

Ministry of Education and Science of Ukraine Sumy National Agrarian
University Faculty of Biology and Technology
Department of Foreign Languages

Work program (syllabus) of the educational component
SC 3 Foreign language (for professional purposes)

Specialty	073 "Management"
Educational program	Management
Level higher education	First (bachelor's)

Розробник: ЛК ст. викладач кафедри іноземних мов

Людмила КОРНІЄНКО

Розглянуто, схвалено та затверджено на засіданні кафедри іноземних мов	протокол від 14.06.2024 №15
	Завідувачка кафедри <u>ТК</u> Тетяна КЛЮЧКОВА

Погоджено:

Гарант освітньої програми НС **Наталія СТОЯНЕЦЬ**

Декан факультету, де
реалізується освітня програма ЛК **Маргарита ЛИШЕНКО**

Рецензія на робочу програму (додається) надана: А.А. Кромуши

Т.Ч. Ключкова

Методист відділу якості освіти,
ліцензування та акредитації Л.Вар (**Тадіє Варсаніє**)

Зареєстровано в електронній базі: дата: 26.06 . 2024 р.

1. GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT				
1.	Name OK	Foreign language (for professional purposes)		
2.	Faculty/department	Economics and Management/Accounting and Taxation		
3.	Status OK	Mandatory		
4.	Program/Specialty (programs), part of which is the SC for (<i>filled in for mandatory OKs</i>)	Management / 073 "Management"		
5.	The SC can be offered for (<i>filled in for selective OKs</i>)			
6.	NRC level	Level 6		
7.	Semester and duration of study	For full-time study: 5th semester, weeks 1-15.		
8.	Number of ECTS credits	5		
9.	Total hours and their distribution	Contact work (classes)		Independent work
		Lectures	Practical/seminar	Laboratory
		46	30	74
10.	Language of instruction	English		
11.	Teacher/Educational Component Coordinator	Kornienko Lyudmila Mykhailivna, senior lecturer of the Department of Foreign Languages		
11.1	Contact information	Consultations – Monday, 11.00 – 13.00 (main building, room 312)ludakornienko66@ukr.net		
12.	General description of the educational component	SC "Foreign Language (by professional direction)" is a mandatory component of the educational and professional program in the specialty 073 "Management". The educational discipline is based on the communicative method of teaching a language, is an organic part of the formation of a specialist who must be able to communicate and discuss in English, obtain new text, audio and video information from foreign sources, both printed and electronic.		
13.	Purpose of the educational component	The purpose of the educational component The purpose of the OC "Foreign Language (Professional)" is to form in students general and professionally oriented speech competencies (communicative, linguistic and socio-cultural) to ensure their effective communication at a professional level, acquaintance with world experience and achievements in the field of economics for further use in their practical activities; mastering the latest professional information through foreign sources.of skills and abilities in accounting at enterprises		
14.	Prerequisites for studying SC, connection with other educational components of SP	SC is based on knowledge of the English language within the scope of the school curriculum (language proficiency level - B1).		
15.	Academic Integrity Policy	When performing practical tasks, writing essays, and completing module, certification, credit, and examination tasks, the student must adhere to the rules of academic integrity. If facts of plagiarism or academic dishonesty are discovered, the work completed by the student is canceled.		
16.	Link to the course in Moodle	https://cdn.snau.edu.ua/moodle/course/view.php?id=4114		
17.	Keywords	Business law, business activity, business legal relations, enterprise, association of enterprises, business partnership, limited liability company, additional liability company, termination of business activity , liability.		

2. LEARNING OUTCOMES BY EDUCATIONAL COMPONENT AND THEIR RELATIONSHIP WITH PROGRAM LEARNING OUTCOMES

MLOs: On successful completion of the module the learner will be able to:	Program learning outcomes that the SC aims to achieve (indicate the number according to the numbering given in the EP)		How is PLO assessed?
	PLO11. Describe the content of the functional areas of the organization.	PLO 13. Assess the legal, social and economic consequences of the organization's operations.	
MLOs 1. Speaking to carry out oral communication in typical situations of educational, everyday, cultural and professional spheres of communication, to formulate one's own opinion, to express feelings about life phenomena, social and other problems, to operate with a minimum number of professional terms	x		Oral survey
MLOs 2. Listening to perceive by ear and understand audio texts within the scope of OK topics, to recognize relevant information in the process of discussion, debate, report, conversation, etc.	x		Semester test
MLOs 3. Grammar to use the basic grammatical structures that are necessary for expressing relevant functions and concepts, as well as for understanding and producing the main types of texts in academic and professional	x		Written test at the end of the thematic block (unit), written exam
MLOs 4 Reading to understand authentic texts of textbooks, newspapers, popular and specialized magazines and Internet sources in order to obtain basic information		x	Semester test, written exam
MLOs 5 Ability to learn to navigate in the flow of various information in a foreign language; find, perceive, analyze, evaluate, apply in practice	x	x	Oral survey;
MLOs 6 Writing record and convey the necessary information in writing.	x	x	written test at the end

