

**ÇANKAYA UNIVERSITY**

**FOREIGN LANGUAGES UNIT**   
 

**2013-2015 ACADEMIC YEAR**

**Syllabus for PCS406**

**PROFESSIONAL COMMUNICATION SKILLS**

**FOR *ALL* DEPARTMENTS**   
   
   
   
   
   
  

**ACADEMIC YEAR:** 2015- 2015

**SEMESTER:** Spring

**COURSE CODE:** PCS406

**COURSE NAME:** PROFESSIONAL COMMUNICATION SKILLS

**Overall Course OBJECTIVES**

**Upon successful completion of the course, students will:**

* explain the ways and procedures to seek job opportunities in English-medium work settings.
* be equipped with practical language use and structure specific to working environment to expand their career prospects.
* enhance the quality of their written and oral language skills as potential candidates for future job applications.
* develop professional communication skills in English by learning appropriate linguistic and non-linguistic manners and etiquette.
* advance their competence and confidence in such language areas as, telephoning, writing formal letters , etc.
* become more familiar with the themes and issues related to the professional and academic world.
* improve their presentation skills in English.

**Learning Outcomes:**

Students can

* learn the ways and procedures of job seeking process,
* adapt themselves to working environment,
* learn how to expand their career prospects,
* develop their presentation skills, their competence and confidence in a working environment,
* initiate and maintain discussions on topics about their field of study.

**\* BOOK TO BE FOLLOWED:**

*-Cambridge English for Job-hunting/ Calm Downes/ Cambridge University Press*

*- Course pack by Foreign Languages Unit*

**METHOD of INSTRUCTION:** Lecture; team/class diccussions; communicative / meaningful language exercises; in and out of class reading/writing tasks

**LENGTH AND PERIOD:** 2 hours per week; 14 weeks and 28 hours in total

**GRADING:**

\* MIDTERM: 30% (Course Book)

\* IN-CLASS WRITING: 15%

\*IN-CLASS ORAL PERFORMANCE: 10%

\* FINAL : 40% (Course Book)

\* TEACHER ASSESSMENT : 5%

**ATTENDANCE:** Students are required to attend classes and examinations. Minimum required attendance is 80% for class sessions per semester, which makes up 6 hours of absence at most. Students who miss an exam will not be given a make-up exam unless they submit an approved medical report or any other official document proving their excuse.

