



МАУП

SYLLABUS

of the academic discipline

FOREIGN LANGUAGE

<u>Level of higher education:</u>	<u>first (bachelor's) level</u>
<u>Field of knowledge:</u>	<u>D Business, Administration and Law</u>
<u>Specialty:</u>	<u>D3 Management</u>
<u>Study program:</u>	<u>Management</u>

IAPM 2025

General information about the academic discipline

<u>Name of the academic discipline</u>	<u>Foreign language</u>
<u>Code and name of the specialty</u>	<u>D3 Management</u>
<u>Level of higher education</u>	<u>First (bachelor's) level</u>
<u>Discipline status</u>	<u>Compulsory</u>
<u>Number of credits and hours</u>	<u>12 credits /360 hours</u> <u>Lectures: -</u> <u>Practical classes: 126 hours</u> <u>Students' independent work: 234 hours</u>
<u>Terms of study of the discipline</u>	<u>1, 2, 3, 4 semesters</u>
<u>Language of instruction</u>	<u>English, Ukrainian</u>
<u>Final control type</u>	<u>Pass/fail (credit), exam</u>

General information about the instructor. Contact information.

<u>Full name of the instructor</u>	
<u>Academic degree</u>	

Position	
Areas of scientific research	
Links to the registers of identifiers for scientists	
Contact information	
E-mail:	
Department phone	
Instructor's portfolio on the website	

Discipline's description.

The course "Foreign language" is aimed at the formation and development of students' communicative competence in a professional and academic environment. The main attention is paid to mastering the language tools necessary for effective communication in the legal sphere, reading and analyzing texts, conducting business correspondence, preparing for participation in international conferences, debates and negotiations.

The course program provides for integrated training in four types of speech activity (reading, writing, listening, speaking) with an emphasis on professional vocabulary and language structures used in the practice of a manager. Attention is also paid to the development of intercultural competence, which is an important factor in the future professional activity of a manager in the conditions of globalization.

The student must acquire the following language competencies in the field of management:

- perceive authentic management texts in English by ear, analyze and select relevant information, critically comprehend and evaluate it taking into account the management context;
- improve knowledge of professional vocabulary and terminology related to management, organizational behavior, strategic management, etc. (the terminological stock should be at least 5,000 units);
- implement their skills in oral and written translation of management materials, including business negotiations, reports, analytical reports, presentations;
- demonstrate awareness of business English writing, including drafting business plans, reports, letters, presentations and other documents related to management activities;
- publicly make presentations, reports and business proposals at conferences, seminars and during trainings related to the professional activities of a manager;
- use the English language skills necessary for the effective work of a manager in an international environment: conduct business negotiations, solve management cases, communicate with partners, clients and the team.

The subject of the discipline is the mastery of the appropriate volume of vocabulary, grammar and phonetics of the English language, which provides the ability to communicate in a foreign language and obtain professional information from authentic international sources. The study of the course is aimed at the formation of a system of foreign language communicative, speech and socio-cultural competencies in applicants for the first (bachelor's) level of higher education in the specialty D3 "Management", the ability to effectively apply them in a professional environment to solve applied tasks of a managerial nature. Practical grammar is studied in all content blocks and is an integral part of all educational situations.

The aim of the discipline is the practical mastery of the English language and the assimilation of the normative foundations of its use in typical communicative situations in the social and professional spheres, with a special emphasis on managerial activities and international business communication.

The objectives of the discipline:

1. To teach the future manager to navigate in the global information space in order to increase language competence;
2. To improve the skills of business and interpersonal communication in English;
3. To form a modern understanding of the cultural and economic realities of English-speaking countries;
4. To develop monological and dialogical speech in a professional context using appropriate vocabulary and grammar;
5. To prepare the applicant for participation in international educational programs, internships and scientific activities.

Prerequisites for the discipline:

The discipline is integrated with the basics of management, economics, sociology, psychology, ethics and business communication.

Post-requisites for the discipline:

"Business foreign language", "English for professional purposes", "International communication in management".

Program competences

General competencies	GC7. Ability to communicate in a foreign language. GC10. Ability to conduct research at the appropriate level.
Intended learning outcomes	ILO13. Communicate effectively in oral and written form in the state and foreign languages.

