

Unit 5: Business and Prosperity

iExplore 1:

The goal of strategy:

Win all without fighting



I. A Briefing to The Class

Unit	Business and Prosperity
iExplore 1	The goal of strategy: Win all without fighting
Students	Non-English majors (CET-4 level or above)
Class size	20 students, 4 groups
Class duration	20 min
Judging criteria	Based on students' task performance

II. Teaching Objectives

1. Understand the argumentative *structure*
2. Understand the *concept* of market dominance
3. Improve the sample *presentation* : *Why is it possible to build a fast food chain restaurant on college campus?*

III. Teaching Focus

1. How to *introduce* the inclusive business strategy—
market dominance
2. How to *prove* the benefits of dominant market
share
3. How to *learn from* the text structure and improve
the sample presentation

IV. Teaching Procedures

Procedures	Contents
1. Pre-reading	<ul style="list-style-type: none">• Study the Micro lecture• Read the warm-up <i>passage 1</i> and <i>passage 2</i>
2. While-reading	<ul style="list-style-type: none">• Assess the outcome of pre-reading• Study Para 5-6• Carry out the TSCA to improve the structure of the sample presentation
3. After-reading	<ul style="list-style-type: none">• Continue to improve the production

1. Pre-reading: (tasks, activities, purpose)

Task 1 for Students: Watch the **Micro lecture** on *How to make an argumentative presentation*



1. Pre-reading: (tasks, activities, purpose)

Task 2 for Students: Read two passages and understand the concept of **business dominance**.

Passage 1:

Fred Smith and FedEx: The vision that changed the world



Passage 2:

Building the dream of Starbucks



2. While-reading: A task-based process

Teaching Process

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graph TD; A([Teaching Process]) --- B[1. Assess the outcome of the pre-reading  
(5 points, 3 min)]; A --- C[2. Study Para 5-6 of its structure and language  
(5 points, 7 min)]; A --- D[3. Assess and improve the sample presentation  
(10 points, 10 min)];
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1. Assess the outcome of the pre-reading

(5 points, 3 min)

2. Study Para 5-6 of its structure and language

(5 points, 7 min)

3. Assess and improve the sample presentation

(10 points, 10 min)

2. While-reading: A task-based process

Task 1:	Assess the learning outcome of micro-lecture
	Assess the learning outcome of pre-reading
Activity:	Individual work and group discussion
	(5 points, 3 minutes)

2. While-reading: A task-based process

- **Assessment of the micro-lecture**

Individual work,

5 questions, 3 points

- **Assessment of the warm-up reading**

main ideas, pair work

2 points

Homework from the micro-lecture (3points)

1. The purpose of a persuasive or argumentative presentation is to _____ or _____.
2. Different from a causal talk, an argumentative presentation is featured with _____, _____, and _____.
3. Pick out the argumentative topics from the following: _____
 - A. My first meeting with my roommate
 - B. My most embarrassing moment
 - C. A time I felt most proud of myself
 - D. How are girls and boys brought up?
 - E. Should children be sent to boarding schools?
 - F. Should girls ask boys out?
 - G. Should animals be used for research?
4. To develop arguments, one should _____, _____, _____.
5. If you want to persuade people to eat breakfast, which of the following arguments are more convincing? _____
 - A. Breakfast is good
 - B. Breakfast is helpful and necessary to you
 - C. A healthy breakfast will ensure you energy and strength of a better job performance.
 - D. A healthy breakfast will guarantee your health and avoid tiredness

Passage 1 and passage 2(reference for discussion) (2 points)

The business success of both FedEx and Starbucks can be attributed to their market dominance. In FedEx's case, they build up the air route and service units and finally achieved market dominance. In Starbucks' case, they cultivated a new coffee culture and gradually expand the new idea to a larger territory, until finally achieved market dominance.

2. While-reading: A task-based process

Task 2:

Read paragraph 5-6: Learn how to elaborate the benefits of market dominance (7 min, 5 points)

- What do countries have to do in order to achieve relative market dominance?
- In what different forms can market dominance appear?
- What is the relationship between market dominance and market share?

