



Plan du cours
604-410-VM
*English in
Business*

Group 6324
Wednesdays
8AM to 11:35AM
Room 810

A Course about
Internal Business

Communication

Weighting: 2-1-3
Session: Winter 2005

1. COURSE DESCRIPTION

This course is intended for students in administration in the programme Gestion commerciale. It will use many of the concepts that you learned in your course Communication en affaires. The reason this course is being offered is to give you the opportunity to perfect the communication skills that you have acquired in French within an English language context.

This course does not require you to be perfectly bilingual. It does require you to have a certain competence in English. An English course at the level of PUI or more advanced should be completed before beginning this course. If you have not completed this level, you must attend the help sessions given during the fourth period of the course.

2. General Course Objective (OITZ)

At the end of this course you will be able to communicate effectively both orally and in writing with your co-workers and superiors.

The chart below illustrates the abilities that you will need to become a competent communicator in English

3. Target Competencies and Specific Course Objectives

Oral Conversation	Understanding English	Writing English Documents
Using Communication Techniques	Documentation	Using Current Business Terminology in your Writing
Understanding Questions	Interpreting Written Information	Following Grammar, Spelling and Syntax Rules
Clarifying Missed Information	Clarifying Difficult to Understand Elements	
Adapting to differ- ent levels of conversation	Resources for Comprehension	
Using Common Expressions		
Language Quality Control		



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4. Methodology

As shown in the above chart the course will focus on the three commercial skills that you need to function in English:

- Holding a conversation in English
- Reading and Understanding English Documentation
- Producing Effective Business Documents

METHODS USED TO BUILD SKILLS FOR HOLDING A CONVERSATION IN ENGLISH

Recorded examples of conversations using language that you are likely to hear in an office will be played. You will be asked questions about these conversations and techniques to help you to become more effective at understanding what is said.

Role-plays between yourself and other students as well as the professor will be done to give you experience at using your English vocabulary as well as the techniques that you learned about in Communication en affaires.

Students will be presented information about the business culture of North America and asked to observe differences in social conventions during French conversations and those used in English conversation.

Go to the second page to learn more about what you will be doing to improve the second and third skills that you will be taught in this class.

Reading and Understanding English Documentation

Reading materials produced by Canadian and American companies will be presented and analyzed. Students will be asked to answer questions about these documents as well as to demonstrate that they are able to understand the information that is presented to them and transmit it to others.

Students will also be asked to observe differences in writing conventions between French businesses and English businesses. They will be asked to build their business vocabulary by noting the terminology that appears in these documents as well as the expressions that are current in English.

Furthermore, students will be asked to read information about the business culture of North America. They will be asked to make interpretations of information that is culturally influenced

such as tone and aggressivity using the principles presented in the course Représentation commerciale.

Writing Effective Business Documents

Writing assignments will include the various formalities that appear in English business correspondence. Students will be asked to note differences in structure as well as tone between English and French documents

Students will also be asked to demonstrate their understanding of the information presented in the course by communicating in written form.

Writing will be corrected not only for content but for grammar. Students will participate in an ongoing program of feedback and correction in order to learn and perfect abilities in syntax and vocabulary. Particular attention will be paid to the proper use of business terminology.

6.1 Formative Evaluation

Formative evaluation will be presented in order to help you develop your competence in the three skills that the course is concentrating on.

You will be working in the language lab and recording several conversations over the semester. These conversations will be analysed according to Content, Grammar, Pronunciation and Poise. You will also be doing an oral presentation of a first case study of a corporation or company.

Throughout the semester you will be presented with many examples of documentation produced by companies not only in Canada, but in the United States and other countries. You will be asked to analyze these documents and to respond to questions about them. You will also be researching authentic information for the case study of the

communication of a corporation or company.

You will be asked to produce written documentation about the information that you are learning in the course. This documentation will include a first case study of the communication of a company or corporation prepared using authentic information to be researched by yourself.

During the semester, you will be given various exercises and role plays to improve your conversation, reading, grammar and writing skills.

The grades on these exercises will count for 30% of your final grade. Your First Case Study will be worth 15% of your final grade.

Contents and Activities

General Introduction
 Explanation of the course
 Looking at our Course Resources
 Identifying Student Abilities in English
 Grammar: Articles
 Review of skills learned in Management Courses in French
 Pinpointing your own weaknesses in English Grammar
 Grammar: Comparatives

Vocabulary for Meetings
 Choosing the most important qualities for job candidates.
 Words to describe personal character
 A discussion on personal appearance
 Grammar: Question Formation

Analysing Advertising-
 Looking at Advertising Campaigns
 Useful Language to make presentations
 Planning a Presentation

Correction of First Draft of First Case Study
 Comments of Oral Presentations

Interview about job interviews
 Words for talking in meetings
 Reading about candidate selection
 Grammar: Passive Voice
 Review of Question Formation
 Vocabulary: Words for describing meetings

Reading on Marketing Innovation
 Words for Making Presentations
 Looking at Annual Reports
 Interview with a Presentation Trainer
 Grammar: Possessives

Individual Review of Oral Presentations
 Correction of First Draft of Final Case Study

The professor reserves the right to modify this weekly breakdown.