Nº	Topics	Content of the academic discipline			
		Number of hours, of which:	Practical classes	Independent work	Teaching methods / assessment methods
	1 semester Content module 1				Teaching methods: verbal (teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical (working with plots of everyday affairs); explanatory; illustrative; reproductive; problem-based presentation method; partially-search; research; interactive methods (situation analysis; discussions, debates, polemics; dialogue, synthesis of thoughts; brainstorming; skills development; situational modeling,

				<u>processing of discussion questions); modeling of professional activity; innovative teaching methods (competence; project-research); case method.</u>
				<u>Assessment methods: oral control (oral survey, assessment of participation in discussions, other interactive teaching methods); written control (control, independent work, essays); test control (closed-form tests; test-alternative, test-correspondence); method of self-control and self-assessment; evaluation of case studies.</u>
<u>Topic 1</u>	<u>Greetings and Introductions</u>	<u>2</u>	<u>2</u>	
<u>Topic 2</u>	<u>Numbers, Dates, Time</u>	<u>2</u>	<u>2</u>	
<u>Topic 3</u>	<u>Everyday Activities and Hobbies</u>	<u>2</u>	<u>2</u>	
<u>Topic 4</u>	<u>Family and Relationships</u>	<u>2</u>	<u>2</u>	
<u>Topic 5</u>	<u>Describing People and Places</u>	<u>2</u>	<u>2</u>	
<u>Topic 6</u>	<u>Food and Drink</u>	<u>2</u>	<u>4</u>	
<u>Topic 7</u>	<u>Weather and Seasons</u>	<u>2</u>	<u>3</u>	
<u>Topic 8</u>	<u>Shopping and Clothing</u>	<u>2</u>	<u>3</u>	
<u>Topic 9</u>	<u>Leisure and Travel</u>	<u>2</u>	<u>4</u>	
<u>Content module 2</u>				
<u>Topic 10</u>	<u>Health and Lifestyle</u>	<u>2</u>	<u>4</u>	
<u>Topic 11</u>	<u>Transportation</u>	<u>2</u>	<u>3</u>	
<u>Topic 12</u>	<u>Housing and Accommodation</u>	<u>2</u>	<u>3</u>	
<u>Topic 13</u>	<u>Public Places and City Life</u>	<u>2</u>	<u>4</u>	
<u>Topic 14</u>	<u>Cultural Differences</u>	<u>2</u>	<u>4</u>	
<u>Topic 15</u>	<u>Telephone Conversations</u>	<u>2</u>	<u>3</u>	
<u>Topic 16</u>	<u>CV Writing, Resumes</u>	<u>2</u>	<u>3</u>	
<u>Topic 17</u>	<u>Email Writing Basics</u>	<u>2</u>	<u>4</u>	
<u>Final assessment: pass/fail (credit)</u>				
<u>2 semester</u> <u>Content Module 3</u>				
<u>Topic 1</u>	<u>Student Life</u>	<u>2</u>	<u>4</u>	
<u>Topic 2</u>	<u>Academic Disciplines</u>	<u>2</u>	<u>3</u>	
<u>Topic 3</u>	<u>University Structure</u>	<u>2</u>	<u>3</u>	
<u>Topic 4</u>	<u>Student Accommodation</u>	<u>2</u>	<u>4</u>	
<u>Topic 5</u>	<u>Campus and Infrastructure</u>	<u>2</u>	<u>3</u>	
<u>Topic 6</u>	<u>University Admissions</u>	<u>2</u>	<u>4</u>	
<u>Topic 7</u>	<u>Scholarships and Grants</u>	<u>2</u>	<u>3</u>	
<u>Topic 8</u>	<u>Class Schedule</u>	<u>2</u>	<u>4</u>	
<u>Content Module 4</u>				
<u>Topic 9</u>	<u>Student Organizations</u>	<u>2</u>	<u>3</u>	
<u>Topic 10</u>	<u>Exams and Assessments</u>	<u>2</u>	<u>4</u>	
<u>Topic 11</u>	<u>Academic Integrity</u>	<u>2</u>	<u>3</u>	
<u>Topic 12</u>	<u>Study Abroad Opportunities</u>	<u>2</u>	<u>4</u>	
<u>Topic 13</u>	<u>Student-Faculty Interaction</u>	<u>2</u>	<u>3</u>	
<u>Topic 14</u>	<u>Part-Time Jobs for Students</u>	<u>2</u>	<u>4</u>	