3. CONTENT OF THE EDUCATIONAL COMPONENT (COURSE PROGRAM)

Topic. List of issues to be addressed within the topic	Distribution within the overall time budget			Recommended reading ¹
	Classroom work	Independent work		
	Lectures	Practicals		
1 semester				
Topic 1. Feeling good? Language use: free time. Reading: understand an article	4	4	4	Primary sources: 1-3

¹ Specific source from the main or additionally recommended literature

about the secret of happiness. Grammar: question forms. Speaking: ask and answer questions about holidays and weekends				Additional sources: 6-7
Topic 2. True love Language use: relationships. Grammar: past simple. Speaking: ask and answer personal questions. Listening: listen to stories about offers of marriage.	4	4	4	Primary sources: 1-3 Additional sources: 6-7
Topic 3. Nice day, isn't it? Language use: conversation topics. Speaking: making conversation. Listening: understanding routine exchanges.	4	4	4	Primary sources: 1-3 Additional sources: 6-7
Topic 4. Someone Special Speaking: talk about important people in your life. Video: BBC: Miranda (watch an extract from a sitcom about a woman called Miranda)	4	4	4	Primary sources: 1-3 Additional sources: 6-7
Topic 5. The company 4U? Language use: work. Grammar: present simple and continuous. Speaking: talk about what motivates you at work. Listening: listen to interviews about jobs.	4	4	4	Primary sources: 1-3 Additional sources: 6-7
Topic 6. A risky business Language use: jobs. Reading: read a newspaper article about dangerous jobs. Grammar: adverbs of frequency. Speaking: talk about dangerous jobs.	4	4	4	Primary sources: 1-3 Additional sources: 6-7
Topic 7. I like working outside Language use: types of work. Grammar: expressing likes/dislikes. Speaking: talk about your perfect job. Listening: listen to a man talking about his job.	4	4	4	Primary sources: 1-3 Additional sources: 6-7
Topic 8. Dream Commuters Reading: read the results of a survey about work/life balance. Speaking: describe your work/life balance. Video: BBC: The Money Programme: Dream Commuters (watch an extract from a BBC documentary about commuting). Written test	4	4	4	Primary sources: 1-3 Additional sources: 6-7
Topic 9. Free in NYC Language use: time out. Grammar: present continuous / be going to for future. Speaking: talk about your future plans. Listening: listen to a radio programme about going out in New York.	4	4	4	Primary sources: 1-3 Additional sources: 6-7
Topic 10. Relax! Language use: places to visit. Reading: read about how people spend their free time around the world. Grammar: questions without auxiliaries. Speaking: discuss how you spend your free time.	4	4	4	Primary sources: 1-3 Additional sources: 6-7
Topic 11. Can I take a message? Language use: collocations. Speaking: make and receive phone calls. Listening: understand some problem phone calls.	2	2	10	Primary sources: 1-3 Additional sources: 6-7
Topic 12. Rio de Janeiro Speaking: plan a perfect day out. Video: BBC: Going Local: Rio (watch an extract from a BBC travel programme about visiting Rio de Janeiro). Written test	2	4	10	Primary sources: 1-3 Additional sources: 6-7
Total for 1 semester	44	46	60	

2 semester				
Topic 13. Hidden talent Language use: make and do. Grammar: present perfect + ever / never. Speaking: talk about hidden talents. Listening: listen to someone describing how he used his hidden talent. Written test Professional reading	2	2	10	Primary sources: 1-3 Additional sources: 6-7
Topic 14. Schools of thought Language use: education. Reading: read an article about different schools. Grammar: can, have to, must.	2	2	10	Primary sources: 1-3 Additional sources: 6-7
Topic 15. What should I do? Language use: language learning. Reading: read replies to website message. Speaking: give advice and makesuggestions for language learners.	2	2	10	Primary sources: 1-3 Additional sources: 6-7
Topic 16. Inventions Speaking: talk about inventions. Video: BBC: Supersized Earth: The Way We Move (watch an extract from a BBC documentary about developments that have changed the world)	2	2	5	Primary sources: 1-3 Additional sources: 6-7
Topic 17. Fantastic film trips Language use: transport. Reading: read about amazing journeys in film. Grammar: past simple and past continuous. Speaking: tell an anecdote.	2	2	5	Primary sources: 1-3 Additional sources: 6-7
Topic 18. Travel tips Language use: travel items. Grammar: verb patterns. Speaking: discuss travel. Listening: understand travel advice.	2	2	5	Primary sources: 1-3 Additional sources: 6-7
Topic 19. You can't miss it Language use: tourism. Reading: read a text about a man who works in three countries every day. Speaking: ask for and give directions.	4	4	5	Primary sources: 1-3 Additional sources: 6-7
Topic 20. Full Circle Speaking: present ideas for an award. Video: BBC: Full Circle (watch an extract from a BBC travel programme) Written test Skilled reading	2	2	10	Primary sources: 1-3 Additional sources: 6-7
Topic 21. Keeping fit Language use: health. Reading: identify specific information in an article about types of exercise. Grammar: present perfect + for/since. Speaking: talk about your lifestyle.	4	4	5	Primary sources: 1-3 Additional sources: 6-7
Topic 22. The future of food Language use: food. Grammar: may, might, will. Speaking: discuss food preferences. Listening: listen to a radio interview with a food expert.	2	2	5	Primary sources: 1-3 Additional sources: 6-7
Topic 23. How are you feeling? Language use: illness; seeing a doctor. Speaking: explain health problems. Listening: listen to conversations between a doctor and her patients	2	2	10	Primary sources: 1-3 Additional sources: 6-7
Topic 24. Monitor Me Speaking: talk about healthy habits. Video: BBC:	2	2	10	Primary sources: 1-3

