

UNIVERSITY PROGRAM

Level: Bachelor  
Program: Accounting

Program code: ACT02

COURSE SYLLABUS

Course name: English IV

1. Course code	ENG04A
2. Number of credits	3
3. Time distribution	
- Theory	30 hours
- Exercise/Discuss	30 hours
- Practice	... hours
- Internship	... hours
- Self-study	90 hours
4. Lecturers	
- Course Leader	M.A. Trần Thị Thu Thủy
- All lecturers	M.A. Ngô Tùng Anh M.A. Trần Thị Thu Thủy MBA. Nguyễn Thị Minh Hằng MBA. Nguyễn Thị Thủy M.A. Đinh Thị Bắc Bình M.A. Phan Thu Hương M.A. Lê Thị Thanh Hoa
- Faculty/Division	Division of General English- Faculty of Foreign Languages
5. Pre-requisites	
- Courses	ENG03A
6. Type	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Optional compulsory
7. Group	<input type="checkbox"/> General education <input checked="" type="checkbox"/> Major education <input type="checkbox"/> Specialization education <input type="checkbox"/> Graduate

8. Course Objective:

The English IV course equips students with essential knowledge and practical skills necessary for effective communication in business and professional environments, with a focus on language use

in diverse workplace settings. This course is designed to enhance students' ability to handle various communication scenarios such as negotiations, complaints, and follow-up communications, using appropriate language and strategies.

Key topics covered include techniques for initiating and maintaining business contacts, using conditionals in professional discussions, and managing complaints both in writing and over the phone. Students will gain proficiency in the CASH model for complaint management, learning how to professionally handle and respond to complaints in a variety of contexts. They will also practice polite forms of agreeing, disagreeing, and expressing opinions, enhancing their ability to communicate effectively in meetings and discussions.

The course further focuses on the skills needed to compose formal business emails, and will provide students with strategies for using written communication to follow up after meetings or negotiations. By the end of the course, students will be equipped to handle workplace communication in a wide range of professional scenarios, including conflict resolution, making inquiries, and following up on business activities in a manner that is both clear and professional.

## **9. Course Learning Outcomes:**

### **a. After completing this course, students will be able to:**

<b>No</b>	<b>Course Learning outcome</b>	<b>Cognitive</b>	<b>Psychomotor</b>	<b>Affective</b>
<b>CLO1</b>	Group work: Identify the group's objectives, the roles and responsibilities of team members and demonstrate this understanding to execute, maintain, and develop a group through the process of writing a business proposal	Apply	Perform	Value
<b>CLO2</b>	Listening comprehension: Identify the main ideas and detailed information in workplace-related conversations through effective listening comprehension.	Apply	Respond	Value
<b>CLO3</b>	Oral communication: Apply a wide range of vocabulary and grammatical structures accurately to engage in discussions and negotiations in work-related communication situations.	Apply	Perform	Value

<b>CLO4</b>	Reading comprehension: Identify the main ideas and detailed information in texts or readings related to work-related topics.	Analyse	Respond	Value
<b>CLO5</b>	Written communication: Write clear and effective work-related correspondence by applying correct structure, vocabulary, and flexible grammar with precision	Apply	Perform	Value

**b. Matrix of relationship between Course Learning Outcomes and Program Learning Outcomes**

	<b>PLO3</b>
<b>CLO1</b>	3.1.R2 3.2.R2 3.3.R2
<b>CLO2</b>	
<b>CLO3</b>	3.4.R2 3.6.R2
<b>CLO4</b>	
<b>CLO5</b>	3.4.R2 3.5.R2

**10. Assessment:**

This assessment measures the CLOs achievement of students.

Component	Activities	Method	Proportion (%)	Time	CLOs
Process (40%)	A11 – Attendance	Be present and well-prepared for class, actively participate in discussions, and complete exercises.	10%	Lectures 1-16	
	A12 - Test 1	Group project	15%	Lecture 10	CLO1 CLO5

	A13 - Test 2	Speaking test	15%	Lectures 14-15	CLO2 CLO3
Final (60%)	A21 - Final exam	Written test	60%		CLO2 CLO4 CLO5