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| **Unit** | **Weeks** | **Objectives** | **Target Vocabulary** | **Compulsory Tasks** | **Optional Tasks** | **Reminders** |
| **----** | **1**  **09.02.2015**  **-**  **13.02.2015** | Students will:  \*identify the stages of job application  \*list the stages of job application  \*skim text to find specific information | *cover letter (n)*  *resume (n)*  *CV (n)*  *follow-up letter (adj. phr.)*  *professional (n)*  *first degree (n)*  *graduate (n) (v)*  *first-hand experience (adj. phr. )* | **Identifying the stages in the job application process**  *Activity 1 a, b, c, d (p. 6-7)* |  |  |
| **Unit 1** | **2**  **16.02.2015**  **-**  **20.02.2015** | \*restate given information by answering questions  \* identify their own personal characteristics  \* recognize their personal characteristics by using a mind map  \* develop their use of verbs related to expressing one’s qualifications | *Self-awareness (n)*  *Convince (v)* | **Researching yourself**  Course Pack : p. 2  *Your Strengths and Weaknesses*  *Activity 3 a, b, e, f (p. 8-9)*  Course Pack: p. 3  *Your qualifications*  *Activity 4 a, b (p.10)* |  |  |
| **Unit 1** | **3**  **23.02.2015**  **-**  **27.02.2015** | \*find specific information from a listening extract  \*recognize job-hunting methods  \*express their opinions about job- hunting methods  \* skim advertisements to answer questions | *Transferable Skills (adj.)*  *Conduct survey (v. phr. )*  *Resolve a dispute (v. phr. )*  *Implement a plan (v. phr. )*  *Headhunter (n)*  *Recruit (v)*  *Recruitment (n)*  *Working knowledge (n.phr.)*  *On-target earnings*  *Per annum* | **Highlighting your skills and experience**  *Activity 5 a, b, c, f, g, h, j*  *(p.11-12-13)*  **Researching the market**  Finding a job  *Activity 6 a (p. 13)*  Course pack: p. 4  **Job advertisements**  *Activity 8 a, f, g, h*  ( *p. 15-16)* |  |  |
| **Unit 1**  **&**  **Unit 2** | **4**  **02.03.2015**  **-**  **06.03.2015** | \* scan the advertisements to guess the meanings of given words  \* select an appropriate job for themselves by considering their own skills and experience.  **\* recognize CV**  **\* identify the purpose of a CV**  **\* recognize the qualities of a CV**  **\* recognize the parts of a CV**  **\* examine the parts of a CV**  **\* recognize common mistakes in a CV** | *Resourceful (adj)*  *Numerate (adj)*  *Computer literate (n.phr.)*  *Desk-based (adj.phr.)* | **Job advertisements (continued )**  *Activity 8 i, j, k, m, n* ( *p. 17-18)*  *Course pack: p.4*  **Structuring your CV**  *Activity 1 a (p. 19)*  Course pack: p. 6-7-8  **Avoiding Common CV mistakes**  *Activity 2 a, b, c, d, e ( p.22)* |  | **\*\*\* The students are going to choose an advertisement from the appendix to use throughout the semester** |
| **Unit 2** | **5**  **09.03.2015**  **-**  **13.03.14** | **\* recognize personal statement**  **\* identify the functions of a personal statement**  **\* define their work experience**  **\* produce a personal statement** | *Personal statement (n.phr. )*  *Expertise (n)*  *Results-focused (adj.phr.)*  *Self-starter (adj.phr)*  *Interpersonal (adj. )*  *Collaborate (v)*  *Negotiate (v)*  *Investigate (v)*  *Establish (v)* | **Creating a strong impression**  Writing a personal statement  *Activity 3 a, b, c, f, g (p. 23-24)*  *Course pack: p. 8*  *Writing Task 1* |  |  |
| **Unit** **2** | **6**  **16.03.2015**  **-**  **20.03.2015** | **\* produce sentences about their work experience**  **\*demonstrate their interests in their CVs**  **\* produce sentences about their interests**  **\* recognize the ways to provide references**  **\* produce a CV** |  | **Highlighting your work experience**  Course pack: p. 8-9-10-11  Writing Task 2  **Detailing your education and qualifications**  *Activity 7 a, f, g, (p.28-29)*  Course pack: p. 12  Writing Task 3 |  | **\*\*\* Writing task 2**  **\*\*\* Writing task 3** |

