



Course Information					
Code:	ENC41002	Course:	WRITING FOR BUSINESS		
Coordination Area / Program:	DIRECCION DE BILINGUAL PROGRAM			Mode: Presencial	
Credits: 04	Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: 128
	H.Teoria	64	0	64	
	H.Práctica	0	0	0	
	H.Laboratorio	0	0	0	
Period: 2025-01	Start date and end of period: del 17/03/2025 al 06/07/2025				
Career: ADMINISTRACIÓN - ADMINISTRACIÓN EN TURISMO - ADMINISTRACIÓN HOTELERA - ADMINISTRACIÓN Y EMPRENDIMIENTO - ADMINISTRACIÓN Y FINANZAS CORPORATIVAS - ADMINISTRACIÓN Y GESTIÓN AMBIENTAL - ARQUITECTURA, URBANISMO Y TERRITORIO - ARTE CULINARIO - ARTE Y DISEÑO EMPRESARIAL - COMUNICACIONES - DERECHO - ECONOMÍA - ECONOMÍA Y FINANZAS - ECONOMÍA Y NEGOCIOS INTERNACIONALES - GASTRONOMÍA Y GESTIÓN DE RESTAURANTES - GESTIÓN AMBIENTAL EMPRESARIAL - GESTIÓN E INNOVACIÓN EN GASTRONOMÍA - INGENIERÍA AGROINDUSTRIAL - INGENIERÍA AGROINDUSTRIAL Y AGRONEGOCIOS - INGENIERÍA AMBIENTAL - INGENIERÍA CIVIL - INGENIERÍA DE SISTEMAS DE INFORMACIÓN - INGENIERÍA EMPRESARIAL - INGENIERÍA EN INDUSTRIAS ALIMENTARIAS - INGENIERÍA INDUSTRIAL Y COMERCIAL - INGENIERÍA INFORMÁTICA Y DE SISTEMAS - INGENIERÍA LOGÍSTICA Y DE TRANSPORTE - INTERNATIONAL BUSINESS - MARKETING - PSICOLOGÍA - RELACIONES INTERNACIONALES					

Course Pre-requisites		
Code	Course - Credits	Career
FC-AD-IDI ENGL6-RREL	ENGLISH VI: RREL	INTERN. BUSINESS
FC- P-IDI ENGL06RREL	ENGLISH VI: RREL	GEST. AMBIENTAL EMP. - ING AGROIND - ING SIST INFORM - GEST-INNOV-GASTRON - COMUNICACIONES - ECO. NEG. INT. - ARTE CULINARIO - ADM-GEST-AMBIENT - ING. INDUSTRIAS ALIM. - ECONOMÍA - ING. INDUSTRIAL Y C. - ARQUITECTURA - ARTE Y DIS. EMP. - DERECHO - RELAC. INTERNACIONALES - ING. LOG & TRANSPORTE - ING. INFORMATICA - MARKETING - ECO. Y FINANZAS - ADM. HOTELERA - GASTR. GEST. REST. - INTERN. BUSINESS - ADM. TURISMO - ING. AGROINDUSTRIAL - ING. CIVIL - ADM. Y EMPRENDIMIENTO - ING. EMPRESARIAL - ING. AMBIENTAL
FC- P-IDI ENGLISH05	ENGLISH V	ADMINISTRACION - ADM&FINCORP - MARKETING
FC-IDI ENG06	ENGLISH VI	GEST. AMBIENTAL EMP. - ADMINISTRACION - COMUNICACIONES - ECO. NEG. INT. - ARTE CULINARIO - ING. INDUSTRIAS ALIM. - ECONOMIA - ING. INDUSTRIAL Y C. - ARQUITECTURA - ARTE Y DIS. EMP. - DERECHO - RELAC. INTERNACIONALES - ING. LOG & TRANSPORTE - ING. INFORMATICA - MARKETING - ECO. Y FINANZAS - ADM. HOTELERA - GASTR. GEST. REST. - INTERN. BUSINESS - ADM. TURISMO - PSICOLOGIA - ING. CIVIL - ADM. Y EMPRENDIMIENTO - ING. EMPRESARIAL - ING. AMBIENTAL

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
LAVALLE TERRY, ALABEL	ALAVALLE@USIL.EDU.PE		

Instructors

You can check the timetables for each teacher in their INFOSIL in the **Classes Development Teachers** option **Teachers**.