## 11. Studying process

<b>Lecture 1</b>	<b>Contribution to CLOs: 2,3</b>
<b>Contents</b>	A. Course introduction & guidance on group projects B. Unit 1 topic: Talking about job tasks, focusing on sales and purchasing roles.
<b>Materials</b>	Unit 1. Jobs and responsibilities - Oxford English for Sales and Purchasing Business Vocabulary in Practice
<b>Teaching and learning activities</b>	<p><b>A. Icebreaker Activity:</b> Help students get to know each other and feel comfortable working in groups.</p> <ul style="list-style-type: none"> <li>• <b>Course Outline Review:</b> Go through the course outline and project instructions. Allow students to ask questions about the course content and grading.</li> <li>• <b>Project Guidelines and Group Work Setup:</b> Ensure students are clear on the project structure and what they need to do. Help students form groups.</li> </ul> <p><b>B. Lead-in:</b> Brainstorm job tasks with students.</p> <ul style="list-style-type: none"> <li>• <b>Starter Activity:</b> Present tasks, categorize them (frequent, occasional, rare), and discuss typical sales/purchasing tasks.</li> <li>• <b>Pre-listening:</b> Introduce business terms and discuss job responsibilities like tenders and bids.</li> <li>• <b>Listening:</b> Students identify sales/purchasing roles and write down additional tasks.</li> <li>• <b>Post-listening:</b> Students present their job tasks and discuss the difference between sales and purchasing.</li> </ul>
<b>Assessment</b>	Observe participation in activities, assess listening comprehension, check vocabulary use during presentations, and provide assistance as needed.
<b>Lecture 2</b>	<b>Contribution to CLOs :1,3,4</b>
<b>Content</b>	Topic: Job titles and company structure.

	<ul style="list-style-type: none"> <li>• Focus: Matching job titles (e.g., key account manager, supply chain manager) with their descriptions.</li> <li>• Vocabulary: Job titles and related business terms.</li> </ul>
<b>Materials</b>	Unit 1. Jobs and responsibilities - Oxford English for Sales and Purchasing English for Business Listening
<b>Teaching and learning activities</b>	<ul style="list-style-type: none"> <li>• Dictation: Write job descriptions and match them to titles.</li> <li>• Discussion: Intercultural differences in job titles.</li> <li>• Reading: Discuss job titles in groups.</li> <li>• Role Play: Small talk about job titles and tasks.</li> <li>• Present Terms: Describe company and department using new vocabulary.</li> <li>• Practice: Use phrases to describe jobs and departments.</li> <li>• Extension: Interview and present a partner's company/department.</li> </ul>
<b>Assessment</b>	Observe participation in matching, role-playing, and use of vocabulary.
<b>Lecture 3</b>	<b>Contribution to CLOs : 2,3</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Topic: Internal customer service on the telephone, focusing on interactions between the Purchasing department and internal customers, phrases starting with "sales"</li> <li>• Provide further practice with listening, reading, and writing exercises in the final exam format.</li> </ul>
<b>Materials</b>	Unit 1. Jobs and responsibilities - Oxford English for Sales and Purchasing Teacher's handouts
<b>Teaching and learning activity</b>	<ul style="list-style-type: none"> <li>• <b>Pre-listening:</b> Discuss internal customers in the Purchasing department.</li> <li>• <b>Listening 1 &amp; 2:</b> Listen to a conversation and answer questions about the request and follow-up options.</li> <li>• <b>Post-listening:</b> Discuss if the conversation is typical and effective.</li> <li>• <b>Telephone Language:</b> Teach correct telephone answering forms and practice with simple calls.</li> <li>• <b>Role Play:</b> Practice phone conversations with assigned roles to order items for a trade fair.</li> <li>• Brainstorm and match "sales" terms with their definitions.</li> <li>• Practice describing the sales department using "sales" vocabulary.</li> <li>• <b>Further practice - Mock Exam:</b> Timed practice combining listening, reading, and writing exercises.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Homework:</b></li> <li>• Practice the role play conversation or complete related book exercises.</li> </ul>
<b>Assessment</b>	Check listening comprehension and observe participation in role play activities, and vocabulary practice.
<b>Lecture 4</b>	<b>Contribution to CLOs : 1,2,3</b>
<b>Content</b>	<b>Objective:</b> Making contacts at a trade fair. Group project consultation
<b>Materials</b>	Unit 2: New contacts - Oxford English for Sales and Purchasing Business Vocabulary in Practice
<b>Teaching and learning activities</b>	<ul style="list-style-type: none"> <li>• Discuss the purpose of trade fairs and the types of people and conversations involved.</li> <li>• Determine if the speaker is from sales or purchasing based on provided sentences.</li> <li>• Listen to a conversation between a purchaser and a sales rep, focusing on greetings and their formality.</li> <li>• Practice greetings with different levels of formality using business cards for a sales rep and a purchaser.</li> <li>• HW: Practice greetings with different levels of formality.</li> </ul>
<b>Assessment</b>	Observe participation in discussions, listening, and practice activities.
<b>Lecture 5</b>	<b>Contribution to CLOs : 1, 2, 3,</b>
<b>Content</b>	Business small talk and relationship building.
<b>Materials</b>	Unit 2: New contacts - Oxford English for Sales and Purchasing English for Business Listening
<b>Teaching and learning activities</b>	<p><b>Pre-listening:</b></p> <ul style="list-style-type: none"> <li>• Discuss what small talk is, why it's important in business, and cultural differences in small talk.</li> </ul> <p><b>Listening 1:</b></p> <ul style="list-style-type: none"> <li>• Listen to a conversation at a trade fair in Brussels. Answer questions about the setting, purpose, and nature of the conversation.</li> </ul> <p><b>Listening 2 - Bingo:</b></p> <ul style="list-style-type: none"> <li>• Teams listen to the conversation and track the use of small talk strategies like asking questions, giving more information, confirming statements, and using tag questions.</li> </ul> <p><b>Post-listening:</b></p>

