

# Business English for Executives (ENG 490)

Course code: ENG 490 Business English for Executives  
 Pre-requisite: R/W 06  
 Duration: Approximately 100+ hours over 8 weeks/3H/day/ 5 days/week  
 Skills focus: Approximately 60 Hours Writing/20 Hours of Reading & Analysis/30 Hours In-lab research and writing  
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## COURSE DESCRIPTION

English 490 is a 100+ hour writing-intensive, skills-development course in business English reading/writing for academic purposes. It is designed for working professionals and those participants who are interested in improving their reading, writing and critical thinking skills with the view enrolling in the EMBA program. Participants will be required to read, research, analyse and evaluate business-related material and write a variety of well organized, grammatically correct, informative and analytical reports with a strong academic and business focus.

## ENG 490 OUTCOMES

In order to pass this course, the student must be able demonstrate the ability to:

- Read and write and self-edit specialized, persuasive and effective business documents for academic purposes, with a focus on research papers and written case analyses.
- Research, write and self-edit high calibre research papers and case analyses with appropriate sentence structure, paragraph structure, and virtually no grammatical or syntax errors.
- Appropriately cite and document sources of information which are referenced in student writings.

OBJECTIVES	
1.	The student will learn how to produce focused, grammatically correct, and easily understood external and internal business-related documents. The student will learn how to re-edit his/her own work, with guidance from the instructor, to produce final, polished documents.
2.	The student will learn how to read, comprehend, and analyze a variety of authentic case studies AND prepare well-developed persuasive written case analyses and essays using clearly stated and well-organized argumentation.
3.	The student will learn how to search for, extract, analyze, synthesize and critically evaluate explicit and implied information across a wide spectrum of source materials, as well as appropriately cite and document such sources.
4.	The student will learn how to use, understand and develop technical business and academic terminology appropriate to the given audience.
5.	The student will learn how to proofread, revise, edit and reedit all aspects of his/her writing, using a variety of techniques.

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## ATTENDANCE IS MANDATORY

Students must attend and be on time for each class, consistent with the EMBA attendance policy. Mobile phones must be turned off during class time. Active student participation is required of each student. There are no make-up provisions for absences or tardiness.

## ASSESSMENT AND GRADING

**The Activity Trap:** Expecting to receive or receiving rewards for engaging in activities rather than actually achieving goals and objectives.

In order for any piece of student work to receive a passing grade, the document **MUST** achieve all four of the following benchmarks:

- 1 - be understandable by the reader even if the reader is unfamiliar with the topic,
- 2 - have fewer than three (3) grammatical and/or spelling errors per document,
- 3 – utilize words efficiently such that one word will convey the needed meaning rather than many (writing around the meaning), and
- 4 – clearly and effectively convey the meaning of the sender and be easily understood by the reader.

All students may have as many chances to re-edit their own writing/documents as needed in order for them to achieve the required benchmarks, so long as the final edits are received by the instructor of record by the end of the 15<sup>th</sup> week of the semester or the last class day of the eight-week term.

The teacher has the right to refuse to accept papers that he suspects of being plagiarized (copy and paste) OR which appear to have been prepared by someone other than the student who submits the paper. Students must do ALL of their own writing as individual authors without assistance from anyone other than the teacher.

**ENG 490 IS GRADED ON A PASS/NO PASS BASIS. IN ORDER TO PASS THE COURSE A STUDENT MUST RECEIVE A PASSING GRADE ON EACH OF THE REQUIRED PAPERS AS NOTED IN THE SYLLABUS OVER THE PERIOD OF THE TERM OF THE COURSE.**

## WEEKLY BREAKDOWN OF ACTIVITIES AND OVERVIEW

WEEK	Writing projects (60H)	Reading projects(20H)
WEEK 1	<p><b>GENERAL INTRODUCTION TO THE COURSE</b></p> <p>The teacher will diagnose the specific writing problems for each student, and develop a remediation plan for each student with specific targets associated with punctuation, spelling, syntax, sentence structure, and paragraph structure.</p> <p>The student and teacher will identify, in writing, how s/he will remediate his/her deficiencies during the first four weeks of the course.</p>	<p>The purpose of the reading projects for BEE is to introduce and enhance reading skills by examining and using the primary texts used in the Business Administration Foundation courses as suggested in the reference list below, as well as any others that the teacher(s) deem necessary to achieve the reading objectives of the course, mainly:</p>
WEEK 2	<p><b>BUSINESS ANALYSIS – Paper 1</b></p> <p>The teacher will explain how to identify a topic for an analytical</p>	<p>1. Call upon background knowledge and specialty area knowledge to predict and clarify information in the text;</p>