Course Overview

Writing for business is a course that corresponds to the area of specialized studies, theoretical in nature, based on the communicative approach. Contributes to the development of bilingual communication competence. Its purpose is for the student to develop writing skills specific to the business area, emphasizing the recognition and production of specific terminology and grammatical structures that apply to each writing context. It includes topics related to the ability measured in the teaching and learning of the English language: written comprehension and production. The creditable product is the final project.

Professional and/or General competencies			
Career/Program	Abbreviation/ Denomination of the Competency	Level of the competence	Expected learning
TOURISM ADMINISTRATION	CG2: Bilingual Communication	N2 Applies the skills corresponding to level B1 according to the standards of the European Community Framework of Reference (CEFR).	<ul style="list-style-type: none"> • Understands the main ideas of complex texts that deal with both concrete and abstract topics, even if they are technical in nature as long as they are within their field of specialization. • Can interact with native speakers with a sufficient degree of fluency and naturalness so that communication is carried out without effort on the part of either interlocutor. • Produces clear and detailed texts on diverse topics, and defends a point of view on general topics, indicating the pros and cons of different options.
	CP5: Bilingual proficiency in supporting tourism projects.	N2 Structures coherent, effective and contextualized tourism proposals to promote tourism projects taking into account the national and international context.	<p>Designs and develops applied and scientific research to solve problems in the sector and in accordance with what is required by State entities or private companies. • Write proposals, diagnoses and scientific articles in English; with command of the language, and is capable of supporting it in national and international forums.</p> <ul style="list-style-type: none"> • Develops coherent, effective and contextualized tourism proposals in order to promote tourism projects taking into account the national and international context.
ADMINISTRATION AND CORPORATE FINANCE	CG2: Bilingual Communication	N3 Communicates effectively in English using the four linguistic skills - listening comprehension, reading comprehension, oral production and written production with sufficient fluency and naturalness for personal, academic and professional performance at an international level.	<ul style="list-style-type: none"> • Includes long speeches and lectures and even follows complex plot lines, as long as the topic is relatively well known. • Includes articles and reports related to contemporary problems, in which the authors adopt a particular attitude or point of view.

			<ul style="list-style-type: none"> • Produces clear and detailed descriptions on a wide range of topics related to a topic of personal interest. • Produces detailed and clear written texts on a wide range of topics related to personal interest. • Demonstrates sufficient grammatical and lexical linguistic range to develop clear descriptions, express points of view and develop arguments using complex sentence structures.
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General Course Result	Unit Result
At the end of the course, the student produces a final project, an executive summary using the terminology and grammatical structures according to each writing context in documentation to keep internal and external communication to the organization, making their writings known with ethics and responsibility.	1. At the end of the unit, the student analyzes written texts considering upper intermediate level grammatical structures (CEFR level B2) about corporate level jobs.
	2. At the end of unit, the student creates documents used to maintain written communication within the organization, as well as texts that interpret the visual data of a company's economic report.
	3. At the end of the unit, the student prepares an executive summary considering the terminology and vocabulary used in writing a formal document, with a sense of ethics and commitment.

Development of activities		
Unit Result 1: <i>At the end of the unit, the student analyzes written texts considering upper intermediate level grammatical structures (CEFR level B2) about corporate level jobs.</i>		
Session 1: <i>At the end of the session, the student analyzes and solves a reading comprehension questionnaire considering the 1st, 2nd and 3rd conditional and relative clauses defined and not defined at the corporate level.</i>		Semana 1 a 4
Learning Activities	Contents	Evidence
The student ... Revises the grammatical structures belonging to level B2 (upper intermediate) according to the Common European Framework of Reference for Foreign Languages in writing sentences under business contexts. Analyzes the different structures reviewed within the contexts that exist in the organization. Produces the language of each revised structure in writing.	Grammatical structures in business context: Tenses of verbs in active and passive voice. Structures that express condition: 1st, 2nd and 3rd conditional. Defined and undefined relative clauses.	Evaluation 1. UoE & Reading
Session 2: <i>At the end of the session, the student creates documents used to apply for jobs at the corporate level (CV), with a critical sense and ethics.</i>		Semana 5 a 7
Learning Activities	Contents	Evidence
Analyzes the basic format for writing job application documents following proposed models. Identifies the vocabulary and grammatical structures frequently used in job application documents.	Documents used to apply for employment: Biodata , Curriculum Vitae (CV) ¿Resume	Evaluación 2 CV