	<ul style="list-style-type: none"> <li>Review the transcript, underline small talk strategies, and brainstorm other sentences using these strategies.</li> </ul> <p><b>Language Presentation:</b></p> <ul style="list-style-type: none"> <li>Discuss the difference between open and closed questions, and how tag questions can be used as conversation starters.</li> </ul> <p><b>Performance Game:</b></p> <ul style="list-style-type: none"> <li>Students make cards with small talk strategies (e.g., ask open questions, confirm statements) and practice small talk dialogues in pairs, using each strategy on the cards.</li> </ul> <p><b>Presentation Activity:</b></p> <ul style="list-style-type: none"> <li>Discuss the difference between direct and indirect questions/statements, with a focus on politeness in English. Students practice rephrasing direct sentences to be more polite.</li> </ul> <p>Complete activities on pages 14-17, including listening exercises, rephrasing sentences, matching sentences, and word order activities.</p>
<b>Assessment</b>	Observe participation in listening, discussions, small talk practice, and rephrasing exercises.
<b>Lecture 6</b>	<b>Contribution to CLOs : 3, 5</b>
<b>Content</b>	Follow-up communication with business contacts.
<b>Materials</b>	Unit 2: New contacts - Oxford English for Sales and Purchasing English for Business Reading
<b>Teaching and learning activities</b>	<p><b>Presentation Activity:</b></p> <ul style="list-style-type: none"> <li>Brainstorm a checklist of steps for meeting a business contact for the first time (e.g., greetings, introductions, and arranging the next meeting).</li> </ul> <p><b>Activity 10:</b></p> <ul style="list-style-type: none"> <li>Compare the student-generated checklist with the one in the book. Focus on arranging the next contact or meeting.</li> <li>Review how follow-up was handled in previous dialogues, with sample sentences provided.</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Role-play the closing stages of a conversation at a trade fair, using sample sentences assigned to pairs.</li> </ul> <p><b>Performance - Role Play:</b></p> <ul style="list-style-type: none"> <li>Students role-play following the checklist to close a business conversation. Use role cards that detail their characters and company information.</li> </ul> <p><b>Activity 11 - Follow-up Email:</b></p>

	<ul style="list-style-type: none"> <li>Discuss the best ways to stay in touch with business contacts (e.g., via email). Students complete an email follow-up exercise, focusing on sentences referring to past and future meetings.</li> </ul> <p><b>Activity 12:</b></p> <ul style="list-style-type: none"> <li>Practice organizing an email by putting sentences in the correct order.</li> </ul> <p><b>Performance - Write Email:</b></p> <ul style="list-style-type: none"> <li>Students write a follow-up email based on the role play, focusing on the correct format and structure.</li> </ul> <p><b>Homework:</b> Write a follow-up email based on the role play from Activity 12.</p>
<b>Assessment</b>	Observe participation in role plays, practice activities, and written follow-up email tasks.
<b>Lecture 7</b>	<b>Contribution to CLOs : 1,2,4,5</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>Review key content from previous lessons.</li> <li>Provide further practice with listening, reading, and writing exercises in the final exam format.</li> <li>Work on the group project for consultancy</li> </ul>
<b>Materials</b>	<p><b>Handouts</b></p> <p>English for Business Reading</p>
<b>Teaching and learning activities</b>	<p><b>Review Previous Lessons:</b></p> <ul style="list-style-type: none"> <li>Quick quiz and discussion to recap key topics.</li> <li>Address any student questions about earlier lessons.</li> </ul> <p><b>Further Practice:</b></p> <ul style="list-style-type: none"> <li><b>Listening:</b> Practice with business-related audio and comprehension questions.</li> <li><b>Reading:</b> Work with a business passage, followed by comprehension and vocabulary exercises.</li> <li><b>Writing:</b> Write a formal business email based on a scenario.</li> <li><b>Mock Exam:</b> Timed practice combining listening, reading, and writing exercises.</li> </ul> <p><b>Project Consultancy:</b></p> <ul style="list-style-type: none"> <li>Group work on the consultancy project, where students provide recommendations for improving a company's communication strategy.</li> </ul>
<b>Assessment</b>	Observe participation, assess practice exercises, and monitor project progress.
<b>Lecture 8</b>	<b>Contribution to CLOs : 1,2,3</b>



