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|  | **ELILS619: Advanced Business Case Studies**  **Listening/Speaking** |

Syllabus ELILS630

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| **Instructor:** |
| **Office:** |
| **Email:** |
| **Phone:** |
| **Office Hours:** |

Materials

Required: Harvard Course Pack: You will also be required to purchase some case studies in a course pack from the Harvard Review website. The code will be provided in class.

Course Goals

This advanced listening/speaking course is designed for Pre-MBA students who wish to learn business concepts, improve English proficiency and fluency skills, and develop critical reasoning skills. You will learn how to use a case study format in preparation for courses taught in university-level MBA programs. This course will integrate development of listening and speaking academic study skills with business content. You will improve intelligibility by doing oral exercises to develop stress, intonation and rhythm. You will improve listening comprehension skills and practice note taking by listening to and discussing business videos.

Learning Outcomes

By the end of this course, the successful student will be able to:

1. Listening

1. Demonstrate understanding of ideas and opinions of other members of the class or a discussion group, by using active listening skills, taking notes, and making appropriate responses;

2. Demonstrate comprehension of natural speech patterns, tone, and attitude through oral

and written responses to live or recorded material and face-to-face interactions;

3. Demonstrate understanding of the main ideas and some details (such as numbers) of a

business-related talk, conversation, lecture, or video delivered for native speakers, at

least 20 minutes in length, through effective notes and oral or written responses.

1. Speaking
2. Express and support opinions and arguments at the graduate level in class and group discussions and case studies;
3. Interact appropriately in everyday and academic contexts, with peers, instructors, (e.g. making requests, complaining, making arrangements, asking for and giving information)
4. Use appropriate business terms.
5. Use level VI grammar (embedded clauses, conditional, subjunctive, etc.)
6. Strengthening your SELF-MONITOR!! (you must show improvement in correcting your errors or preventing errors!) There should be NO ERRORS in S/V/A or VT or SINGULAR/PLURAL at this level!!
7. Pronunciation
8. Produce consonant and vowel sounds intelligibly;
9. Link (of vowel and consonant sounds) and reduce (of unstressed words and syllables);
10. Use appropriate intonation to express emotions, attitudes, and tone;
11. Use appropriate stress on both word and sentence level.
12. Content
13. Understand general business concepts and business practices in the United States;
14. Analyze case materials, develop and support opinions with data supplied by the case, discuss possible solutions. Demonstrate your ability to think critically;
15. Present information and lead discussion to the class. Manage input and Q & A.

Assessment

Students will have a minimum of 3 listening grades. Types of in-class listening activities might include listening to a lecture, taking notes, and answering questions about what you heard. Out-of-class listening might include listening to a recorded lecture, or the news or attending a business-related event and summarizing what you heard.

* Students will have a minimum of 3 speaking grades. Types of activities might include analyzing a case, and leading a discussion. Out of class assignments include submitting voice recordings50% Listening, including …
* 50% Speaking, including …

Final tests count for 20% of the grade in listening and speaking. The listening final counts for 10% of the total grade, and the speaking final counts for 10% of the total grade.

Grading Policies

At the end of the session, you will receive a letter grade for this class:

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|  | A (93%+) | A- (90-92%) | *Exceeds the learning outcomes (LOs)* |
| B+ (88-89%) | B (83-87%) | B- (80-82%) | *Meets and sometimes exceeds the LOs* |
| C+ (78-79%) | C (73-77%) | C- (70-72%) | *Meets and sometimes falls short of the LOs* |
| D+ (68-69%) | D (63-67%; | D- (60-62%) | *Consistently does not meet the LOs* |
|  | F (below 60%) |  |  |

Notes:

* A grade of C (73%) or higher is required to pass the course and receive a certificate.
* A grade of C-, D+, D, D- or F (72% or below) results in retention (that is, you must repeat this level in Listening/Speaking).
* Your teacher may choose to give you a grade of I (Incomplete) if your final grade is below C. You can only receive an I if you are not graduating, have no more than 4 absences, complete all the major assignments to the best of your ability, and have an effort score of 1 or 2. If you receive an I, you have to repeat this level next session.

Effort Score

You will receive an effort score for this class which is separate from your grade. The ELI uses this scale for effort scores:

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| 1 = Exemplary | 2 = Satisfactory | 3 = Unsatisfactory |

Your effort score is based on your attendance, punctuality, completion of assignments, engagement, interaction, and behavior. The ELI Effort Score Rubric on the last page of this syllabus explains how your teacher will assign your score.

Student Responsibilities

You are responsible for:

1. Completing all quizzes, tests, and assignments on time

2.Participating actively in class in English

3. Following directions accurately and asking questions when you do not understand

4. Being prepared for all classes, including after an absence

Attendance and Absence Policies

The ELI uses the following rules:

1. You are marked absent if you do not come to class for any reason.
2. The class starts on time. If you arrive after the class starts, you will be marked late. A late arrival counts as 1/3 of an absence. If you arrive more than 15 minutes late, you will be marked absent.
3. To benefit fully from your learning experience, you are expected to remain in the room for the whole class period. If you have to leave the room, return to the class as quickly as possible. If you leave the class for an excessive period of time or for a non-essential purpose, you may be marked absent at the teacher’s discretion. If you have a special medical need that requires you to leave the class, you should give the ELI administration documentation which describes your medical condition.

