UK

SYLLABUS 2026-2027

Business English (U2 S4)

MODULE SPECIFICATION

Module Code	2627_LNG_1_EN_015
Campus	Oxford
Department(s)	English as a Foreign Language
Level / Semester	Undergraduate Year 2 (U2); Equivalent to FHEQ level 5 Semester 04
Language of Instruction	English
Teaching Method	☒ In-person (face-to-face) ☐ Distance learning (live online) ☐ e-Learning (asynchronous) ☐ Hybrid: _____
Pre-requisite(s)?	None
ECTS *Reminder: 1 ECTS = between 20 and 30hr- student workload*	4
Equivalent FHEQ credits	8
Study Hours	100 hours which comprise of 30 directed learning and 70 independent learning/assessment hours

MODULE DESCRIPTION

Module Aims	This module develops persuasive communication skills in English within professional and intercultural contexts. Students explore themes of diversity, management, and corporate culture through structured writing, argumentation, and debate. Activities support the use of persuasive vocabulary and idioms, and the integration of grammar structures such as gerunds and infinitives. Focus is placed on both written and oral competencies relevant to future workplace needs, including identifying and paraphrasing key

	facts/ideas/arguments, continuing to apply reading strategies, interpreting author perspectives/purposes/viewpoints, and being able to distinguish between fact vs. opinion
Teaching Arrangement	The module will be delivered as 10 classes of 3 hours taught weekly over the 10-week semester. A workshop style will be incorporated for writing and speaking components.
Learning Outcomes	By the end of this module, students should be able to: 1. Construct coherent, structured, and persuasive written arguments and develop and articulate informed opinions in debates and in professional discussions with clarity and confidence. 2. Apply a range of vocabulary and idiomatic expressions accurately and appropriately in spoken and written communication related to diversity and management. 3. Use complex grammatical structured, including gerunds and infinitives, accurately and effectively in various contexts. 4. Apply reading strategies, such as scanning, summarising, and inferring meaning from context, to analyse and evaluate written texts. 5. Interpret author perspectives/purpose/viewpoint and identify and paraphrase key facts, expressions, trends, ideas, and arguments from diverse sources. 6. Distinguish between factual information and opinions, bias, or misleading statements in written and spoken media.
Competency Goals *(Knowledge, expertise and interpersonal skills)*	PGE_U_CG01 - Communicate effectively in multicultural teams. PGE_U_CG03 - Solve problems and make informed decisions in business contexts. PGE_U_CG06 - Operate in a globalised and multicultural environment.
Alignment with Programme Learning Goals	PGE_U_CG01 – Communicate effectively in multicultural teams PGE_U_CG03 – Solve problems and make informed decisions in business contexts PGE_U_CG06 – Operate in a globalised and multicultural environment PGE_U_CG02 – Communicate effectively in professional contexts PGE_U_SG02 – Demonstrate proficiency in professional communication PGE_U_KG01 – Demonstrate analytical and critical thinking skills

Last reviewed: 18/08/2026

	PGE_U_CG04 – Demonstrate intercultural and international awareness

SESSION TOPICS / MODULE SCHEDULE

(Please note, a session/sequence may be more than one scheduled class)

Session 1: Introduction to Diversity at Work

Content:

- Defining diversity in the workplace – key concepts and terminologies
- Exploring the impact of gender, ethnicity, and unconscious bias on workplace dynamics
- Analysing the link between corporate culture and equal opportunity policies
- Introduction to case studies on inclusion and representation in global firms

Assignments:

- Vocabulary activity: Diversity & Corporate Culture

Session 2: Understanding Management Styles

Content:

- Overview of leadership theories and styles: from theory X/Y to contemporary models
- Characteristics, benefits, and drawbacks of autocratic, democratic, laissez-faire, and participative styles
- Exploring management effectiveness in multicultural environments
- Group discussion: real-life scenarios comparing hands-on vs. hands-off leadership

Assignments:

- Reading comprehension task: compare two management case studies

Session 3: Persuasive Writing – Essay Structure

Content:

- Components of persuasive writing (introduction, body, and conclusion)
- Writing strong thesis statements and topic sentences
- Cohesion techniques (transitions, paragraph flow, and logical progression)
- Practical examples from business contexts (e.g. employee policies, CSR)
- Applying reading strategies to further develop own writing skills

Assignments:

- Continuous assessment – persuasive essay (in-class writing evaluation)

Session 4: Language of Persuasion

Content:

- Exploring modal verbs and persuasive structures (should, must, ought to, etc.)
- Effective rhetorical strategies (repetition, emotional appeal, logical appeal)
- Idiomatic expressions for influence and negotiation
- Role-play: using persuasive language in simulated business scenarios

Assignments:

- Worksheet: idioms and expression matching exercise

Session 5: Argument Development & Debate and Persuasive Speech

Content:

- Argument Development:

- Understanding the structure of arguments (claim, evidence, reasoning)
- Techniques for rebuttal and respectful counterarguments)
- Building arguments from source materials and real-life cases
- Collaborative outline building: planning persuasive speeches in groups

- Debate and persuasive speech:
  - Formal structure of debates (roles, stages, and time limits)
  - Techniques for impactful openings and strong closings)
  - Verbal and non-verbal public speaking skills (tone, pace, eye contact)
  - Peer feedback: evaluating strengths and areas for improvement in oral delivery
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Assignments:

- Prepare outline for persuasive speech or debate
- Continuous assessment – deliver a persuasive speech or participate in a debate

Session 6: Grammar Focus – Gerunds vs. Infinitives

Content:

- Rules for using gerunds and infinitives after common verbs
- Sentence patterns: verb + gerund / verb + infinitive / verb + object + infinitive
- Differences in meaning (stop to do vs. stop doing, remember doing vs. remember to do)

Assignments:

- Grammar practice worksheet: gerunds/infinitives

Session 7: Opinion and Disagreement in English

Content:

- Strategies for giving opinions clearly and diplomatically
  - Ways to distinguish between factual information vs. opinions/misleading statements
- Language for polite disagreement and managing conflict
- Identifying key facts/trends/main ideas and interpreting perspectives/viewpoints
- Practice with intonation and emphasis for clarity and tone
- Group simulations: navigating controversial workplace topics

Assignments:

- Group activity: mini debates

Session 8: Review – Grammar and Vocabulary

Content:

- Consolidation of core grammar structures (modals, gerunds, infinitives)
- Review of key vocabulary themes (workplace culture, management, persuasion)
- Listening comprehension focused on business interviews and speeches
- Vocabulary games and drills to reinforce learning
- Paraphrasing to maintain integrity of ideas/arguments in one's own words

Assignments:

- Continuous assessment – grammar + vocabulary test (40 questions on Upward)

Session 9: Final Exam Practice

Content:

- Simulated reading comprehension activities based on business texts
- Timed writing tasks: persuasive essay prompts

Last reviewed: 18/08/2026

- Tips on exam strategy (planning, time management, common errors)
- Self-assessment and peer marking – using rubrics to improve performance

Assignments:

- Mock exam with vocabulary and grammar components

KEY TEXTS

1. Thill, J.V. and Bovée, C.L. (2024) *Excellence in business communication*. 14th edn. Pearson Education.

SUPPLEMENTARY TEXTS

1. N/A

MODES OF ASSESSMENT

Continuous Assessment (40% - equal weighting between assessments)	Grammar + vocabulary test
	Persuasive speech/debate
	Persuasive essay
Final Exam (60%)	Written exam

MODULE DESIGN TEAM

- Author: *Duncan Jamieson*
- Reviewer: *Michael Surguy*
- External Reviewer: *Martin Jenkins*

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