<b>Content</b>	Introduce students to key negotiation strategies and stages.
<b>Materials</b>	Unit 3: Negotiations - Oxford English for Sales and Purchasing English for Business Listening
<b>Teaching and learning activities</b>	<ul style="list-style-type: none"> <li>• <b>Warm-up:</b> Discuss and rank tips for successful negotiations.</li> <li>• <b>Practice:</b> Brainstorm additional negotiation tips using "Do..." and discuss challenges of negotiating in English.</li> <li>• <b>Listening 1:</b> Listen to a negotiation and determine its stage (open, bargain, close). Discuss the progress and outcome.</li> <li>• <b>Listening 2:</b> Match vocabulary definitions (e.g., duration, fee, discount) to words in the listening track.</li> <li>• <b>Group Work:</b> Prepare a list of "don'ts" for negotiations to complement the "dos."</li> <li>• <b>HW:</b> Review negotiation vocabulary and prepare a short paragraph on the challenges of negotiating in English.</li> </ul>
<b>Assessment</b>	Observe student participation in brainstorming, discussion, and group activities. Check students' ability to identify negotiation stages and match vocabulary from the listening.
<b>Lecture 9</b>	<b>Contribution to CLOs : 3,5</b>
<b>Content</b>	Using Conditionals - Negotiation Strategies
<b>Materials</b>	Unit 3: Negotiations - Oxford English for Sales and Purchasing
<b>Teaching and learning activities</b>	<p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• <b>Real Conditionals:</b> Used for situations that are always true or possible future events.</li> <li>• <b>Unreal Conditionals:</b> Used for unlikely or hypothetical situations.</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Students create conditional sentences for negotiations, read and underline examples in a transcript, and listen to negotiation audio to identify types of conditionals.</li> </ul> <p><b>Role Play:</b></p> <ul style="list-style-type: none"> <li>• Students practice negotiations using conditionals as a purchaser and a sales rep.</li> </ul> <p><b>HW:</b> Complete exercises on listening, matching words and definitions, and choosing the correct conditional type.</p>
<b>Assessment</b>	Observe participation in activities and role play.
<b>Lecture 10</b>	<b>Contribution to CLOs : 2, 5</b>

<b>Content</b>	<ul style="list-style-type: none"> <li>• Agreeing and Disagreeing - Following Up After a Negotiation</li> <li>• Provide further practice with listening, reading, and writing exercises in the final exam format.</li> <li>• <b>Further practice - Mock Exam:</b> Timed practice combining listening, reading, and writing exercises.</li> <li>• Group Project submission</li> </ul>
<b>Materials</b>	Unit 3: Negotiations - Oxford English for Sales and Purchasing Teacher's handouts
<b>Teaching and learning activities</b>	<ul style="list-style-type: none"> <li>• <b>Listening 1:</b> Listen to a negotiation and discuss the agreement and final sticking point (price).</li> <li>• <b>Listening 2:</b> Learn and categorize phrases for agreeing and disagreeing politely.</li> <li>• <b>Post-listening Game:</b> Express opinions and practice agreeing/disagreeing with classmates using the learned phrases.</li> <li>• <b>Pre-writing:</b> Complete an activity with fill-in-the-blank sentences.</li> <li>• <b>Writing:</b> Write a follow-up email from the salesperson's perspective summarizing the agreements.</li> <li>• <b>Further practice - Mock Exam:</b> Timed practice combining listening, reading, and writing exercises.</li> <li>• HW: Write a follow-up email summarizing the negotiation</li> </ul>
<b>Assessment</b>	Observe participation in listening, the game, and the writing task
<b>Lecture 11</b>	<b>Contribution to CLOs : 2, 3</b>
<b>Content</b>	How to make complaints effectively in sales and purchasing
<b>Materials</b>	Unit 4: Customer care - Oxford English for Sales and Purchasing Business Vocabulary in Practice
<b>Teaching and learning activities</b>	<ul style="list-style-type: none"> <li>• <b>Brainstorm common complaints</b> in sales and purchasing and discuss situations where people complain.</li> <li>• <b>Learn complaint-related vocabulary</b> (e.g., cancel, late, incomplete) and form sentences.</li> <li>• <b>Listen to complaints</b> in two telephone conversations, discuss the issues and solutions.</li> <li>• <b>Introduce the three-step approach</b> to making complaints: Describe, Request, Confirm.</li> <li>• <b>Read a transcript</b> to identify how the three steps are used in the dialogues and practice softening language for complaints.</li> <li>• <b>Practice making complaints</b> using real-life job situations and softening phrases.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use “<b>should have done</b>” to highlight mistakes when making complaints.</li> <li>• HW: Practice making complaints using the three-step approach and write a complaint email related to their job</li> </ul>
<b>Assessment</b>	Observe participation and application of softening language and the three-step approach.
<b>Lecture 12</b>	<b>Contribution to CLOs : 1, 2, 3,</b>
<b>Content</b>	How to professionally handle complaints, particularly via telephone
<b>Materials</b>	Unit 4: Customer care - Oxford English for Sales and Purchasing Business Vocabulary in Practice
<b>Teaching and learning activities</b>	<ul style="list-style-type: none"> <li>• <b>Pre-listening:</b> Discuss whether students receive complaints by telephone and how they should deal with them. Encourage sharing experiences.</li> <li>• <b>Listening 1:</b> Listen to a telephone complaint and evaluate whether the complaint was handled professionally.</li> <li>• <b>Listening 2:</b> Discuss the problem in the complaint and the solution agreed upon. Evaluate if it's the best solution.</li> <li>• <b>Presentation - Complaint Management:</b> Introduce the <b>CASH</b> model for complaint management (Confirm, Ask, Serve, Help). Brainstorm phrases for each phase and review the dialogue examples.</li> <li>• <b>Future with ‘will’:</b> Discuss the use of the future tense ("will") for promises in complaint handling (e.g., “I will call you tomorrow”). Emphasize that promises should be concrete and followed through.</li> <li>• <b>Practice – Pair work:</b> In pairs, students take turns making complaints and promising future action using the "will" form.</li> <li>• <b>Role-play:</b> Students role-play handling complaints using the <b>CASH</b> model. They take turns being the person making the complaint and the person handling it.</li> <li>• Complete exercises in the student book (SB pages 51-53), including matching words, sentence ordering, and completing sentences</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Observe student participation in discussions, listening, and role-playing. Evaluate their use of the CASH model and future promises in their responses</li> </ul>
<b>Lecture 13</b>	<b>Contribution to CLOs : 4, 5</b>