<u>Topic 15</u>	<u>Distance Learning</u>	<u>2</u>	<u>4</u>	
<u>Topic 16</u>	<u>Student Issues</u>	<u>2</u>	<u>3</u>	
<u>Topic 17</u>	<u>Graduation and Career Planning</u>	<u>2</u>	<u>4</u>	
Final assessment: pass/fail (credit)				
3 semester Content module 5				
<u>Topic 1</u>	<u>Company Structure</u>	<u>2</u>	<u>4</u>	
<u>Topic 2</u>	<u>Data and Metrics</u>	<u>2</u>	<u>3</u>	
<u>Topic 3</u>	<u>Office Etiquette and Corporate Culture</u>	<u>2</u>	<u>3</u>	
<u>Topic 4</u>	<u>Branding and Reputation</u>	<u>2</u>	<u>4</u>	
<u>Topic 5</u>	<u>Success and Failure in Business</u>	<u>2</u>	<u>3</u>	
<u>Topic 6</u>	<u>Future Business Trends</u>	<u>2</u>	<u>4</u>	
<u>Topic 7</u>	<u>Global Business Environment</u>	<u>2</u>	<u>4</u>	
<u>Topic 8</u>	<u>Labor Market and Employment</u>	<u>2</u>	<u>3</u>	
Content module 6				
<u>Topic 9</u>	<u>Marketing Fundamentals</u>	<u>2</u>	<u>4</u>	
<u>Topic 10</u>	<u>Pricing Strategies</u>	<u>2</u>	<u>3</u>	
<u>Topic 11</u>	<u>Insurance and Risks</u>	<u>2</u>	<u>3</u>	
<u>Topic 12</u>	<u>Customer Service</u>	<u>2</u>	<u>4</u>	
<u>Topic 13</u>	<u>Productivity and Efficiency</u>	<u>2</u>	<u>3</u>	
<u>Topic 14</u>	<u>Creativity and Innovation</u>	<u>2</u>	<u>4</u>	
<u>Topic 15</u>	<u>Motivation and Leadership</u>	<u>2</u>	<u>4</u>	
<u>Topic 16</u>	<u>Business Communication</u>	<u>2</u>	<u>3</u>	
<u>Topic 17</u>	<u>Professional Presentations</u>	<u>2</u>	<u>4</u>	
Final assessment: pass/fail (credit)				
4 semester Content Module 7				
<u>Topic 1</u>	<u>Management Overview in Ukraine</u>	<u>2</u>	<u>3</u>	
<u>Topic 2</u>	<u>National Economy and Its Structure</u>	<u>1</u>	<u>4</u>	
<u>Topic 3</u>	<u>Ukrainian Enterprises: Types and Features</u>	<u>1</u>	<u>3</u>	
<u>Topic 4</u>	<u>State Regulation and Business</u>	<u>2</u>	<u>4</u>	
<u>Topic 5</u>	<u>Regional Development and Economic Zones</u>	<u>2</u>	<u>3</u>	
<u>Topic 6</u>	<u>Startups and Entrepreneurship in Ukraine</u>	<u>2</u>	<u>4</u>	
<u>Topic 7</u>	<u>Investment Climate and Foreign Business</u>	<u>2</u>	<u>4</u>	
Content module 8				
<u>Topic 8</u>	<u>Human Resources Management in Ukrainian Companies</u>	<u>2</u>	<u>3</u>	
<u>Topic 9</u>	<u>Corporate Governance in Ukraine</u>	<u>2</u>	<u>4</u>	
<u>Topic 10</u>	<u>Export-Import Policy of Ukraine</u>	<u>2</u>	<u>4</u>	
<u>Topic 11</u>	<u>Financial System and Banking Sector</u>	<u>1</u>	<u>4</u>	
<u>Topic 12</u>	<u>Crisis Management in Ukrainian Realities</u>	<u>1</u>	<u>4</u>	
<u>Topic 13</u>	<u>International Cooperation and EU Projects</u>	<u>2</u>	<u>3</u>	
<u>Topic 14</u>	<u>Sustainable Development and Green Economy in Ukraine</u>	<u>2</u>	<u>4</u>	
Modular assessment task				
Total:		<u>126</u>	<u>234</u>	
Final assessment: exam				