Solves exercises using the vocabulary and grammatical structures used in job application documents. Writes documentation to apply for jobs in corporate contexts.		
Unit Result 2: <i>At the end of unit, the student creates documents used to maintain written communication within the organization, as well as texts that interpret the visual data of a company's economic report.</i>		
Session 3: <i>At the end of the session, the student writes a letter based on the request made by a client.</i>		Semana 8 a 11
Learning Activities	Contents	Evidence
The student... Identifies and analyzes documents used in written communication within the organization. Produces documents used in written communication within the corporation.	Internal documentation of the company: Email , Formal letters.	Evaluation 3 Writing a letter based on the request made by a client.
Session 4: <i>At the end of the session, the student writes a text that describes an economic indicator represented by a specific type of graph</i>		Semana 12 a 14
Learning Activities	Contents	Evidence
The student... Analyzes the language used in the interpretation of economic indicator graphs used in the company. Writes written texts that interpret the visual data of an economic report	Graphics: bars, foot charts, linear. Reports directed to the organization's management.	Evaluation 4: Writing a text that describes an economic indicator represented by a specific type of graph
Unit Result 3: <i>At the end of the unit, the student prepares an executive summary considering the terminology and vocabulary used in writing a formal document, with a sense of ethics and commitment.</i>		
Session 5: <i>At the end of the session the student prepares the executive summary belonging to a formal external communication tool to determine the feasibility of a new business idea.</i>		Semana 15 a 16
Learning Activities	Contents	Evidence
The student... Analyzes executive summaries of corporate business plans belonging to various areas. Writes the executive summary for a new business entrepreneurship. Reviews and edits the executive summary for a new business entrepreneurship.	Texts of business plans belonging to various international companies. • Model executive summaries presented by existing companies	Final exam: an executive summary

Methodology
The course will be developed based on the following methodologies: Aprendizaje basado en problemas , Aprendizaje basado en proyectos , Aprendizaje colaborativo , Aprendizaje participativo , Aprendizaje-Acción , Método activo ,

Assessment System				
Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.				
The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.				
Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
Evaluación Permanente	70%			
Promedio de Evaluaciones	100%			

Evaluación 1	25%	Reading (ASÍNCRONO . No se elimina ningún componente de esta nota)	Semana 3	No
Evaluación 2	25%	Reading (ASÍNCRONO . No se elimina ningún componente de esta nota)	Semana 7	No
Evaluación 3	25%	Writing (ASÍNCRONO . No se elimina ningún componente de esta nota)	Semana 10	No
Evaluación 4	25%	Writing (ASÍNCRONO . No se elimina ningún componente de esta nota)	Semana 14	No
Evaluación Final	30%	FINAL PROJECT : CREDITABLE PRODUCT (SÍNCRONO . No se elimina ningún componente de esta nota)	Semana 16	No

Attendance Policy	
Total Percentage Absences Permitted	30%
<p>Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).</p> <p>In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.</p>	

Basic Required Reading
<p>[1] Hacker, Diana, (2015). <i>A writer's reference</i> /. (8th ed.). Bedford/St. Martins., [2] Murphy, Raymond (2015). <i>English grammar in use : a self-study reference and practice book for intermediate students of English : with answers</i> /. (4th ed.). Cambridge University Press., [3] Locker, Kitty O. (2010). <i>Business and administrative communication</i> /. (9th ed.). McGraw-Hill/Irwin., [4] Ebert, Ronald J. (2020). <i>Business essentials</i> /. (12th ed., global edition). Pearson Prentice Hall.,</p>

References Supplementary
<p>[1] Griffin, Ricky W. (2006). <i>Business</i>. (8th ed.). Pearson/Prentice-Hall., [2] Peng, Mike W., (2011). <i>International business</i> /. Cengage Learning EMEA.,</p>

Prepared by:	Approved by:	Validated by:
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