<b>Content</b>	<ul style="list-style-type: none"> <li>• How to handle complaints using online forms and written communication</li> <li>• Provide further practice with listening, reading, and writing exercises in the final exam format.</li> </ul>
<b>Materials</b>	Unit 4: Customer care - Oxford English for Sales and Purchasing <b>Teacher's handouts</b>
<b>Teaching and learning activities</b>	<ul style="list-style-type: none"> <li>• <b>Pre-reading:</b> Discuss online complaint forms and their purpose.</li> <li>• <b>Reading:</b> Read a complaint form and answer true/false questions.</li> <li>• <b>Post-reading (Pairwork):</b> Prepare and practice phrases for handling complaints using the <b>CASH</b> model in a phone call.</li> <li>• <b>Pre-reading (Email Follow-up):</b> Discuss how email follow-ups differ from phone calls.</li> <li>• <b>Reading (Email Example):</b> Identify formal language and phrases used in the complaint email.</li> <li>• <b>Performance (Email Writing):</b> Write an email apologizing and offering solutions to a complaint, using formal language.</li> <li>• Finalize the email and correct mistakes through peer feedback or class discussion</li> <li>• <b>Further practice - Mock Exam:</b> Timed practice combining listening, reading, and writing exercises.</li> </ul>
<b>Assessment</b>	Observe participation in activities and check email writing for correct use of formal language and complaint-handling steps
<b>Lecture 14</b>	<b>Contribution to CLOs : 2,3</b>
<b>Content</b>	<b>Midterm test 2 (Project presentation)</b>
<b>Materials</b>	<b>Teacher's handouts</b>
<b>Teaching and learning activities</b>	<p><b>Teacher's Activities:</b> Grade the speaking test (evaluation criteria are agreed upon and outlined in the rubric for CLO3). Record the students' speaking tests.</p> <p><b>Student's Activities:</b> Participate in the group speaking test according to the format that has been announced.</p>
<b>Assessment</b>	Assessment based on the criteria in the CLO3 rubric
<b>Lecture 15</b>	<b>Contribution to CLOs : 2,3</b>
<b>Content</b>	<b>Midterm test 2 (Project presentation)</b>
<b>Materials</b>	<b>Teacher's handouts</b>

<b>Teaching and learning activities</b>	<b>Teacher's Activities:</b> Grade the speaking test (evaluation criteria are agreed upon and outlined in the rubric for CLO3). Record the students' speaking tests. <b>Student's Activities:</b> Participate in the group speaking test according to the format that has been announced.
<b>Assessment</b>	Assessment based on the criteria in the CLO3 rubric
<b>Lecture 16</b>	<b>Contribution to CLOs : 2,4,5</b>
<b>Content</b>	<b>Final review and further practice</b>
<b>Materials</b>	<b>Teacher's handouts</b>
<b>Teaching and learning activities</b>	<b>Final Review:</b> Review grammar knowledge, methods for completing sections of the test, and techniques for the three skills: listening, reading, and writing. <b>Further Practice:</b> <b>Listening:</b> Practice with business-related audio and comprehension questions. <b>Reading:</b> Work with a business passage, followed by comprehension and vocabulary exercises. <b>Writing:</b> Write a formal business email based on a scenario.
<b>Assessment</b>	Assessment through Q&A activities, discussions, and exercises

## 12. Materials:

### a. Textbook:

[1] Gutjahr, L., & Mahoney, S. (2013). *Oxford English for Sales and Purchasing*. Oxford University Press. (Original work published 2009)

### b. Other references:

[2] Osborn, A. (2014). *English for Business Reading* (Anna Osborn). NXB Tổng Hợp TP.HCM.