If you are absent:

* If you know you have to be absent, inform the instructor as soon as possible. This will NOT EXCUSE your absence. It will simply notify your teacher.
* You are responsible for knowing what you missed and what homework is due.
* You cannot make up missed in-class assignments unless you make arrangements with the instructor in advance. Late homework assignments must be submitted within two days, and will receive lower grades. Some assignments may not be submitted late with instructor’s approval.

Multiple Repeater Policy

You have two sessions to pass at any level. If you do not pass the same level after two sessions, you may be placed into a lower level (if you agree) or take the same level a third time. If you do not pass in your next (3rd) session, you may be dismissed from the ELI.

Academic Transitions and CAP students should refer to their handbooks and consult with their advisors about dismissal policies.

Academic Honesty

* **Academic honesty is expected of all students and faculty at the University of Delaware.**
* Please consult the code of conduct in the ELI Student Handbook for a description of dishonest academic behavior, which includes copying another person’s words or ideas, not submitting your own work, submitting the same assignment to different classes, and cheating (<http://www.udel.edu/eli/student-handbook.pdf>).
* Ask your instructor if you have any questions about academic honesty.

Harassment and Discrimination Policies

* Everyone is welcome at the University of Delaware. As a community, we do not discriminate against anyone because of their race, color, national origin, sex, gender identity, sexual orientation, disability, religion, or age.
* You can read UD’s policies against discrimination, including harassment at <http://www.udel.edu/oei>.
* You can report any concerns to the University’s Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or at <http://www1.udel.edu/compliance>.
* You can also report any violation of UD policy on harassment, discrimination, or abuse at: <http://sites.udel.edu/sexualmisconduct/how-to-report/>
* For more information on Sexual Misconduct policies, where to get help, and how to report information, please go to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). I must inform UD’s Title IX Coordinator if I become aware that a student may have been the victim of sexual misconduct.
* UD provides 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001 at any time for help.

Certificates and Dismissal

Please see the ELI Student Handbook for full details:   
<http://www.udel.edu/eli/student-handbook.pdf>

*8-week sessions*:

* To receive a certificate when you graduate from the ELI, you cannot have more than a total of 12 absences from both your Listening/Speaking and Reading/Writing classes (85%). You must also have a C or better grade point average.
* To receive a certificate with honors, you must attend at least 90% of classes (no more than 8 total absences) and maintain an A- or better grade point average.
* If you have 16 or more total absences, you are breaking the rules of your visa and may be dismissed from the ELI.

*7-week sessions:*

* To receive a certificate when you graduate from the ELI, you cannot have more than a total of 10 absences from both your Listening/Speaking and Reading/Writing classes (85%). You must also have a C or better grade point average.
* To receive a certificate with honors, you must attend at least 90% of classes (no more than 7 total absences) and maintain an A- or better grade point average.
* If you have 14 or more total absences, you are breaking the rules of your visa and may be dismissed from the ELI.

Additional Policies

No cell phones are to be used in class for any reason. Upon entering the classroom, please turn off your cell.

If you are found to be using a cell during an exam of any kind, the action will be considered as cheating.

Table 1: English Language Institute Effort Score Rubric

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|  | **Effort Score of 1**  *(Exemplary)* | **Effort Score of 2**  *(Satisfactory)* | **Effort score of 3**  *(Unsatisfactory)* |
| **Attendance and punctuality** | ❑ The student is rarely, if ever, absent, attending at least 90% of the classes.  ❑ The student is rarely, if ever, late.  *Note*: Students should not be given a score of 1 based *only* on attendance or punctuality. | ❑ The student attends class most of the time, attending at least 85% of the classes.  ❑ The student arrives for class on-time for most class meetings. | ❑ The student has excessive absences, perhaps exceeding the absence limit required to obtain a certificate.  ❑ The student is frequently late. |
| **Completion of Assignments** | ❑ The student consistently completes assignments on time. | ❑ The student usually completes assignments on time  ❑ The student makes up missed work if possible. | ❑ The student frequently fails to complete the required assignments.  ❑ The student fails to make up missed work. |
| **Engagement/Interaction** | ❑ The student consistently pays attention in class and participates in class activities by asking relevant questions.  ❑ The student seeks help and clarification when necessary. | ❑ The student usually pays attention in class and participates in class when called on. | ❑ The student frequently demonstrates a lack of engagement by not participating in class. |
| **Behavior/Respect** | ❑ The student demonstrates exemplary behavior (e.g., by observing the English-only policy.)  ❑ The student consistently shows respect to teachers, ELI employees, and classmates. | ❑ The student generally observes class rules and ELI policies, such as the English-only policy.  ❑ The student generally shows respect to teachers, ELI employees, and classmates. | ❑ The student engages in disruptive behavior, making it more difficult for the teacher to teach and more difficult for other students to learn.  ❑ The student shows a consistent lack of respect for students, teachers, policies, rules, course objectives, etc. |