Activity

Individual reading and group discussion

Benefits of dominant market share

Influence the industry by:

- setting the _____
- defining the _____

More advantage of:

- higher _____
- larger _____
- better _____
- strong _____

Increase profitability through:

- increased _____
- lowered _____

Prosperity

Benefits of dominant market share

Influence the industry by:

- setting the industry standards
- defining the playing field

More advantage of:

- higher customer loyalty
- larger volumes
- better economies of scale
- strong distribution capabilities

Increase profitability through:

- increased revenues
- lowered unit costs

Prosperity

2. While-reading: A task-based process

Task 3: Teacher-student Collaborative Assessment (10 points)

- | | |
|-----------------|--|
| Activity | <ol style="list-style-type: none">1. Group discussion2. Class communication3. Teacher's comments4. Improvement of the sample presentation |
|-----------------|--|

2. While-reading: A task-based process

Step 1,2: Group Discussion and class communication

The image displays four student worksheets, each labeled 'Group 1' through 'Group 4'. Each worksheet contains a table with two columns: 'Sample presentation' and 'Improvement'. The 'Sample presentation' column contains a printed text about building a fast food chain restaurant on a college campus. The 'Improvement' column contains handwritten notes in Chinese and English. A large green rounded rectangle is overlaid on the worksheets, containing a list of four points:

1. Poor Comprehension of the topic
2. Poor persuasiveness of the arguments
3. Poor inner logic between arguments
4. Poor representativeness of the evidence

2. While-reading: A task-based process

Step 3:

Teacher's comments and explanation

- Structure
- Logic
- Language

Sample presentation	Improvement
<p>Why is it possible to build a fast food chain restaurant on college campus?</p> <p>Based on my observation, in recent years many colleges and universities have expanded their <u>enrollment</u>. But the school cafeteria capacity of many colleges and universities are limited and are unable to meet the demand of an ever-increasing <u>number</u> of the newly enrolled students. So there is a problem that the students bear a great pressure when having meals in cafeteria. So many students have meal at the same time and students need to stand in a long line and wait for a long time. To cope with the situation, we think it is possible to build a fast food chain restaurant on college campus.</p>	<p>presentation 标题应该表明主题, 标题以问句的形式出现, 则也描述两方的情况出现</p> <p>一个 argumentative presentation 的第一部分应该提出 thesis statement, 并且应该明确提出背景和重要性。在本部分, 应该做分析当前条件的限制条件和实际需求之间的矛盾, 帮助理解读者和作者据实出发的出发点和程度。自然地过渡到下一部分的具体论点。</p> <p>在 thesis statement 提出之后, 应该直接点出 presentation 的具体论点 (state the topic, tell the position, what to expect)</p> <p>在排队的, 作者为明确说明时, business plan for benefits (如: 节省时间, 增加就餐选择, 提高餐饮质量...)</p> <p>进而引出下文的具体论证环节:</p> <p>Argu - ① Argu - ② Argu - ③</p>

Handwritten notes on the left side of the table:

- Status quo
- ① state the necessity urgency of current situation
- ② point out the conflict
- presentation 具体论点
- 用词图表
- 表格图表
- 等词图表
- 于被(日)

2. While-reading: A task-based process

Step 4: Improvement of the sample presentation

A new fast food chain restaurant brings benefits to various parties

A lot of students in our school, especially students who have to run to the canteens from the faraway classrooms, define the lunch and dinnertime the most burdensome moment in a day, they find it difficult to find a suitable seat and enjoy the food in the crowded canteen areas. In 2016, the number of registered students has reached to nearly 16,710, while there are only 5 canteens on the campus, with no more than 4000 seats, from which much pressure and complaints arise. Therefore, our business plan is to build a fast food chain restaurant on campus for the benefits of students, canteen workers and school management.

A new fast food chain restaurant on the campus will reduce the students' dining pressure. Under the current condition, most of the classes are scheduled in the morning from Monday to Friday with little flexibility, which lead to much pressure to the school canteen and students, i.e. Around 12'clock, the 4 canteens would be flooded with hungry students and become very crowded. According to our survey, in the "dining peak hours", an average of 10 minutes are needed to wait for the food, and it would become even more difficult for students to find a suitable seat and enjoy their meal, as a result, many students have to stand up for their food or take the food back to the dormitory, causing much inconvenience and unnecessary waste of food bags. While a new fast food chain restaurant will definitely release the pressure, and serve more students in the dining peak hours.