[3] Badger, I. (2014). *English for Business Listening* (Ian Badger). NXB Tổng Hợp TP.HCM.

[4] Capel, W., Flockhart, J., & Robbins, S. (2022). *Business Vocabulary in Practice* (3rd ed.). Collins. Published by NTV (Nhân Trí Việt) in Vietnam.

## 13. Requirement:

Students have to:

- Fully and actively participate in class activities;
- Finish assignments from the lecturers;
- Complete assessment tests of the course.
- Follow regulations of the university.

## 14. Approval Date:

## 15. Approval:

<b>Dean of Faculty (responsible for the program)</b>	<b>Vice Dean of Faculty</b>	<b>Module Leader</b>
<b>Ph.D. Phan Thị Anh Đào</b>	<b>M.A. Ngô Tùng Anh</b>	<b>M.A. Trần Thị Thu Thủy</b>

### Appendix1: Assessment on course learning outcomes (Analytical Rubrics)

**CLO1:** Identify the group's objectives, the roles and responsibilities of team members, and demonstrate this understanding to execute, maintain, and develop a group through the process of writing a business proposal.

Performance level	Don't meet expectations	Below expectations	Marginally adequate	Meets expectations	Exceed expectations
Mark	<40%	40%-54%	55%-69%	70%-84%	85%-100%
Criteria					
<b>Setting Group Objectives</b>	No specific goals or any goals achieved.	Goals have been set, but some are unclear. Only 1 or 2 goals have been achieved.	Clear goals have been set, and some goals have been achieved.	Goals are clearly set and agreed upon within the group. Most goals are achieved.	All goals are clearly set, agreed upon, and successfully achieved.
<b>Work Plan Implementation</b>	No work plan developed.	A work plan is created but lacks specificity or logical progression.	A work plan is established, some activities are clear, but others are confusing or overlapping.	A work plan is clearly established, though some activities may not be entirely reasonable.	A work plan is clearly, specifically, and reasonably established.
<b>Role &amp; Contribution of Members</b>	All or most members do not participate in group activities.	1-2 members participate in group activities; others do not.	All members participate in group activities, but some are not active or responsible.	All members participate in group activities, and most are active and responsible.	All members participate actively, responsibly, and support each other to achieve the highest efficiency.
<b>Fostering Teamwork Environment</b>	No activities performed such as:	Performs 1 of the following activities: • Respectful, constructive	Performs 2 of the following activities: • Respectful,	Performs 3 of the following activities: • Respectful, constructive	Performs all activities: • Respectful, constructive communication

	<ul style="list-style-type: none"> <li>• Respectful, constructive communication</li> <li>• Positive tone and body language</li> <li>• Motivating team members</li> <li>• Actively supporting and sharing to resolve issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive tone and body language</li> <li>• Motivating team members</li> <li>• Actively supporting and sharing to resolve issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive tone and body language</li> <li>• Motivating team members</li> <li>• Actively supporting and sharing to resolve issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive tone and body language</li> <li>• Motivating team members</li> <li>• Actively supporting and sharing to resolve issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive tone and body language</li> <li>• Motivating team members</li> <li>• Actively supporting and sharing to resolve issues.</li> </ul>
<b>Conflict Resolution</b>	Does not accept differing viewpoints/ideas/opinions.	Passively accepts differing viewpoints/ideas/opinions.	Focuses on common points, aiming at actionable tasks (avoiding conflict).	Identifies and acknowledges conflict, implementing some effective conflict resolution solutions.	Resolves conflict directly and constructively, managing and resolving it to enhance team cohesion and future efficiency.
<b>Writing a Suitable Business Proposal</b>	Writes a business proposal that meets the requirements, with over 15 errors in spelling, vocabulary choices, and grammar.	Writes a business proposal that meets the requirements, with 13-15 errors in spelling, vocabulary choices, and grammar.	Writes a business proposal that meets the requirements, with 10-12 errors in spelling, vocabulary choices, and grammar.	Writes a business proposal that meets the requirements, with 5-9 errors in spelling, vocabulary choices, and grammar.	Writes a business proposal that meets the requirements, with no or very few errors in spelling, vocabulary choices, and grammar.

**CLO2:** Identify the main ideas and detailed information in workplace-related conversations through effective listening comprehension.