Horizon: Monitor Me (watch an extract from a BBC documentary about health). Written test Professional reading				Additional sources: 6-7
Total for 2 semesters	30	30	90	
Total	74	76	150	

4. TEACHING AND LEARNING METHODS

MLOs	Teaching methods (work that will be carried out by the teacher <u>during classroom lessons</u> , consultations)	Teaching methods (what types of learning activities should <u>the student perform independently</u>)
MLOs 1. Speaking to carry out oral communication in typical situations of educational, everyday, cultural and professional spheres of communication, to formulate one's own opinion, to express feelings about life phenomena, social and other problems, to operate with a minimum number of professional terms	Verbal: monologue (explanation, lecture); dialogical (conversation, discussion). Visual: demonstration (multimedia file)	Performing grammar training exercises.
MLOs 2. Listening to perceive by ear and understand audio texts within the scope of OK topics, to recognize relevant information in the process of discussion, debate, report, conversation, etc.	Verbal: monologue (explanation, lecture); dialogical (conversation, discussion). Visual: demonstration (multimedia file)	Written translation, compiling a dictionary of professional terms.
MLOs 3. Grammar to use the basic grammatical structures that are necessary for expressing relevant functions and concepts, as well as for understanding and producing the main types of texts in academic and professional	Verbal: monologue (explanation, lecture); dialogical (conversation, discussion). Visual: demonstration (multimedia file)	Searching for information, writing emails, posts, short messages.
MLOs 4 Reading to understand authentic texts of textbooks, newspapers, popular and specialized magazines and Internet sources in order to obtain basic information	Verbal: monologue (explanation, lecture); dialogical (conversation, discussion). Visual: demonstration (multimedia file)	Performing grammar training exercises.
MLOs 5 Ability to learn to navigate in the flow of various information in a foreign language; find, perceive, analyze, evaluate, apply in practice	Verbal: monologue (explanation, lecture); dialogical (conversation, discussion). Visual: demonstration (multimedia file)	Written translation, compiling a dictionary of professional terms.
MLOs 6 Writing record and convey the necessary information in writing.	Verbal: monologue (explanation, lecture); dialogical (conversation, discussion). Visual: demonstration (multimedia file)	Searching for information, writing emails, posts, short messages.

5. EVALUATION BY EDUCATIONAL COMPONENT

5.1. Diagnostic assessment (indicated as needed)

5.2. Summative assessment

5.2.1. To assess the expected learning outcomes, there are

№	Summative assessment methods	Points / Weight in overall rating	Date of compilation
1.	Task completion	50 points / 50%	each practical lesson

2.	Express survey	10 points / 10%	each practical lesson
3.	Testing knowledge and skills	10 points / 10%	each practical lesson
4.	Екзамен Exam	30 points / 30%	at the examination session