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	<p>paper, identify problems, symptoms and solutions, and write a research using business analytical tools paper (SWOT; PESTLE; etc.) as starting points.</p> <p>The student will research and prepare a compare and contrast paper on a topic of their choice, edit and reedit the paper until it meets the benchmarks for the course. Minimum of <u>one</u> page double-spaced, size 12 font.</p>	<ol style="list-style-type: none"> <li>2. Paraphrase and summarize;</li> <li>3. Make inferences of various types and monitor comprehension in line with reading goals;</li> <li>4. Engage in discussions about text information (questions on how to understand the text, use of “why” questions)</li> <li>5. comprehend, evaluate, and transfer information in the text</li> <li>6. Identify main ideas and details in the text</li> <li>7. Build awareness of text structure</li> <li>8. Find patterns of discourse organization and word signals in a text (e.g.: cause-effect, comparison-contrast, problem-solution, process)</li> <li>9. Use a variety of vocabulary techniques: Guess word meaning from context, use dictionary, glosses, text support, Draw on prior knowledge as appropriate to understand a word; and</li> <li>10. Develop fluent reading processes and read fluently for an extended period of time.</li> </ol>
<p>WEEK 3</p>	<p><b>MARKET LEADER VS COMPETITORS – Paper 2</b></p> <p>The teacher will assist each student in identifying a current leading business corporation and will assign each student to research that company and its competitors in order to prepare research paper that compares and contrasts the selected leader and the reasons behind his/her success, focusing on why competitors are still in business; e.g. Pepsi and Coke.</p> <p>The student will research and prepare an analytical paper which identifies the strengths of the subject company as well as its weaknesses as compared with other companies in the same market segment, with contrasts between the subject company and its competitors.</p> <p>Each paper is to be edited and reedited until it complies with the benchmarks for the course. Minimum of <u>three</u> pages double-spaced, size 12 font.</p>	

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WEEK 4	Continuation of the development and refinement of individual research papers on <b>MARKET LEADER VS COMPETITORS</b> , with an emphasis on citation, logical argumentation, and the sequencing of paragraph structure, as well as good grammar.	
WEEK 5	<p><b>INTRODUCTION TO CASE STUDIES – Paper 3</b></p> <p>The teacher will arrange for each student to select a case from the Times100.uk. The teacher will explain how case are organized, reviewed, analyzed and critiqued, as well as how an individual case analysis is prepared.</p> <p>The student will research and prepare a case analysis, edit and reedit the case until it meets the benchmarks for the course. Minimum of <u>three</u> pages double-spaced, size 12 font.</p>	
WEEK 6	Continuation of the development and refinement of the individual case from the Times 100.uk, with an emphasis on citation, logical argumentation, and the sequencing of paragraph structure, as well as good grammar.	
WEEK 7	<p><b>CASE STUDY – Paper 4</b></p> <p>The teacher will assign and review Case 1, and explain the format for writing a case analysis. The teacher also will assist the students in developing arguments in support of or against a proposition, with an eye to researching supporting and dissenting arguments, as well as citing sources.</p> <p>The student will research and prepare a case analysis, edit and reedit the case until it meets the benchmarks for the course. Minimum of <u>five</u> pages double-spaced, size 12 font.</p>	
WEEK 8	Continuation of the development and refinement of the individual case with an emphasis on citation, logical argumentation, and the sequencing of paragraph structure, as well as good grammar.	

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### REFERENCES

- 1) **Harbrace College Handbook:** With 1998 MLA Style Manual Updates, 13th Revised Edition (Hodges Harbrace Handbook) (Hardcover)  
by John C. Hodges (Author), Winifred Bryan Horner (Author), Suzanne Strobeck Webb (Author), **Source materials for reading:**
- Griffin, Business, 4th Cdn. Ed. Prentice Hall 2002
  - Robbins, *Management*, 7<sup>th</sup> Cdn. Ed. Pearson 2002
  - Shapiro, Wong, Basic Marketing, 10th ed. McGraw-Hill Ryerson: 2002
  - Lamb, Hair, Marketing, 6th ed. South-Western Publishing: 2002
  - Pride, W. Marketing: Concepts and Strategies, 12th ed. Houghton Mifflin: 2003
  - Wood, Marian. The Marketing Plan: A Handbook, Prentice Hall: 2003 Hoskin, Financial Accounting: A User Perspective, 2nd Cdn. ed. Wiley 2002
  - Libby, Financial Accounting, 3rd ed. Irwin/McGraw-Hill 2000
  - Larson, Fundamental Accounting Principles, 10th Cdn. ed. McGraw-Hill
  - Ross, Fundamentals of Corporate Finance, 4th Cdn. ed. McGraw-Hill Ryerson
  - Brealey, Fundamentals of Corporate Finance, 6rd ed. Irwin 2007
  - Mankiw, N. Gregory, Principles of Microeconomics, 2nd Canadian ed., Thomas Nelson
  - Manouchehri, Study Guide to Accompany Microeconomics
  - Mark Lieberman, Economics: Principles and Applications, 2002 Thomson
  - McClave, Statistics for Business and Economics, 11th ed. Prentice-Hall 2008
  - Moore, Introduction to the Practice of Statistics, 8th ed. Freeman, 2008
  - Groebner, Business Statistics: A Decision Making Approach, 5th ed. Prentice-Hall 2001
- 3) **Web Sites**
- <http://ingrimayne.com/econ/Introduction/Overview1.html>
  - <http://www.introecon.com/>.
  - [http://www.econguru.com/introduction\\_to\\_economics/](http://www.econguru.com/introduction_to_economics/).
  - <http://www.basicstat.com/>
  - <http://www.quickmba.com/accounting/fin/>
  - <http://www.fasb.org/>
  - [http://www.collegeboard.com/student/testing/clep/ex\\_fa.html](http://www.collegeboard.com/student/testing/clep/ex_fa.html)
  - [http://www.consumerpsychologist.com/marketing\\_introduction.html](http://www.consumerpsychologist.com/marketing_introduction.html)
  - <http://www.zeromillion.com/business/sales-marketing/marketing.html>.
  - <http://www.cengage.edu.au/professional-development-courses/introduction-to-marketing>