<b>Performance level</b>	<b>Don't meet expectations</b>	<b>Below expectations</b>	<b>Marginally adequate</b>	<b>Meets expectations</b>	<b>Exceed expectations</b>
<b>Mark</b>	<b>&lt;40%</b>	<b>40%-54%</b>	<b>55%-69%</b>	<b>70%-84%</b>	<b>85%-100%</b>
<b>Criteria</b>					
<b>Ability to accurately understand the content of the question and choose the appropriate answer</b>	Can understand the content of the question and choose less than 40% of the correct answers	Can understand the content of the question and choose 40-54% of the correct answers.	Can understand the content of the question and choose 55-69% of the correct answers	Can understand the content of the question and choose 70-84% of the correct answers	Can understand the content of the question and choose 85-100% of the correct answers
<b>Ability to understand information in monologues or short conversations on work-related topics such as relationship building, negotiations, complaints, and complaint resolution</b>	Can understand less than 40% of the information in monologues or short conversations on work-related topics.	Can understand 40-54% of the information in monologues or short conversations on work-related topics	Can understand 55-69% of the information in monologues or short conversations on work-related topics	Can understand 70-84% of the information in monologues or short conversations on work-related topics	Can understand 85-100% of the information in monologues or short conversations on work-related topics

**CLO3:** Apply a wide range of vocabulary and grammatical structures accurately to engage in discussions and negotiations in work-related communication situations.

<b>Performance level</b>	<b>Don't meet expectations</b>	<b>Below expectations</b>	<b>Marginally adequate</b>	<b>Meets expectations</b>	<b>Exceed expectations</b>
<b>Mark</b>	<b>&lt;40%</b>	<b>40%-54%</b>	<b>55%-69%</b>	<b>70%-84%</b>	<b>85%-100%</b>
<b>Criteria</b>					
<b>Message delivery</b>	Unable to meet the requirements of the task.	Delivers few of the required contents.	Delivers some of the required content reasonably, but some	Delivers most of the required content clearly.	Delivers most of the required content clearly.

			parts are unclear and hard to understand		
<b>Vocabulary, Grammar, Pronunciation, and Intonation</b>	Uses only a few individual words or phrases. Pronunciation and intonation are unclear, making understanding difficult	Uses basic vocabulary, but makes some errors in vocabulary, grammar, and pronunciation	Uses vocabulary and terminology relatively accurately in business contexts with basic grammar structures. Some pronunciation errors remain	Uses accurate vocabulary and terminology appropriate for business communication with basic grammar structures. Pronunciation is clear.	Uses flexible vocabulary and terminology appropriate for business communication, with the ability to use complex grammar structures. Pronunciation and intonation are clear and appropriate
<b>Interaction</b>	No interaction	Very little interaction or very passive	Interacts but not effectively and balanced in both questioning and responding	Interaction is fairly balanced and effective in both questioning and responding	Active, balanced, and effective interaction in both questioning and responding

**CLO4:** Identify the main ideas and detailed information in texts or readings related to work-related topics.

<b>Performance level</b>	<b>Don't meet expectations</b>	<b>Below expectations</b>	<b>Marginally adequate</b>	<b>Meets expectations</b>	<b>Exceed expectations</b>
<b>Mark</b>	<b>&lt;40%</b>	<b>40%-54%</b>	<b>55%-69%</b>	<b>70%-84%</b>	<b>85%-100%</b>
<b>Criteria</b>					
Ability to understand the main ideas and detailed	Cannot identify the main ideas or details in the reading	Identifies a few main ideas or details but misses	Identifies some main ideas and details, but some are	Identifies most main ideas and details clearly	Accurately identifies all main ideas and details with full

information in short work-related readings.		significant content	unclear or missing		understanding
Ability to identify appropriate grammar and vocabulary to complete a reading with work-related topics.	Unable to identify correct vocabulary or grammar for completing the gaps	Identifies some correct vocabulary or grammar but makes several errors	Identifies basic vocabulary or grammar correctly, but still makes some mistakes	Correctly identifies most of the vocabulary and grammar with few errors	Accurately identifies and applies appropriate vocabulary and grammar, with no errors

**CLO5:** Write clear and effective work-related correspondence by applying correct structure, vocabulary, and flexible grammar with precision.