5.2.2. Evaluation criteria

Component	Unsatisfactorily	Satisfactorily	Good	Perfectly ²
Task completion	<29 points	30-36 points	37-44 points	45-50 points
	The student is not familiar with the theoretical material of the topic, the tasks are not completed or are completed incorrectly	The student is not sufficiently familiar with the theoretical material, not all tasks have been completed or have been completed with errors.	The student is sufficiently familiar with the theoretical material, the tasks are completed with minor errors.	The student is well-versed in theoretical material, all tasks are completed without errors.
Express survey	0-5 points	6 points	7-8 points	9-10 points
	Lack of knowledge on theoretical issues	Low level of knowledge of theoretical issues	Possession of conceptual and categorical apparatus, professional terminology, theoretical knowledge, minor inaccuracies in answers to questions	Possession of conceptual and categorical apparatus, professional terminology, theoretical knowledge
Modular control (multiple choice test)	0-5 points	6 points	7-8 points	9-10 points
	Depends on the number of correct answers on the test	Depends on the number of correct answers on the test	Depends on the number of correct answers on the test	Depends on the number of correct answers on the test
Exam	0-17 points	18-21 points	22-26 points	27-30 points
	The student is not familiar with the theoretical material of the topic, the tasks are not completed or are completed incorrectly	The student is not sufficiently familiar with the theoretical material, not all tasks have been completed or have been completed with errors.	The student is sufficiently familiar with the theoretical material, the tasks are completed with minor errors.	The student is well-versed in theoretical material, all tasks are completed without errors.

5.3. Formative assessment:

To assess current progress in learning and understand areas for further improvement,

No.	Elements of formative assessment	Date
1.	Oral survey after studying each topic	After completing the topic study
2.	Passing certification testing and module control with feedback from the teacher	According to the educational process schedule
3.	Taking a test after completing each topic to independently check your knowledge and prepare for the test (exam)	Regulated by the student independently
4.	Defense of practical works	A week after they were delivered
5.	Verbal feedback from the teacher while working on practical assignments during classes	Throughout the semester

Self-assessment can be used as an element of summative assessment or formative assessment.

3. LEARNING RESOURCES (LITERATURE)

Main sources

Textbooks, manuals:

1. Antonia Clare, JJ Wilson Speakout 3rd Edition B1. Student`s Book and eBook with Online Practice – Pearson Education Ltd, 2022
2. Clare Antonia, Wilson J., Williams D. Speakout 3rd Edition B1. Workbook with Key — Pearson Education Ltd, 2022
3. Murphy R. English Grammar in Use. Book with answers. Fifth Edition – Cambridge: Camdridge University Press, 2020.

Methodological support

4. Kornienko L.M. Textbook on English grammar (for students of 1st - 3rd year of full-time study at the Faculty of Economics and Management.– Sumy: «SNAU», 2021. – 94 p.
5. Kornienko L.M. Textbook on reading literature on the specialty in the discipline of IM for students of 1st-4th year of the Faculty of Economics and Management. Sumy, 2023 – 100 p.

Additional sources

6. Michael Swan. Practical English Usage. Oxford University Press, 2020. – 224 p.
7. Dooley Jenny, Virginia Evans. Grammarway 3. – Newbury: Express Publishing, 2022

Other sources

8. <http://www.bath.ac.uk>
9. <http://www.bbc.co.uk>
10. <http://www.eb.com/> - Encyclopedia “Britannica”
11. <http://www.en.wikipedia.org>
12. <http://www.cf.ac.uk>

Рецензія на робочу програму (силабус)

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента гарантом або членом проектної групи	Так	Ні	Коментар
Результати навчання за освітнім компонентом (ДРН) відповідають НРК	+		
Результати навчання за освітнім компонентом (ДРН) відповідають передбаченим ПРН (для обов'язкових ОК)	+		
Результати навчання за освітнім компонентом дають можливість виміряти та оцінити рівень їх досягнення	+		

Член проектної групи ОП Менеджмент

(назва)

І.І. Зромушина

(ПІБ)

(підпис)

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента викладачем відповідної кафедри	Так	Ні	Коментар
Загальна інформація про освітній компонент є достатньою	+		
Результати навчання за освітнім компонентом (ДРН) відповідають НРК	/		
Результати навчання за освітнім компонентом (ДРН) дають можливість виміряти та оцінити рівень їх досягнення	✓		
Результати навчання (ДРН) стосуються компетентностей студентів, а не змісту дисципліни (містять знання, уміння, навички, а не теми навчальної програми дисципліни)	✓		
Зміст ОК сформовано відповідно до структурно-логічної схеми	+		
Навчальна активність (методи викладання та навчання) дає змогу студентам досягти очікуваних результатів навчання (ДРН)	↓		
Освітній компонент передбачає навчання через дослідження, що є доцільним та достатнім для відповідного рівня вищої освіти	+		
Стратегія оцінювання в межах освітнього компонента відповідає політиці Університету/факультету	↓		
Передбачені методи оцінювання дозволяють оцінити ступінь досягнення результатів навчання за освітнім компонентом	+		
Навантаження студентів є адекватним обсягу освітнього компонента	↓		
Рекомендовані навчальні ресурси є достатніми для досягнення результатів навчання (ДРН)	+		
Література є актуальною	↓		
Перелік навчальних ресурсів містить необхідні для досягнення ДРН програмні продукти	+		

Рецензент (викладач кафедри)

І.І. Зромушина

(назва)

І.І. Зромушина

(посада, ПІБ)

(підпис)