

《工商管理专业英语》专科课程教学大纲

一、课程基本信息

课程名称	工商管理专业英语				
	English for Business Administration				
课程代码	0010160	课程学分		3	
课程学时	48	理论学时	24	实践学时	24
开课学院	职业技术学院	适用专业与年级		工企专业, 大一	
课程类别与性质	专业选修课	考核方式		考查	
选用教材	《新职业英语基础篇-职业综合英语 1》徐小贞、9787521333275、外语教学与研究出版社、2022年6月第3版			是否为马工程教材	否
先修课程	大学英语				
课程简介	专业英语是工商管理专业为大一学生开设的专业选修课程。通过本课程的学习及语言的实际运用,使学生进一步打下外贸和商务语言和商务知识基础。以培养能用英语从事一般性商务工作的人才为目标,本课程的任务一是通过商务英语基础知识的教学,和课堂的小组活动为学生营造各种语言环境,使学生正确掌握商务英语的基本用语与表达方式,具有基础商务文体阅读、写作的基本技能,并具有运用进行基础的能力;二是通过商务运作基本知识的教学,使学生了解商务运作的基本规范与业务流程,通过基本商务技能的训练,使学生能够熟练运用基础商务知识及语言技巧来说明、表达商务活动中日常事件,解决一般商务运作的常见问题。使学生能够把所学的知识用于各种日常交际活动和商务活动中。				
选课建议与学习要求	本课程适合国际商务、工商管理等专业学生学习,同时适合商贸类其他专业选修。				
大纲编写人	杨丹		制/修订时间	2024.03	
专业负责人	高		审定时间	204.03	
学院负责人	(签名)		批准时间		

二、课程目标

类型	序号	内容
知识目标	1	掌握商务中大量的专业词汇、英语术语及用法
技能目标	2	提高学生商务英语阅读和撰写商务文书的能力
	3	锻炼学生在听、说等方面运用专业英语的能力
素养目标 (含课程思政目标)	4	理解其他国家历史文化, 有跨文化交流能力
	5	有国际竞争与合作意识

三、实验内容与要求

(一) 各实验项目的基本信息

序号	实验项目名称	实验类型	学时分配		
			理论	实践	小计
1	Organization	④	4	2	6
2	Office	④	2	2	4
3	Business Meals	④	2	2	4
4	Product	④	4	2	6
5	Trade	④	2	2	4
6	Career	④	4	2	6

实验类型: ①演示型 ②验证型 ③设计型 ④复合型

(二) 各实验项目教学目标与教学内容以及要求

<p>实验 1: Organization</p> <p>Teaching objective</p> <p>After studying this unit, the students are able to master the key words and structures, and more importantly, to communicate for the following purposes:</p> <ul style="list-style-type: none"> ✓ understanding a company's profile ✓ understanding a company's organization structure ✓ receiving a client ✓ understanding your client's needs ✓ understanding and writing an envelope in English ✓ designing a company profile <p>The method of approach</p> <p>1. Discussing, listening, reading, presenting, and role-playing by the students;</p>
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<ol style="list-style-type: none"> 2. Explanation and demonstration by the teacher; 3. After-class research and practice by the students.
<p>实验 2: Office</p>
<p>Teaching objective</p> <p>After studying this unit, the students are able to master the key words and structures, and more importantly, to communicate for the following purposes:</p> <ul style="list-style-type: none"> ✓ understanding the job duties of secretaries ✓ understanding skills required for good secretaries ✓ understanding a newsletter ✓ making appointment by telephone ✓ understanding and taking telephone messages ✓ understanding and writing an agenda ✓ making a travel plan <p>The method of approach</p> <ol style="list-style-type: none"> 1. Discussing, listening, reading, presenting, and role-playing by the students; 2. Explanation and demonstration by the teacher; 3. After-class research and practice by the students.
<p>实验 3: Business Meals</p>
<p>Teaching objective</p> <p>After studying this unit, the students are able to master the key words and structures, and more importantly, to communicate for the following purposes:</p> <ul style="list-style-type: none"> ✓ understanding business meals and western table manners ✓ understanding a western food menu ✓ inviting a client to dinner ✓ introducing a restaurant and its foods ✓ understanding and writing an invitation in English ✓ setting tableware <p>The method of approach</p> <ol style="list-style-type: none"> 1. Discussing, listening, reading, presenting, and role-playing by the students; 2. Explanation and demonstration by the teacher; 3. After-class research and practice by the students.
<p>实验 4: Product</p>
<p>Teaching objective</p> <p>After studying this unit, the students are able to master the key words and structures, and more importantly, to communicate for the following purposes:</p> <ul style="list-style-type: none"> ✓ understanding industrial designers' job ✓ understanding a new product's manual ✓ talking about products ✓ understanding and writing a producing a catalog ✓ demonstrating the function of a product <p>The method of approach</p> <ol style="list-style-type: none"> 1. Discussing, listening, reading, presenting, and role-playing by the students; 2. Explanation and demonstration by the teacher;