<p>Formative and Summative Evaluations</p> <p><i>All evaluations are formative unless otherwise indicated.</i></p> <p><i>Students who have not completed the course PUI will have some summative evaluation replaced by credits earned during help sessions.</i></p>	<p>Week 1</p> <p>General Introduction</p>
<p>Preparation for a business meeting</p> <p>Telephone etiquette</p> <p>Readings and Listeners on Globalisation</p> <p>Report on Fortune Garments (Summative - 2%)</p>	<p>Week 2</p> <p>Meetings Globalisation</p>
<p>Questions on a listening on selecting the right candidate for the job</p> <p>Describe your worst job.</p> <p>Preliminary Company Profile Presentations</p> <p>Questions on Interview with a Project Manager</p> <p>Questions on reading about flexibility in the workplace</p> <p>Dramatisation of Business Meeting (Summative - 3%)</p>	<p>Weeks 3 - 4</p> <p>Meetings Brands</p>
<p>Questions on Interview with a Marketing Manager</p> <p>Reading about advertising</p> <p>Presentations about advertising media</p> <p>Presentation of an Advertising Campaign (Summative - 5%)</p>	<p>Weeks 5 - 7</p> <p>Oral Presentations Advertising</p>
<p>First Draft of First Case Study Written Report Coded and Returned (Summative - 5%)</p> <p>Final Written Draft of First Case Study (Summative - 5%)</p> <p>Oral Presentations of First Case Study (Summative - 5%)</p>	<p>Weeks 7 - 8</p> <p>Preliminary Case Studies</p>
<p>Questions on an interview with a National Sales Manager</p> <p>Questions on an article about employee dress</p> <p>Dramatisation of a Hiring Committee Interview (Summative - 3%)</p> <p>Preliminary Text of Promotional Pamphlet (Summative - 2%)</p> <p>Promotional Pamphlet (Summative - 5%)</p>	<p>Weeks 8-9</p> <p>Written Presentations Employment</p>
<p>Questions on an interview about making presentations</p> <p>Questions about a new office complex</p> <p>Questions about Change</p> <p>Individual Oral Presentation (Summative - 5%)</p> <p>Dramatisation of a Board of Directors Meeting (Summative - 5%)</p>	<p>Weeks 10-13</p> <p>Oral Presentations Innovation, Organisation and Change</p>
<p>First Draft of Final Case Study Written Report Coded and Returned (Summative - 5%)</p> <p>Final Written Draft of First Case Study (Summative - 25%)</p> <p>Preliminary Oral Presentations of Final Case Study (Summative - 5%)</p> <p>Final Oral Presentation (Summative - 20%)</p>	<p>Weeks 14-15</p> <p>Final Case Studies</p>

You will be asked to do a case study of the communication of a Canadian corporation or business. This study will take the form of a document, either written or electronic, as well as an oral presentation. The student must be prepared to answer questions about the company's communication from those attending the presentation.

You will research information about the company any way that you can. One element of your research must be a personal interview with an employee or representative of the company. Your grade will be based on the thoroughness and variety of your research as well as the quality of both your written and oral presentation.

See Page 4 for the Evaluation Grid of your Summative project.

8. Required Materials:

*Market Leader Course Book
Intermediate Business English
by David Cotton, David Falvey, and Simon Kent
Pearson Education Limited represented in Canada by ERPI,
Saint Laurent, Qc
This book is available at the
C.E.C. (Michel Fortin) Bookstore
3714 Saint Denis Street
(corner Pine Avenue)
Telephone: (514) 849-5719

*A Dictionary is obligatory. Consider the Longman Business English Dictionary which is also available at Michel Fortin.

*Market Leader Practice File
Intermediate Business English
by David Cotton, David Falvey, Simon Kent
Pearson Education Limited represented in Canada by ERPI,
Saint Laurent, Qc
This book is also available at the
C.E.C. (Michel Fortin) Bookstore
and is obligatory for students
attending the help sessions

Grammar References:

*Market Leader Business Grammar and Usage
by Peter Stitt
Pearson Education Limited
represented in Canada
by ERPI, Saint Laurent Québec

*Harrap's Guide to Essential Business English
by Barbara Campbell
Chambers Harrap Publishers Ltd, Edinburgh

Evaluation Grid for Formative and Summative Case Studies

Organize your text 3 points

- Title clearly.
 - Make accurate titles.
 - Make interesting titles.

- Divide the text into parts. Use good paragraph construction.
- Indicate a hierarchy of information. Include an introduction.
 - Include a conclusion.
 - Indicate important information within the text.

- Present graphically.
 - Make information visually accessible.
 - Make information visually interesting.

Research your text 10 points

- Explain the function of the company
 - Clearly and accurately indicate the function of the company.
 - Clearly and accurately indicate the responsibilities of each part of the company.

- Analyse the function of the company
 - Accurately show the interactions between the various parts of the company.

- Indicate success or failure of company communication
- Link analysis of company functions and structure to company documentation in order to determine effectiveness of the company communication.

Use correct grammar in your text 7 points

- Use correct verb forms.
- Use accurate verb tenses.
- Use good sentence structures.
- Use rich and appropriate vocabulary.