A fast food chain restaurant will help to reduce the pressure of canteen workers. According to the school canteen management, there are around 100 workers preparing and serving the food to students on campus. Our interviews indicate that these workers are under great pressure and have little relax time. To prepare the breakfast, they have to wake up at 4: 30 in the early morning and help with the loading and distribution of cooking materials, then spend another 30 minutes selecting and washing the food materials for the final cooking, which usually begin at 5:00, normally, the breakfast will be ready at 6:00, and these workers will continue to serve

the breakfast to students for the next two hours. According to our survey, 60% workers complain about the pressure, little rest or relax between the meals. On the other hand, the canteen workers also have to guarantee the quality and safety of food and service. Thereafter, a new fast food chain restaurant will tremendously reduce the pressure of canteen workers.

A fast food chain restaurant will provide more food choices to students. The popularity of fast food is growing due to its food variety, taste and convenience. Based on our survey, hamburgers, French fries, fried chicken and soft drinks top the list of students' favorite food. In contrast, the current canteens offer limited variety of food with little choices, which fail to meet many of students' special dining need. Thus, a new fast food chain restaurant will offer more food choices to students.

A fast food chain restaurant will bring in competition and improve the canteen service. Many fast food chains like McDonald, KFC, Burger King began as seedlings, but used creative strategy to bring value to the marketplace, grew quickly, and continued doing business successfully for a number of years. They gained a position in the industry and achieved relative market dominance. To some degree, the campus canteens monopoly the school restaurant market, as has been proved in many business cases, too much monopoly will lead to slow innovation and poor management. While on the contrary, the production of fast food is under standard operation procedure, which guarantees the food quality and safety, a fast food chain restaurant is also under strict managerial principles, which greatly reduces the chances of ~~the~~ operation and serious deviations. What's more, with new decoration and dining culture, the new fast food chain will bring in much competition to the existing canteens and stimulate more innovation and improvement in terms of food choices and management. Canteens that have achieved dominant market share most likely also enjoy the advantages of higher customer loyalty, large volumes, better economies of scale, and strong distribution capabilities. As a result, students will reap great benefits and enjoy a lot of convenience.

In conclusion, we believe it is possible and beneficial to build a fast food chain restaurant on college campus and the future will be promising.

3. After-reading: iProduce



Presentation judging criteria

1	What is your overall impression to the structure of the presentation?	1	2	3	4	5
2	What is your overall impression to the language of the presentation?	1	2	3	4	5
3	What is your overall impression to the persuasiveness of the presentation?	1	2	3	4	5
4	Does the speaker state the thesis statement clear?	1	2	3	4	5
5	Does the speaker develop strong arguments?	1	2	3	4	5
6	Does the speaker use examples to support the arguments?	1	2	3	4	5
7	Are the examples and statistics relevant to the arguments?	1	2	3	4	5
8	Is the presentation of examples clear and logic?	1	2	3	4	5
9	Is the statistics reliable and relevant to the arguments?	1	2	3	4	5
10	Does the speaker visualize the evidence?	1	2	3	4	5

3. After-reading: iProduce



Students' performance

教师姓名	耿峰	教师单位	外国语学院	上课时间	2016.12.01	上课地点	南二-215
学号	姓名	专业	个人回答 (5分)	小组讨论 (5分)	成果展示 (10分)	总评分 (30分)	
第一组	150242131	夏才寿	交通运输	3	3	7	13
	150541134	熊小钰	工商管理	3	3	7	13
	150541329	王柳青	工商管理	4	3	7	14
	150545337	薛俊磊	物流管理	4	3	7	14
	150641205	龚振东	交通运输	5	3	7	15
第二组	150741313	侯婉黄	交通运输	3	4	6	13
	150744241	谢思源	电气工程及其自动化	4	4	6	14
	151414233	赵亚南	交通运输	2	4	6	12
	151142105	李晋蓉	自动化	3	4	6	13
	151142109	杨 鹏	电气工程及其自动化	4	4	6	14
第三组	151142110	冯志浩	电气工程及其自动化	5	3	6	14
	151142111	李百城	电气工程及其自动化	3	3	6	12
	151142112	李林峰	电气工程及其自动化	3	3	6	12
	151142114	李向凡	电气工程及其自动化	2	3	6	11
	151142115	梁瑞珂	电气工程及其自动化	3	3	6	12
第四组	151142117	刘文军	电气工程及其自动化	4	4	6	14
	151142118	柳志伟	电气工程及其自动化	3	4	6	13
	151142119	马 昊	电气工程及其自动化	4	4	6	14
	151142120	牛 航	电气工程及其自动化	3	4	6	13
	151142122	尚佳旗	电气工程及其自动化	5	4	6	15

FAQ

Thank you!