3. After-class research and practice by the students.
实验 5: Trade
<p>Teaching objective</p> <p>After studying this unit, the students are able to master the key words and structures, and more importantly, to communicate for the following purposes:</p> <ul style="list-style-type: none"> ✓ understanding international trade ✓ understanding sales confirmation ✓ learning about the Silk Road and the Belt and Road Initiative ✓ learning about the importance of the Belt and Road Initiative on trade ✓ negotiating about price ✓ writing a memo ✓ promoting a product with different strategies <p>The method of approach</p> <ol style="list-style-type: none"> 1. Discussing, listening, reading, presenting, and role-playing by the students; 2. Explanation and demonstration by the teacher; 3. After-class research and practice by the students.
实验 6: Career
<p>Teaching objective</p> <p>After studying this unit, the students are able to master the key words and structures, and more importantly, to communicate for the following purposes:</p> <ul style="list-style-type: none"> ✓ understanding hot career fields in the next decade ✓ understanding a job ad ✓ going for an interview ✓ understanding and writing a résumé ✓ performing a job interview <p>The method of approach</p> <ol style="list-style-type: none"> 1. Discussing, listening, reading, presenting, and role-playing by the students; 2. Explanation and demonstration by the teacher; 3. After-class research and practice by the students.

(三) 各实验项目对课程目标的支撑关系

课程目标 实验项目名称	1	2	3	4	5
Organization	✓	✓	✓		✓
Office	✓	✓	✓		✓
Business Meals	✓	✓	✓	✓	✓
Product	✓	✓	✓		✓
Trade	✓	✓	✓	✓	✓
Career	✓	✓	✓	✓	

四、课程思政教学设计

思政教学目标：

1. 让学生对国际商务活动的内容和环节有所了解，提高学生的综合素质；
2. 提高学生的职业素养，锻炼学生解决问题和团队合作的能力；
3. 培养学生跨文化沟通和交流的能力，通过课程中的案例帮助学生树立正确的价值观。

思政教学内容设计：

1. 对课程重新进行系统性的设计，找准“思政元素”与专业知识的契合点，以无缝对接和有机互融的方式，建立内在契合关系，做到“基因式”融合。就一门课程而言，我们应该基于本课程思政元素的挖掘，遵循“思政”“专业”的基本原则，仔细设计“课程思政元素地图”，并认真考虑如何整合专业知识，理清专业内容与思想政治要素之间的关系。
2. 思政融入要立足学科的特殊视野、理论和方法，采取化整为零、“重点”突出的策略，在“深”字上下功夫，做到深度融合。比如，在讲“商务宴请”和“餐桌礼仪”时，融入“跨文化交际意识”；讲企业和产品时，融入绿色发展、可持续发展理念；在讲“职业发展”时，融入“职业道德和素养”的观念等。
3. 思政元素的融入，要从现实问题、热点问题出发，以学生喜闻乐见的问题导入。同时结合时事热点，激发学生民族自豪感，走上技能报国之路，引导学生树立正确的学习观、亲情观、职业观，塑造学生成为一个“热爱学习、享受亲情、勇于创新、坚定梦想”品格高尚、人格健全且具有家国情怀和国际视野的复合型高素质技术技能人才。

教学方式方法设计：

1. 专题嵌入式

专题嵌入式是指讲授具体专题时，由于整块思政内容占较大篇幅，所以将知识目标和课程思政的目标有机融合。比如，爱国企业家在从事企业经营时的家国情怀。

2. 元素融入式

元素融入式是指在专业知识里，挖掘思政元素，让思政元素与专业知识有机融合。以专业知识为主，将国际贸易地理知识点尽可能地转化，增加思政元素，使课程在科学性、思政性上有了变化，但是又围绕专业人才培养的目标展开，在显性的专业知识里融入隐形的思政内容，润物细无声。

3. 隐形渗透式

学高为师，身正为范。教师不仅要加强自身的专业储备，持续学习，补充新知，还要注重科研、教学两手抓。不仅要满足学生在专业知识上的要求，还要加强自身的政治素养和人文素养。身教胜过言传，教师的专业储备、政治素养、人文素养以及敬业的态度就是专业教育和思政教育有机结合的最好证明，这些都会对学生产生潜移默化的影响。

思政教学评价设计：

评价体系的设计主要包括研究思路评价、成果展示评价和成果转化评价。通过课堂提问、作业、阶段性测试、期末考查或考试等形式了解学生对专业英语教学内容的掌握程度；通过有效利用翻转课堂、慕课、移动终端、新媒体、“第二课堂”等平台或载体丰富教学手段，使用学生喜闻乐见，学有所获的内容、手段和评价。

五、课程考核

总评构成	占比	考核方式	课程目标					合计
			1	2	3	4	5	
X1	20%	口试	40	20	20	10	10	100
X2	15%	平时作业	20	20	20	20	20	100
X3	15%	考勤+课堂表现	20	20	20	20	20	100
X4	50%	纸笔测试	40	30	20	10		100

六、其他需要说明的问题

无