<http://IAPM.com.ua> The educational process involves the use of classrooms, a library, a multimedia projector, and a computer for conducting lectures and seminars with presentation elements. Studying individual topics and completing practical tasks requires access to internet resources, which is provided through a free Wi-Fi network.

Forms and methods of assessment.

Assessment of students' academic performance is divided into ongoing and final (semester) assessment.

Ongoing assessment is conducted during practical (seminar) classes and is aimed at systematically checking the understanding and assimilation of theoretical material, as well as the ability to apply theoretical knowledge when completing practical tasks. The possibilities of ongoing assessment are extensive: it can support learning motivation, stimulate educational and cognitive activity, enable a differentiated approach to teaching, and ensure individualization of the learning process.

Forms of student participation in the educational process subject to ongoing assessment include:

- oral reports;
- comments and questions to the speaker;
- consistent performance in seminar classes and active participation in discussions;
- participation in debates and interactive learning activities;
- analysis of legislation and academic literature;
- written assignments (tests, quizzes, creative tasks, essays, etc.);
- preparation of theses and summaries of academic or scientific texts;
- independent study of course topics.

Methods of ongoing assessment include: oral assessment (interview, discussion, report, presentation, etc.); written assessment (tests, essays, written presentations on assigned topics, etc.); combined assessment; presentation of independent work; observation as a method of assessment; testing; analysis of problem situations.

Grading system and requirements.

Table of distribution of points received by students (for pass/fail (credit))

Topics	Ongoing knowledge assessment																		Modular assessment task	Pass / fail	Total points
	To pic 1	To pic 2	To pic 3	To pic 4	To pic 5	To pic 6	To pic 7	To pic 8	To pic 9	To pic 10	To pic 11	To pic 12	To pic 13	To pic 14	To pic 15	To pic 16	To pic 17				
Work in a seminar	3	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	20	20	100	
Independent work	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				

The table contains information about the maximum points for each type of assignment.

When assessing the mastery of each topic within ongoing educational activities, students receive marks in accordance with the approved assessment criteria for the respective discipline.

The criteria for evaluating learning outcomes and the distribution of points are regulated by the Regulations on the Assessment of Students' Academic Achievements at PJSC "HEI IAPM".

Modular assessment. Modular assessment in the discipline "Foreign language" is conducted in written form as testing using closed-type test items, including alternative and matching formats.

Criteria for evaluating the modular test in the academic discipline "Foreign language":

When evaluating the modular test, the volume and correctness of the completed tasks are taken into account:

- the grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);
- the grade "good" (B) is given for the completion of 80% of all tasks;
- the grade "good" (C) is given for the completion of 70% of all tasks;
- the grade "satisfactory" (D) is given if 60% of the proposed tasks are completed correctly;
- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;
- the grade "unsatisfactory" (FX) is given if less than 50% of the tasks are completed.

Absence from the modular test work - 0 points.

The above grades are transformed into rating points as follows:

- "A" - 18-20 points;
- "B" - 16-17 points;
- "C" - 14-15 points;
- "D" - 12-13 points;
- "E" - 10-11 points;
- "FX" - less than 10 points.

The final semester assessment in the discipline "Foreign language" is a mandatory form of evaluating student learning outcomes. It is conducted within the time frame defined by the academic schedule and covers the scope of material specified in the course program.

The final assessment is administered in the form of a test. A student is admitted to the semester assessment only upon completion of all required coursework.

The final grade is assigned based on the student's performance throughout the semester. The student's rating score consists of the points accumulated through ongoing assessment activities and incentive points.

Students who have completed all required tasks and achieved a rating score of 60 points or higher receive a grade corresponding to the obtained rating without additional testing.

For students who have completed all required tasks but have a rating score below 60 points, as well as for those who wish to improve their score, the instructor conducts a final semester assessment in the form of a test during the last scheduled class of the discipline in the semester.