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| **Unit** | **Weeks** | **Objectives** | **Target Vocabulary** | **Compulsory Tasks** | **Optional Tasks** | **Reminders** |
| **Unit 2**  **&**  **Unit 3** | **7**  **23.03.2015**  **-**  **27.03.2015** | \*identify the features of cover letters  \* recognize cover letter by filling in blanks with cover letter related words  \* recognize a good cover letter  \* identify the parts of a cover letter by matching advices to parts of a cover letter  \* recognize opening paragraph of a cover letter by completing sentences  \*evaluate opening paragraphs of a cover letter  \* produce the opening paragraph of a cover letter | *Well-focused (adj)*  *Complement (v)*  *Sign-off (n)*  *Enquire (v)* | **Demonstrating your interests**  *Activity 8 a, b, c, d, e, f (p.30-31 )*  *Course Pack p. 13*  Writing Task 4  **Providing References**  **Identifying features of cover letters**  *Activity 1 a, b, d, e, f, h, i, j (p. 34-35-36)* |  | **\*\*\* Writing task 4** |
| **Unit 3** | **8**  **30.03.2015**  **-**  **03.04.2015** | \* underline phrases useful for cover letter  \* skim text to find specific information by answering questions  \* pick given cover letter phrases to complete a cover letter  \* match the given skills to the requirements in a job advertisement  \* produce sentences expressing their skills for a cover letter  \*produce body paragraph of a cover letter | *Enclose (v)*  *Undertake (v)* | **Beginning a cover letter**  *Activity 2 a, b, c (p. 36-37)*  Course Pack p. 15  Writing Task 5  **Writing the main body of the letter**  *Activity 3 a, b, c , d (p.37-38)* |  | **\*\*\* Writing task 5** |
| **Unit 3** | **9**  **06.04.2015**  **-**  **10.04.2015** | \*acquire the general pattern of writing final paragraph to a cover letter  \* evaluate the qualities of given final paragraphs  \*produce a final paragraph for their own cover letters  \* recognize the importance of using formal language in a cover letter  \* classify words in terms of formality and informality in cover letter  **\* rewrite informal sentences into formal sentences** | *Willingness (n)*  *Appreciate (v )*  *Ensure (v)* | **Matching your skills and experience to the position**  *Activity 4 a, b, c,d, e, f, g, h (p. 39-40-41)*  *Course Pack: p. 16*  Writing Task 6 |  | **\*\*\* Writing task 6** |
| **Unit 3 &**  **Unit 4** | **10**  **13.04.2015**  **-**  **17.04.2015** | **\* identify the mistakes in a cover letter**  **\* produce a cover letter related to the job advertisement they have chosen**  **\* recognize tips for interviews**  **\* recognize the importance of positive first impression**  **\* distinguish good and bad advice for successful first impression**  **\* recognize the importance of building a positive rapport during an interview by using small talk**  **\* gain insight into what body language says in an interview**  **\* use body language tips in interviews** | *Rehearse (v)*  *Posture (n)* | **Writing an effective final paragraph**  *Activity 5 a, b, e, g (p. 42-43)*  *Course Pack: p. 17*  Writing Task 7  **Preparing for the interview**  *Activity 1 a, b (p.47)*  **Making a positive first impression**  Before you arrive  *Activity 2 a, b, c, (p. 48)* |  | **\*\*\* Writing task 7** |
| **Unit 4** | **11**  **20.04.2015**  **-**  **24.04.2015** | **\* recognize common mistakes in interviews**  **\* discuss ways of how to avoid common mistakes**  **\* use tips to avoid common mistakes**  **\* distinguish the types of interview questions by matching questions to the types**  **\* construct effective manners of answering questions in an interview**  **\* rewrite a given script of an interviewee’s answer to improve it.**  **\* develop required skills for talking about themselves in an interview** | *Explicit (adj.)*  *Concise (adj.)*  *Lead (v)* | *Body Language*  *Activity 4 a, b, c p. 50*  **Dealing effectively with interview questions**  *Activity 5 a, b, c, d, g, h (p 50-51)*  **Talking about yourself**  *Activity 6 a, b, c, d, e, f, g (p.52-53)* |  |  |
| **Unit 4** | **12**  **27.04.2015**  **-**  **01.05.2015** | **\* demonstrate that they have done research about the job by using appropriate language patterns**  **\* underline correct language items by listening to an extract**  **\* complete missing parts of a given answer about one’s skills by using specific language patterns** | *Tackle (v)*  *Eye-catching (adj)*  *Outstanding (adj)*  *Fulfilling (adj)* | **Avoiding Common Mistakes**  *Activity 7 a, c, e, f, g (p.53-54)*  **Proving you have done your research**  *Activity 8 a, b, c, , e, f (p.55)* | \*\*\*Activity 9d is optional |  |

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| **Unit** | **Weeks** | **Objectives** |  | **Compulsory Tasks** | **Optional Tasks** | **Reminders** |
| **Unit 4**  **&**  **Unit 5** | **13**  **04.05.2015**  **-**  **10.05.2015** | \* restate specific information from a listening extract  \* evaluate different techniques of demonstrating skills based on listening extracts  \* underline phrases that demonstrate the STAR method  \* classify phrases of STAR method  \* use a range of expressions to structure skills-related answers  \* discuss the ways of handling questions related to their weaknesses | *Cope with (phr.v.)*  *Autonomous (adj)*  *Delegate (v)*  *Goal orientation (n.phr.)*  *End up (v)*  *Beforehand (adv.)* | **Demonstrating you have got what it takes**  *Activity 9 a, b, f, g,k, l (p.56-57-58)*  **Demonstrating your skills**  *Activity 2 a, b, c, d, e, g, h, i, j, n, o*  *(p. 60-61-62-63)* |  |  |
| **Unit 5** | **14**  **11.05.2015**  **-**  **15.05.2015** | \*recognize the expressions of softening and emphasis  \* evaluate a given text in terms of softening and emphasis  \* rewrite sentences to soften the negative information  \* underline the language items that emphasise positive information in given texts  \* discuss the techniques of softening after listening to an extract  \*match negative expressions to positive expressions to improve their answering skills | *Flaw (n)*  *Overcome (v)*  *Procrastinate (v)*  *Put off (phr. v)*  *Strict (adj )* | **Talking about your weaknesses**  *Activity 3 a, b, c, e (p.63-64)*  Softening and emphasis  *Activity 4 a, b, c, d, f, g, h, i, j,k (p. 64-65-66)* |  |  |