



## Course Specifications

Course Title:	قراءات إنجليزية في إدارة الأعمال
Course Code:	MGT212
Program:	Accounting
Department:	Accounting
College:	College of Business Administration
Institution:	Al_Majmaah University



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## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Second Year, level Three.
<b>4. Pre-requisites for this course (if any):</b> ENG111
<b>5. Co-requisites for this course (if any):</b>

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	%100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

## 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	3 hours per week
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course is designed for 3rd level students of accounting in the College of Business Administration, This course enables the students to gain basic communication skills in the field on business. It provides essential vocabulary expansion, usage of grammar and reading skill-building in business. After taking this course students will identify what are general and specific ideas in given passages, will understand the meaning from the context, understand simple classification, ordering of events, grab cause and effect in sentences, comparison and contrast etc.

### 2. Course Main Objective

Equip students with the basic skills and strategies necessary for a successful reader of business topics academic texts.

### 3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	Knowledge and Understanding	



CLOs		Aligned PLOs
1.1	Student Can Do Statements comprise standardized, level-specific, broad descriptions of what learners should know and be able to do in each of the skills on which they are to be tested, in mid and end-of-module exams.	2ε
1.2	Students can describe and compare people, places, and things in short sentences, and they can understand the business concepts and functions.	2ε
2	<b>Skills :</b>	
2.2	Student can distinguish between business jobs such as management, finance, marketing, and accounting functions.	3ρ
3	<b>Values:</b>	
3.1	Students should be able to plan, negotiate and evaluate their strengths and weaknesses as team members	2ϑ

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Management and Organizations	3
2	Management History	3
3	Organizational Culture and Environment	3
4	Managing in a Global Environment	3
5	Social Responsibility and Managerial Ethics	3
6	Managers as Decision Makers	3
7	Foundations of Planning	3
8	Strategic Management	3
9	Managing Human Resources	3
10	Organizational Structure and Design	3
11	Understanding Individual Behavior	3
12	Managers and Communications	3
13	Motivating Employees	3
14	Managing Human Resources	3
15	Managing Teams	3
<b>Total</b>		<b>45</b>

### D. Teaching and Assessment

#### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Student Can Do Statements comprise standardized, level-specific, broad descriptions of what learners should know and be able to do in each of the	To develop academic vocabulary in many ways such as categorization,	First Midterm, Second Midterm, Continuous

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	skills on which they are to be tested, in mid and end-of-module exams.	synonyms, opposites, suffixes, prefixes and parts of speech.	assessment, Final exam
	Students can describe and compare people, places, and things in short sentences, and they can understand the business concepts and functions.	Group work, games, journals, memorization, brainstorming	First Midterm, Second Midterm, Continuous assessment, Final exam
2.0	Skills		
2.1	Student can distinguish between business jobs such as management, finance, marketing, and accounting functions.	peer work, group work	First Midterm, Second Midterm, Continuous assessment, Final exam.
3.0	Values		
3.1	Students should be able to plan, negotiate and evaluate their strengths and weaknesses as team members	peer work, group work	Continuous assessment,
...			

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm Exam1	6	20
2	Midterm Exam2	11	20
3	Participation & Attendance	All along	10
4	Final Exam	14	50
5			
6			
7			
8			

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

## F. Learning Resources and Facilities

### 1. Learning Resources

Required Textbooks	Management - Stephen P. Robbins & Mary Coulter
Essential References Materials	none
Electronic Materials	Computer, laptop, tablet, etc.



<b>Other Learning Materials</b>	
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## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Computer, laptops, tablets, mobile phone, Internet ....etc
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Blackboard, social media , websites
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	www.eslcafe.net www.linguist.net www.wikipedia.com www.studygs.net www.inet.hk

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching.		Midterm evaluation feedback form to increase instructor's awareness of the strong and weak points of the class; •End of term college course evaluation by students (collected by Department); •End of term in-class ( virtual class ) debriefing of students of what went well and what could have gone better •Small group instructional diagnosis where instructors exchange classes to gather information from each others' students on specific points outlined by the department and the instructor being evaluated.
Other Strategies for Evaluation of Teaching by the Program/Department Instructor		•Peer evaluation to assess ability of faculty members to work with their colleagues, •Class observations by supervisors.
Processes for Improvement of Teaching.		•Training sessions •Workshops to facilitate experience exchange among faculty members •Regular meetings to discuss and solve problems.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	
Reference No.	
Date	

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