Grading system and requirements.

Table of distribution of points received by students (for exam)

	Ongoing knowledge assessment	Modular assessment task	Exam	Total points

Topics	To pic 1	To pic 2	To pic 3	To pic 4	To pic 5	To pic 6	To pic 7	To pic 8	To pic 9	To pic 10	To pic 11	To pic 12	To pic 13	To pic 14	-	-	-
															20	40	100
Work in a seminar	2	2	2	2	2	2	2	2	2	2	2	2	1	1			
Independent work	1	1	1	1	1	1	1	1	1	1	1	1	1	1			

The final assessment is administered in the form of an exam. A student is admitted to the exam only if all required coursework specified in the syllabus has been completed.

The final (semester) grade for a discipline assessed by examination consists of two components: the results of ongoing assessment and the exam grade.

The maximum number of points for ongoing assessment is 60, and the maximum for the exam is 40.

The minimum number of points required to pass the exam is 25.

The grade for ongoing assessment is formed as the sum of rating points earned by the student during seminar/practical classes and any incentive (bonus) points, if applicable.

After evaluating a student's exam responses, the instructor adds the exam score to the points earned for ongoing assessment to determine the final grade for the course.

#### Scale for the assessment of exam tasks

Scale	Total points	Criteria
Excellent level	30–40	The task is completed with high quality; the student has achieved the maximum score in the assessment of theoretical knowledge.
Good level	20–29	The task is completed with high quality and a sufficiently high proportion of correct answers.
Satisfactory level	10–19	The task is completed with an average number of correct answers; the student has demonstrated theoretical knowledge with significant errors.
Unsatisfactory level	0–9	The task is not completed; the student has demonstrated theoretical knowledge with major errors.

Assessment of additional (individual) types of educational activities. Additional (individual) types of educational activity include student participation in scientific conferences, research societies and problem groups, preparation of publications, and other activities beyond the tasks defined in the syllabus of the academic discipline.

By decision of the department, students who engage in research work or complete certain types of additional (individual) educational activities may receive incentive (bonus) points for a specific educational component.

Incentive points are not mandatory and are not included in the standard point distribution table or the main assessment scale.

A single event may serve as the basis for awarding incentive points for only one educational component – the one to which it is most relevant.

Assessment of independent work.

The total number of points earned by a student for completing independent work is one of the components of academic performance in the discipline. Independent work for each topic, in accordance with the course program, is evaluated within the range of 0 to 3 points using standardized and generalized knowledge assessment criteria.

Scale for evaluating the performance of independent work (individual tasks) (for pass/fail (credit))

The maximum possible assessment of independent work (individual tasks)	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory
1	1	0,75	0,5	0

Scale for evaluating the performance of independent work (individual tasks) (for exam)

The maximum possible assessment of independent work (individual tasks)	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory
1	1	0,75	0,5	0

Forms of assessment include: ongoing assessment of practical work; ongoing assessment of knowledge acquisition based on oral responses, reports, presentations, and other forms of participation during practical (seminar) classes; individual or group projects requiring the development of practical skills and competencies (optional format); solving situational tasks; preparation of summaries on independently studied topics; testing or written examinations; preparation of draft articles, conference abstracts, and other publications; other forms that ensure comprehensive assimilation of the study program and contribute to the gradual development of skills for effective independent professional (practical, scientific, and theoretical) activity at a high level.

To assess the learning outcomes of a student during the semester, a 100-point, national and ECTS assessment scale is used

Summary assessment scale: national and ECTS

Total points for all types of learning activities	ECTS assessment	National scale assessment for exam, course project (work), internship	
90 – 100	A —	excellent	pass
82 – 89	B —	good	
75 – 81	C —		
68 – 74	D —	satisfactory	
60 – 67	E —		

35 – 59	FX	unsatisfactory with the possibility of retaking	fail <u>unsatisfactory with the possibility of retaking</u>
0 – 34	F	<u>unsatisfactory with mandatory re-study of the discipline</u>	fail <u>unsatisfactory with mandatory re-study of the discipline</u>

Discipline's Policy:

- regularly attend lectures and practical classes;
- work systematically and actively in lectures and practical classes;
- catch up on missed classes;
- perform the tasks required by the syllabus in full and with appropriate quality;
- perform control and other independent work;
- adhere to the norms of academic behaviour and ethics.

