

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF BUSINESS ADMINISTRATION		
ACADEMIC UNIT	DEPARTMENT OF SHIPPING, TRADE AND TRANSPORT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΕΓ0103	SEMESTER	3 rd
COURSE TITLE	ENGLISH I		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
COURSE TYPE	BACKGROUND COURSE		
PREREQUISITE COURSES:	Placement Test Average Mark (50/100) or Successful Completion of Laboratories of English		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	ENGLISH		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.aegean.gr/courses/TNEY294/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>By the end of the course, students will have the knowledge, skills and potential to:</p> <ol style="list-style-type: none"> 1. use ESP to meet the all specific communicative needs of their scientific and/or professional environment according to the current standards 2. pass from the status of language learners to that of language users 3. be able to apply acquired knowledge in order to achieve their communicative goals in English 4. improve their vocabulary and the overall skills in Grammar, Vocabulary oral and written English 5. develop an understanding about key concepts, terms and major issues of concern of their discipline in English 6. be familiar with a number of the practical competencies they are expected to show and develop in their future real-life work environments and in their roles as future executives

7. adjust their standard to the specific needs of their scientific and professional environment

Students will also be familiar enough with the terminology of their field to be able to

1. write reports, memos, CVs, application letters, questionnaires, business plans, summaries, e-mails and letters according to the standards of business communication
2. have the skills necessary to communicate orally and in written form with practitioners of their field in an intercultural context of communication
3. employ learning methods and strategies to maximize their communication potential
4. compile bibliographies from sources they can evaluate critically and present them following the genre conventions
5. be able to conduct research, form goals/objectives, draw information from multiple sources and present the results of their analysis for a chosen professional or occupational subject in the appropriate form following the genre conventions (e.g. as papers, as presentations etc.)
6. develop abilities to access, utilize, and assess the global network of information in English.
7. develop communicative and intercultural competence at the language level
8. present orally the results of pertinent analysis, discuss case studies, present market researches and prepare themselves for job interviews
9. be able to practice language in context, understand their colleagues and conform to the appropriate social conventions of the language use

Successful completion of the course is a key tool for the future scientists graduating from the Department, a prerequisite for admission into postgraduate (Masters) programs and a key asset for future employment.

General Competences

1. Higher Order of Learning
2. *Production of free, creative and inductive thinking*
3. Respect for Difference and multiculturalism
4. Decision-making
5. Working Independently
6. Team work
7. Working in an international environment
8. Project planning and management

(3) SYLLABUS

Being the internationally accepted lingua franca in the business world, English has become a necessary qualification for all members of an increasingly competitive workforce.

The course's goals are threefold.

1. First the overall improvement in language use but also the reorientation of the learners towards intercultural rather than near-native competency so as to adjust the standard to the specific needs of their scientific and professional environment.
2. Secondly, the acquisition of terminology related to the business world and
3. finally the ability to skilfully access, utilize, and assess the global network of

information in the target language.

The present course is addressed to students who have the rudiments of English as a Second Language. It includes, but is not restricted to, standard grammatical and syntactical exercises, oral as well as written language practice, vocabulary and terminology elements (with regard to, indicatively, the sector of Finances, Marketing, Human Resources Management, Accounting, New Technologies, Banking, International Trade and Transport) sector-specific written assignments (such as the composition of memos or business plans) undertaking of projects, the use of new technologies in information retrieval, intercultural sensitization, the development of effective ways of communication in professional and social environments of diverse nature, the simulation of communication scenarios and task-based learning.