20 points in Written Case Study Evaluation Grid

Speak coherently in your presentation 5 points

- Inform listeners of the nature of your presentation.
- Inform listeners of the order in which information will be presented.
- Present your talk as you announced that it would be presented.

Research your talk 5 points

- Explain the function of the company
 - Clearly and accurately indicate the function of the company.
 - Clearly and accurately indicate the responsibilities of each part of the company.

- Analyse the function of the company
 - Accurately show the interactions between the various parts of the company.

- Indicate success or failure of company communication
- Link analysis of company functions and structure to company documentation in order to evaluate the success or failure of the company communication.

Speak fluidly 5 points

- Speak with few meaningless delaying phrases such as:
 - like, actually or I think that...*
- Speak with few hesitations
- Address the audience
- Speak calmly and react calmly to unforeseen events.
- Answer questions well

Use correct grammar in your presentation ... 5 points

- Use correct verb forms.
- Use accurate verb tenses.
- Use good sentence structures.
- Use rich and appropriate vocabulary.

20 points in Oral Case Study Evaluation Grid

The Summative Case Study grade will count for
55% of the final grade.

7. What is expected of the student

The weighting of this course is 2-1-3. This means that there are two hours of class time, one hour of lab work or classroom, as well as three hours of work to be done outside of class.

There is an additional one period help session for students who do not have the required level of English to take this course without additional support. Therefore, students in this course speak English at many different levels. It is understood that more fluent students will help those with less ability in English with a positive attitude.

With this in mind, students are also expected to speak English at all times in the English class and lab, as well as during all class activities.

8. Mediagraphy

Management Theory:
The Tipping Point
How Little Things Can
Make a Big Difference
by Malcolm Gladwell
Little, Brown and Company
Boston, New York, London
HM1033 G553 2000

Retail Science:
Call of the Mall
by Paco Underhill
Simon and Schuster
New York, London, Toronto
HF 5430.3 - U539
Why We Buy
by Paco Underhill
Simon and Schuster
New York, London, Toronto
HF 5415.2 - U538

Case Study:
Put Your Heart Into It \\
How Starbucks built a
company one cup at a time
by Howard Schultz and
Dori Jones Yang
Hyperion, New York

Annual Reports
A large selection of annual
reports is available to students

10. Departmental Rules

1. Le bon classement des étudiants est une condition de réussite dans les cours de langues. Par conséquent, le département de langues peut exclure du cours tout étudiant mal classé.

2. De façon générale, les activités des cours de langue portent, de concert ou de façon autonome, sur quatre compétences : la rédaction, la lecture, la compréhension orale et l'expression orale. Dans la mesure où même le locuteur natif a des forces et des faiblesses relatives, l'échec par rapport à une seule compétence langagière n'aboutit pas forcément à un échec au cours. Par contre, l'échec par rapport à deux compétences, même lorsque la note finale globale est de 60 pour cent ou plus, constitue un échec au cours.

3. Les travaux d'équipe constituent une activité d'apprentissage et d'évaluation de premier plan des cours de langue. Ils exigent, tant pendant les cours qu'en dehors des cours, une collaboration active de la part des étudiants.

4. Les travaux remis en retard peuvent faire l'objet de pénalités, jusqu'à concurrence de 10% par jour de retard, et ce par jour ouvrable. En outre, dans un souci d'équité, une fois que le corrigé d'un travail, d'un contrôle ou d'un examen est fait en classe, ou qu'un travail corrigé est tout simplement remis aux étudiants, le travail n'est plus recevable.

5. En cas d'absence, il revient à l'étudiant de faire les démarches nécessaires pour se renseigner sur le déroulement du cours et les travaux à faire pour les cours suivants. Sauf justification médicale ou autre cas de force majeure dûment consigné, la reprise des travaux et examens se fait à l'entière discrétion de l'enseignant.

6. Attendu que certaines activités pondérées, surtout des exercices oraux réalisés en classe ou au laboratoire, sont difficiles sinon impossibles à réaliser en dehors du contexte premier, le professeur n'est pas tenu de permettre une reprise de l'activité à un étudiant qui a été absent ou qui n'a pas réalisé l'activité malgré sa présence.

7. En vue d'assurer une formation cohérente, le Département de langues ne permet pas aux étudiants de rattraper (ni par la remise tardive de travaux, ni par des activités de recharge) un nombre trop important de travaux ou d'autres activités pondérées. L'étudiant pourvu d'une raison fortement valable pour expliquer ses absences et le non-respect des exigences de cours et des échéances a le droit de demander un incomplet permanent aux instances collégiales.

8. Le professeur a le devoir de sanctionner tout manquement aux principes de probité intellectuelle (plagiat, fraude, recours à des documents proscrits, etc.) de la part d'un étudiant. Ces sanctions, à appliquer en fonction de la gravité du manquement, consistent soit à donner la note '0' pour le travail ou examen en question, soit à donner la note d'échec au cours.

9. L'étudiant doit conserver tout travail, en vue d'une éventuelle demande de révision de note, jusqu'à l'expiration des délais pertinents.