جامعة المجمعة
Majmaah University

VISION رؤيــــة
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS
(CS)

Ramadan 1438 H , June 2017

Institution:	**Majmaah University**
Academic Department :	**English Department**
Programme :	**English Language**
Course title and code:	**ENG 101– English Language for Business Dept.**
Specification Approved Date :	**21/ 1/ 1440 H**
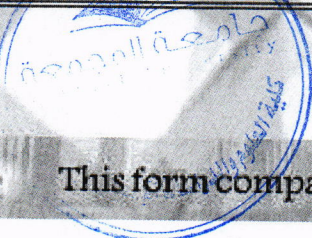
Course Specifications

Institution: Majmaah University	Date: 28/ 1/ 1440 H
College/Department : College of Science and Humanities - Rumah \ English Department	

A. Course Identification and General Information

1. Course title and code :-English Language for Business Dept -ENG 101

2. Credit hours: (2) Hours

3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
English Language

4. Name of faculty member responsible for the course
Asiah Al fahaid

5. Level/year at which this course is offered:
Level 2 \ Year (1)

6. Pre-requisites for this course (if any):
~~None~~

7. Co-requisites for this course (if any):
~~NA~~

8. Location if not on main campus:
Rumah Campus

9. Mode of Instruction (mark all that apply):

a. traditional classroom	☐	What percentage?	
b. blended (traditional and online)	√	What percentage?	80%
c. e-learning	√	What percentage?	20%
d. correspondence	☐	What percentage?	
f. other	☐	What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course?
▫ The course is intended to provide students with reasonable skills necessary for successful communication in both oral and written forms of the language. At the end of the course, students are expected to acquire the sub-skills such as reading or listening for gist or specific information, and use vocabulary in a meaningful context.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
▫ Students are encouraged to consult the web to practice more on English used in daily life.
▫ Students are encouraged to take part in daily conversations with their classmates.

C. Course Description(Note: General description in the form used in Bulletin or handbook)

Course Description:

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction (Orientation)	1	2
Unit 1: Hello everybody.	1	2
Unit 2: Meeting People	1	2
Unit 3: The world of work	1	2
Unit 4: Take it easy	1	2
First Midterm Exam		
Unit 5: Where do you live?	1	2
Unit 6: Can you speak English?	1	2
Unit 7: Then and now	1	2
Unit 8: How long ago	1	2
Second Midterm Exam	1	2
Unit 9: Food you like!	1	2
Unit 10: Bigger and Better!	1	2
Unit 11: Looking good!	1	2

Unit 12: Life's an adventure!	1	2

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2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	30	-------------	-------------	-------------	----------	30
	Actual	30	-------------	-------------	-------------	----------	30
Credit	Planed	2	-------------	-------------	-------------	----------	2
	Actual	2	-------------	-------------	-------------	----------	2

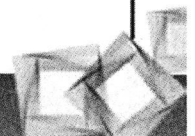3. Additional private study/learning hours expected for students per week. **2 Hours**

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

<u>**First**</u>, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). <u>**Second**</u>, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. <u>**Third**</u>, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge:** *By the end of the course, 2nd level students will be able to:-*		
1.1	Name the different English tenses	Lecture	Quizzes
1.2	Mention the pronouns	Lecture	Mid-Term Exams
1.3	Name the Adverbs	Lecture	Final Exam
1.4	Recognize the adjectives / Forming negatives	Lecture	

		and questions.		
	2.0	**Cognitive Skills:** *By the end of the course, 2nd level students will be able to:-*		
	2.1	Infer the main idea of the reading text.	Lecture	Quizzes
	2.2	Summarize the major ideas of the reading text.	Lecture	Mid-Term Exams
	2.3	Guess the meaning of unknown vocabulary.	Lecture	Writing Assignments
	2.4	Write letters and short paragraphs.	Lecture	Final Exam
	3.0	**Interpersonal Skills & Responsibility:** *By the end of the course, 2nd level students will be able to:-*		
	3.1	Demonstrate the ability to work in group.	Group Work	Oral Activities
	4.0	**Communication, Information Technology, Numerical:** *By the end of the course, 2nd level students will be able to:-*		
	4.1	Using technological tools	E-Learning	Observation Checklist
	5.0	**Psychomotor**		
	5.1	NA		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	**Week Due**	**Proportion of Total Assessment**
1	**Participation& Homework**	**Every Week**	**10 %**
2	**1st Exam**	**Week 7**	**20%**
3	**2nd Exam**	**Week 13**	**20%**
4	**Final exam**	**Week 17**	**50%**

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Office hours give students the opportunity to ask in-depth questions and explore points of confusion or interest that cannot be fully addressed at the lecture.
For this reason instructor provides at least 2 office hours per week.

□ Forming What'sapp group to communicate with students and provide support at anytime.

E Learning Resources

1. List Required Textbooks

Soars, L J.New Headway Plus. Beginner Oxford : Oxford University Press

2. List Essential References Materials (Journals, Reports, etc.)

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3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

WWW.oup.com\elt\headway

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access,etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

□ Lecture rooms for 30 students.

2. Technology resources (AV, data show, Smart Board, software, etc.)

□ There should be data show, Smart Board.

□ One laptop for the lecturer.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

□ Internet Access.

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Encouraging interaction with the students and giving them the opportunity to express themselves in matter related to the course.
- Making presentations and role plays.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.
- Participating in different activities such as; Discussion.

3. Processes for Improvement of Teaching

- Training sessions.
- Workshops to facilitate the exchange of experiences amongst faculty members.
- Regular meetings where problems are discussed and solutions given.
- Discussion of challenges in the classroom with colleagues and supervisors.
- Encouragement of faculty members to attend professional development conferences.
- Keep up to date with pedagogical theory and practice.
- Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Correcting the students' exam papers with co- rater in order to confirm the results and achieve objectivity in correction process.
- Making the students' results available for the students to know their results.
- Check marking of a sample of examination papers either by a resident or visiting faculty member.
- Students who believe they are under graded can have their papers checked by a second reader.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Compare syllabus and course description with other universities.
- Making an improvement plan and discuss it with colleagues.
- Communicating with other professors who taught the same course at other colleges and get their opinion about the course specification and syllabus.

Name of Course Instructor: Asiah Al fahaid

Signature: Asiah Al fahaid

Date Specification Completed: 28-1-1440H

Program Coordinator: Dr. Waseem

Signature: ……………………….. **Date Received:** ……………………………......