The following table featuring the week-per-week breakdown of specific content is indicative and subject to changes:

WEEK	TOPIC	CORRESPONDING UNITS
1 (22-26 Sept.)	Course Introduction Company Structures	Unit 1
2 (29 Sept.-3 Oct.)	Recruitment	Unit 2
3 (6-10 Oct.)	Retailing	Unit 3
4 (13-17 Oct.)	Franchising	Unit 4
5 (20-24 Oct.)	International Business Styles	Unit 5
6 (27-31 Oct.)	Banking	Unit 6
7 (3-7 Nov.)	Business and the Environment Midterm	Unit 7
8 (10-14 Nov.)	The Stock Market	Unit 8
9 (17-21 Nov.)	Import Export Company Performance	Units 9 & 10
10 (24-28 Nov.)	Setting Up a Business Corporate Alliances and Acquisitions	Units 11 & 12
11 (1-5 Dec.)	Marketing Product and Corporate Advertising	Units 13 & 14
12 (8-12 Dec.)	The Business Media Information Technology	Unit 15 Photocopies

13 (15-19 Dec.)	Presentations	---
14 (3-7 Jan.)	Presentations	---

Successful completion of the course will prove to be an essential tool for progress and research in undergraduate studies, a prerequisite for admission into postgraduate (Masters) programs and a key asset for future employment. The course is specifically designed to take advantage of the general linguistic skills and learning strategies student already have by further enhancing them to match their future linguistic needs at the professional and academic level in the globalised scientific environment of their choice.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	<p>Face-to-face</p> <p>Email, Skype etc. used for the supervision of the projects.</p>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ol style="list-style-type: none"> 1. Lectures using PPT and video 2. Multimedia 3. An Array of Online Interactive Tools for Language Learning such as Quizlet (http://quizlet.com/) 4. Recording and videotaping of the activities and final projects 5. Use of new technologies to locate and retrieve information, to raise intercultural awareness and to develop in more effective ways communicative competence (indicatively corpus analysis for specific purposes, online thesauri Lextutor http://www.lexutor.ca etc.) 6. Use of email, Skype and social media for carrying out the projects, supervising them and making them available to the public (dissemination) 	
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39 hours
	In class assignments	40 hours
	Final Projects	46 hours
	Course total	125 hours
STUDENT PERFORMANCE EVALUATION	<p>Evaluation Methods:</p> <ol style="list-style-type: none"> 1. In class assignments: 40% The indicative list includes but is not restricted to <ol style="list-style-type: none"> 1. Simulation of Business Communicative Events such as Merger Meetings, Job Interviews and other communicative instances in Business 2. Writing Assignments such as memos, CVs, reports, questionnaires, summaries, e-mail 	

	<ol style="list-style-type: none"> 3. Analysis and Presentation of Specific Content texts 4. Oral Presentations 5. Interactive games, online and offline <ol style="list-style-type: none"> 2. Final Project (60%) group work or individually undertaken which includes but is not restricted to one or several of the elements below <ol style="list-style-type: none"> 1. Choice of a sector specific topic 2. Analysis of primary and secondary sources 3. an interdisciplinary approach to the topic 4. summary of articles and sources in general 5. oral presentation of results or 6. composition of research paper 7. compilation of a list of bibliographic references <ol style="list-style-type: none"> 3. Final Exam (100%) <p>A combination of 1, 2 and 3 is possible. The evaluation criteria are given each year to the students in the form of marking rubrics. Said criteria are revised every year in correlation to the needs of the specific promotion.</p>
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(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

The textbook of the course consists of a packet of photocopies by the Instructor as well as elements from the students final projects from previous promotions.

- Supplemental Reading Material:

- Sneyd, R. Michael, *International Banking and Finance*, New York, Prentice Hall, 1999.
- Brieger, N. and Comfort, J. *Business Management English: Language Reference for Business English*, New York, Prentice Hall, 2000
- Murphy-Jenkins, Andrew, *Language of Marketing in English*, Edimburgh, Pearson, 1987.
- Woodard, Michael D., *Entrepreneurs in America: Stories of Struggles and Success*, New Jersey, Rutgers University Press, 1998.
- Photocopies by the Instructor to be distributed in class.

Recommended Reference Books

- Webster's Third New International Dictionary, Unabridged

- Longman Business English
- Kantzos, Constantinos, *Lexico Logistikis*, Stamoulis Publishing House

Related academic journals:

- *The Economist* <http://www.economist.com/>
- *The Financial Times* <http://www.ft.com/home/uk>
- *The Harvard Business Review* <http://hbr.org/>