTA TUTORIA:

- In this last session the students will present their final project which consists on an interview based on one of the readings that were given during the course.
- As a complement, they will develop a workshop which will be given to them so they can reinforce the grammar subjects that were taught and which they will have to uploaded on

the platform before the due date established in the minutes meeting

XII. EVALUATION

The percentage for each one of the workshops, for the exam and the final project will be socialized with the students in the first encounter and will be stated in the minutes of concertation.

In case of recovery exam the Student Regulation will be taken into account article 49.

(http://portal.uniquindio.edu.co/ui/secgral/documentos/doc_institucional/estatuestudiantil.pdf)

This is a chart where an alternative of percentages is presented taking into account the level to achieve (B1) according to the Common European Framework.

(http://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/cvc_mer.pdf)

CRITERION	TIME	STRATEGY
First exam	First Tutoring	Development of the first exam based on the topics that were taught.
First Workshop	First Tutoring	Development of a workshop based on the topics that were taught and which should be uploaded on the platform before the due date.
Second exam	Second Tutoring	Development of the second exam based on the topics that were taught
Second Workshop	Second Tutoring	Development of a workshop based on the topics that were taught and which should be uploaded on the platform before the due date.
Third exam	Third Tutoring	Development of the second exam based on the topics that were taught
Third Workshop	Third Tutoring	Development of a workshop based on the topics that were taught and which should be uploaded on the platform before the due date.
Fourth exam	Fourth Tutoring	Development of the second exam based on the topics that were taught

Fourth Workshop	Fourth Tutoring	Development of a workshop based on the topics that were taught and which should be uploaded on the platform before the due date.
Final project	Fourth Tutoring	A face-to-face interaction between interviewee (student) and interviewer (Teacher). Conversation with a purpose.

BUSINESS REPORT RUBRIC

RUBRIC			
CRITERIA	POINTS ASSIGNED	POINTS EARNED	COMMENTS
1. The content of the presentation follows the instructions given.	0.5		
2. The introduction and topic development are clearly stated.	0.5		
3. The ideas explained by the students are creative and interesting.	1		
4. All multimedia elements work well together and demonstrate excellent synthesis.	1		
5. The ideas are communicated with enthusiasm, proper voice projection, appropriate language, and clear delivery.	2		
TOTAL POINTS		5	

INTERVIEW RUBRIC

Interview Rubric				
CRITERIA	Exemplary – 3	Satisfactory – 2	Unsatisfactory – 1	Score
Greeting	The student greeted the interviewer by name (or immediately introduced him/herself) with a smile looking the interviewer in the eyes and firm handshake before sitting down.	The student did not do one of the following: greet the interviewer by name, smile, make eye contact or have a firm handshake before sitting down.	The student did not do two or more of the following: greet the interviewer by name, smile, make eye contact, have a firm handshake, or sit down immediately.	0.5
Interview Questions	The student demonstrated listening skills, focused on positive attributes, and answered questions clearly using examples.	The student demonstrated listening skills, focused on positive attributes and answered questions clearly 95-85% of the time.	The student demonstrated listening skills, focused on positive attributes, and answered Questions clearly 85% of the time or less.	1.5
Communication Skills	The student used proper grammar, was articulate, and did not ramble, or say Umm....	The student used proper grammar, was articulate, and did not ramble 85-95% of the time.	The student used proper grammar, was articulate, and did not ramble 85% of the time or less.	1
Topic Knowledge	The student is prepared demonstrating Knowledge of the topics.	The student indicates that some topic preparation has been done.	The student has not been prepared.	2
TOTAL POINTS EARNED				5

XIII. COMPLEMENTARY WEBGRAPHY

WEBSITES:

<http://web.b.ebscohost.com.uniquindio.elogim.com:2048/ell/search/basic?sid=36ffda0b-f044-4859-8b7d-cd0531dbb5fc%40sessionmgr101&vid=0&hid=101>
<http://web.b.ebscohost.com.uniquindio.elogim.com:2048/ehost/search/basic?sid=7f49f203-8b5b-4212-832e-0a25c06988d6%40sessionmgr101&vid=0&hid=101>
<http://gale.powerspeak.com.uniquindio.elogim.com:2048/>

DICTIONARIES:

<http://www.collinsdictionary.com/> (aspecto especial: traductor multilingüe)
<http://dictionary.cambridge.org/> (aspecto especial: pronunciación y fonética)
<http://www.merriam-webster.com/> (aspecto especial: diccionario para aprendices)
<http://www.chambersharrap.co.uk/chambers/features/chref/chref.py/main> (aspecto especial: monolingüe)
<http://oxforddictionaries.com/?region=us> (aspecto especial: diccionario para aprendices con énfasis en escritura y lúdica inglesa)

SPECIAL PAGES:

In order to practice audio, Reading comprehension, grammar and pronunciation.

<http://www.ello.org/> (aspecto especial: actividades de comprensión evaluativas con respuesta para los estudiantes de nivel A1 a B2; audios descargables)
<http://www.voanews.com/learningenglish/home/> (aspecto especial: videos con subtítulos y velocidad moderada para los estudiantes de nivel A1, A2, B1; audios descargables).
<http://www.mansioningles.com/> (aspecto especial: actividades variadas. Gramática, lectura, vocabulario y audios en inglés británico y americano para niveles desde A1 hasta C2 ; audios descargables)
<http://www.saberingles.com.ar/> (aspecto especial: curso completo bilingüe especializado en todos los aspectos del inglés, diseñado especialmente para estudiantes de inglés de nivel A1 a B2)
<http://www.englishclub.com/> (aspecto especial: curso completo monolingüe especializado en todos los aspectos del inglés, diseñado especialmente para estudiantes de inglés de nivel A1 a B2)

SPECIALIZED SITES:

Interesting pages in business, economy, finances, administration, marketing, business venture, financial news, reports, etc.

<http://money.cnn.com/>
<http://www.businessweek.com/>
<http://www.entrepreneur.com/>
<http://www.bbc.co.uk/news/business/>
<http://www.bloomberg.com/>
<http://www.nasdaq.com/>
<http://finance.yahoo.com/>
<http://www.dowjones.com/index.asp>
<http://www.bizjournals.com/>
<http://american.com/>
<http://www.rd.com/>

Nombre	<i>Formación Académica</i>	Experiencia Académica y Profesional	Correo electrónico y teléfono de contacto