The course "Foreign language" requires adherence to the principles of ethics and academic integrity, with particular emphasis on preventing plagiarism in all its forms. All written assignments, reports, essays, abstracts, and presentations must be original, authored by the student, and not overloaded with quotations, which must be accompanied by references to primary sources. Violations of academic integrity include academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, and biased evaluation.

Student assessment is based on participation and activity in seminar/practical classes, completion of independent work tasks, and performance of assignments aimed at developing practical skills and competencies. Additional (bonus) points may be awarded for activities such as participation in round-table discussions, scientific conferences, or student research competitions.

Methodological support of the academic discipline

Teaching and methodological support for the discipline includes lecture notes, methodological guidelines for conducting practical (seminar) classes, and methodological recommendations for students' independent work in the academic discipline "Foreign language".

Basic literature:

Recommended sources of information

- 1.
2. Dubicka, I., O'Keeffe, M. Business Partner B1-C1 : Coursebook. Harlow : Pearson Education, 2019.
3. Cotton, D., Falvey, D., Kent, S. Market Leader (Intermediate – Advanced). Harlow : Pearson Education, 2016.
4. Emmerson, P. Email English. London : Macmillan, 2013.
5. MacKenzie, I. English for Business Studies. Cambridge : Cambridge University Press, 2010.
6. Hughes, J., Mallett, A. Business Result : Student's Book. Oxford : Oxford University Press, 2017.
7. Evans, V. Career Paths: Business English. Berkshire : Express Publishing, 2013.
8. Rogers, J. English for International Tourism. Harlow : Pearson Education, 2013.
9. Mascull, B. Business Vocabulary in Use : Intermediate & Advanced. Cambridge : Cambridge University Press, 2018.
10. Murphy, R. English Grammar in Use : with Answers. 5th ed. Cambridge : Cambridge University Press, 2019.
11. Allison, J., Townsend, A. Techniques for Business English. Oxford : Oxford University Press, 2007.
12. Rodgers, D. English for Business Communication. Cambridge : Cambridge University Press, 2020.
- Brieger, N. Business Grammar & Practice. London : Collins ELT, 2015.

Additional literature:

- 1.
2. Hollett, G. Business Objectives: Student's Book. Oxford: Oxford University Press, 2006.
3. Trappe, T., Tullis, G. Intelligent Business. Harlow: Pearson Education, 2008.
4. Badger, I. English for Business: Listening. London: Collins English for Business, 2012.
5. Jones, L. Working in English. Cambridge: Cambridge University Press, 2005.
6. Wright, R. How to Teach Business English. Harlow: Pearson Education, 2010.
7. Moskalyuk, O. M. English for Professional Purposes: Management: Textbook. Cherkasy: ChNU, 2020.
8. Tsvetkova, G. O. English for Students of Economic Specialties: Textbook. Kyiv: Center for Educational Literature, 2017.
9. Gumenyuk, G. Ye. Professional English for Managers: Textbook. Ternopil: TNEU, 2021.
10. Collins English for Business: Reading. London: Collins, 2011.
- Belyaeva, O. M. Professional English for Management Students: Textbook. Kharkiv: KhNU, 2020.

Information resources:

1. BBC Learning English: Business English – <https://www.bbc.co.uk/learningenglish>
2. British Council: Business English – <https://learnenglish.britishcouncil.org/business-english>
3. TED Talks – <https://www.ted.com/topics/business>
4. Coursera – <https://www.coursera.org/English for Business and Entrepreneurship>
5. Quizlet (business terminology) – <https://quizlet.com>
6. Cambridge Dictionary: Business English – <https://dictionary.cambridge.org>
7. Harvard Business Review – <https://hbr.org>
8. LinkedIn Learning – <https://www.linkedin.com/learning>
9. ESL Lab – <https://www.esl-lab.com>
10. Business English Site – <https://www.businessenglishsite.com>
11. edX – <https://www.edx.org>
12. Google Scholar – <https://scholar.google.com>