Performance level	Don't meet expectations	Below expectations	Marginally adequate	Meets expectations	Exceed expectations
Mark	<40%	40%-54%	55%-69%	70%-84%	85%-100%
Criteria					
<b>Meeting the task requirements (answering the questions and word count requirement : 100-150 words)</b>	Misunderstands the task and provides irrelevant information.	Writes a letter within the required word count (100-150 words), but only completes 1/3 of the task requirements, or most of the content does not meet the task requirements.	Writes a letter within the required word count (100-150 words) and meets 2/3 of the task requirements.	Writes a letter within the required word count (100-150 words) with complete content, but some information is unclear.	Writes a letter within the required word count (100-150 words) with full content. All information is clear, coherent, and effective.
<b>Writing Structure</b>	Does not understand the letter writing structure.	Makes many mistakes in formatting the basic	Makes a few mistakes in formatting the basic	Includes all the basic sections of the letter with reasonably	Includes all basic sections, with appropriate paragraph

		sections of the letter.	sections of the letter.	appropriate paragraph divisions.	divisions matching the requirements and content of the letter.
<b>Vocabulary, Grammar, and Sentence Structure</b>	Makes too many vocabulary and grammar errors that affect comprehension of the letter's content	Makes many vocabulary and grammar errors, uses repetitive and simple sentence structures, and ineffective connectors	Makes a few vocabulary and grammar errors, uses one or two complex sentence structures, and demonstrates some awareness of using connectors	Uses vocabulary and connectors relatively well, with the ability to use simple sentence structures and some complex grammar structures	Uses context-appropriate vocabulary and terminology, with effective connectors and the ability to use complex grammar structures

## Appendix 2: PROJECT GUIDELINES

1<sup>st</sup> Mid-term test: Project-based assessment

Timing: During the first 10 sessions

Weight: 15% of the total score

Students are assigned to work in groups of 5-6. Group members work together to create a start-up business plan. Each member is responsible for reading as many business articles as possible from various sources (printed journals, magazines, newspapers, books, and electronic tools...) in order to pick up ideas, synthesize and finally develop them into their own start-up business plan with their unique and creativity.

- Voted group leaders are in charge of holding discussions, recording project progress and group members' participation in details and making a final report to their teacher. The degree of individual involvement in the task will therefore be marked by the teacher and group members

The **project package** must be submitted by the **10<sup>th</sup> session**, including:

- **A group work schedule** (task division, timeline)
- **Meeting minutes**
- **A group work report\*** (reasons for your grouping, outcome, efficiency, achievement, contribution of each member)
- **A Start-up business plan**

Tasks	Descriptions	Deadlines
1. Project guidelines	Teacher gets the guidelines delivered	1st session
2. Project requirement	Students think about setting up their own business and write a business plan to persuade investors to pour money into their business.	
3. Group formation	Students work in groups of five. Each group has a group leader responsible for: + setting objectives + holding group discussions, + assigning tasks to members, + setting deadlines + recording project progress as well as group members' participation and contribution. + encouraging creativity among group members ...	2nd session: submit group list.
4. Project consultancy	Groups consult teacher about their ideas for the project and make changes if necessary.	2nd session: Q&A  4th session: core business activity

		6th session: 1st draft
		8th session: 2nd draft
5. Project submission	<p>Groups hand in the final full package to their teacher:</p> <ul style="list-style-type: none"> <li>- A group work schedule (task division, timeline...)</li> <li>- Meeting minutes</li> <li>- A group work report* (reasons for your grouping, outcome, efficiency, achievement, contribution of each member)</li> <li>- A business plan</li> </ul>	10th session

#### **E4 PROJECT ‘START-UP’ BUSINESS PLAN**

**Your business plan should be at least 500 words in length, and include the following parts:**

*(\*) You may use the questions given in each part as suggestions to write a detailed business plan*

*(\*\*) You can illustrate your ideas with pictures or videos...to show your unlimited creativity. (If this is the case, all illustrations should be put in the appendix)*

*(\*\*\*) Your business plan should be well-presented and polished.*

1. **Executive summary.** This is a summary of your business plan. The executive summary should include your company’s products/services, mission, goals, and projections.
2. **Company description.** If you just started this business, you may write about your leadership team’s experience. The purpose of this section is to explain the company structure and build confidence in the people running the company.
  - Who will hold key positions in your company?
  - What experience do they have? / How would they contribute to the company’s success?
  - What are their responsibilities in the company?
3. **Products and services.** Talk about what your company offers, whether that’s products, services, or a combination of the two. Describe your products and services in detail. Explain what makes your products and/or services unique...
  - What are your products and/or services?
  - What are the unique selling points of your products and/or services?
4. **Market and competitor research.** Describe the target market and how your products or services benefit potential customers/society. Additionally, detail your competitors.
  - Who are your target customers?
  - Why do you think they will buy your products?
  - Who are your competitors?
  - What advantages do you have over your competitors?/ Do you have any competitive advantage?

5. **Sales and marketing strategy.** This part of the business plan explains how you'll promote your product. Outline elements such as your marketing channels, budget, and methods.
- How will your products be advertised?
  - How much do you need to spend on advertising?
6. **Financial plan and projections.** You need to show revenue and expense projections.
- How much money do you need to get the business started?
  - What about expenses?
  - How much should you charge for your products/services?
  - How many customers do you expect to have per week/month and how much will they buy weekly/ monthly?
  - What is your expected revenue?
  - What is your expected profit?
  - How much investment will you need to keep the business going until you make a profit?
  - How will you make the business grow in the future?