ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: Alyamamah University	Date: 06/11/2018
College/Department: COBA	

A. Course Identification and General Information

1. Course title and code: Business Research Methods and Publishing (BUS385)

2. Credit hours: 3

3. Program(s) in which the course is offered.
BSBA

4. Name of faculty member responsible for the course
Ms. Razia Sultana

5. Level/year at which this course is offered:
Year 3

6. Pre-requisites for this course (if any):
ENG-202/STT-202

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

8. Location if not on main campus:
NA

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

a. traditional classroom	*	What percentage?	100
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

B. Objectives

1. **What is the main purpose for this course?**

In this course students learn how to conduct a research for real life business problems. They will learn about preliminary data gathering, literature survey, how to develop the hypotheses and design the research method for their testing and validation. Data analysis using quantitative tools and techniques and software, and interpretation of research results would be an integral part of the course. The main learning outcomes will be:

- *To familiarize students with research process and provide them with necessary foundation in designing and conducting research which can be applied to problems and issues in different functional and or strategic areas of business organizations.*
- *To provide an opportunity for active intellectual involvement in planning research, culminating in a research proposal, a research instrument and literature survey.*
- *To enable the students to be more scientific and effective towards working out their senior projects on real business problems.*
- *To encourage students to pursue higher studies and research in their career.*

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)

- Periodically review the entire course content and develop the course as per the need and requirement of the environment

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

Course Description:
This course introduces the students with research process including problem identification, research question development, preliminary investigation, literature review, theoretical framework, hypotheses development, data collection and analysis.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1. Introduction to research: What is research, research in business, research methods, types of research, characteristics of good research, hypothetic-deductive method of research.	1	3
2. Problem definition: broad problem area, preliminary data collection, literature survey, theoretical framework, identification and description of variables.	2	6
3. Hypothesis development: Theoretical framework and research questions, hypothesis development, null and alternate hypothesis	1	3
4. Elements of research design: exploratory study, descriptive study, hypothesis testing, types of investigations (causal vs correlational), study setting, units of analysis, time horizons.	2	6
5. Scales & Measurement: measurement, types of scales (nominal, ordinal, ratio & interval), comparison of scales, reliability and validity	1	3
6. Data collection: primary and secondary data, sources of data, primary data collection methods, types of questionnaires, questionnaire design and guidelines.	2	6
7. Sampling: population, sampling frame, sampling process, probability and non-probability sampling, sample size, precision and confidence, issues in sample design and selection.	2	6
8. Data entry, analysis and interpretation: data coding, data entry (use of software), understanding data, measures of central tendency, measure of dispersion, hypotheses testing, interpretation of results.	3	9

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	42	None	None	3	None	45
	Actual	45					
Credit	Planed	3					
	Actual	3					3

3. Additional private study/learning hours expected for students per week.
Students are expected to prepare before coming to the class (2 hours per week), in order to participate in the class. Also, during the semester period they have to work on individual and group projects and that will require an average of 70 hours per semester excluding time devoted for studying for the final exams

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.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, 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**		
1.1	Comprehend the real live business problem for scientific investigation	*Lectures, assignments and group discussion*	*Quizzes, Midterm, Final exam and project*
1.2	Literature survey		
1.3	Develop theoretical framework and necessary hypotheses for the research problem		
1.4	Develop the necessary questionnaire for data collection		
1.5	Analyze the research results		
2.0	**Cognitive Skills**		
2.1	***Description of cognitive skills to be developed*** ▪ Identifying and analyzing a research problem. ▪ Interpreting the research results. ▪ Developing insights of the reading materials	***Various methods will be applied like:*** ▪ *Giving assignment where students need to apply skills to solve the problems mentioned in the assignment.* ▪ *Arranging tutorials that includes discussion of issues and problems where analytical skills are needed to solve it.* ▪ *Conducting in-class assignments including some open-ended problem-solving tasks where students need to select appropriate methods or solutions.*	▪ *Each test given during semester to include at least one item requiring students to apply formulae or conceptual insight in solution of a new problem.* ▪ *End of semester test in each course to include items requiring students to identify and use appropriate analytical tools for a new problem.*

3.0	**Interpersonal Skills & Responsibility**		
3.1	***Description of the interpersonal skills and capacity to carry responsibility to be developed*** ▪ The ability to work effectively in groups and exercise leadership when appropriate. ▪ The ability to act responsibly in personal and professional relationships with high moral and ethical standards	▪ *Each course includes at least one group project.* ▪ *Assessments include evaluation of standard of report by group and individual performance rating on contribution made.*	▪ *Assessment of group and individual assignments within each course.*
4.0	**Communication, Information Technology, Numerical**		
4.1	***Description of the skills to be developed in this domain*** ▪ Ability to communicate effectively in oral and written forms. ▪ Ability to use information and communication- technology and use basic mathematical and statistical techniques.	*Students are required to read course text on a weekly basis and are tested on each of these reading assignments through class participation.* *There are exams and assignment components requiring written answers. Oral presentation of group project is required with equal time for each group member.*	▪ *Direct assessment of basic skills including communication skills in English language and use of IT through course project assessment.*
4.2	IT: ▪ Ability to use internet to find material for group project. ▪ Use PowerPoint in "Smart" classroom to develop and deliver group presentation	*Students are required to search the internet (Google Scholar) for finding articles related to their course project research.*	▪ *Use Internet to find material for group project.* ▪ *Use PowerPoint in "Smart" classroom to develop and deliver group presentation. Both content and communication/ presentation skills are evaluated.*
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	Quizzes	Through	10

		the term	
2	Midterms	Week 8	20
3	Group Project	Week 14	10
4	Final Test	Week 16	40
5	Participation, Attendance and assignments	Through the term	20

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)

- In addition to class lectures time, faculty members assign minimum 10 hours per week for student consultations and academic advice. The consultation time is mentioned in the Faculty Time Table and is display on the faculty member's office door.
- During the registration period, faculty members also spend time for review and approving students' registration form. Each faculty member is assigned a group of students for advising. The list is posted in the faculty office and students are advised to visit the faculty member during the time mentioned in his/her faculty time table.

E Learning Resources

1. List Required Textbooks

Business Research Methods, Cooper, D.R., and Schindler, P.S., McGraw-Hill, 10th Edition, 2008

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

Lecture notes, Journal articles, and presentation materials

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

LMS portal, Google Scholar, ScienceDirect journals.

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

- College library contains all required references including additional materials that support the course content.
- Digital libraries on the University online library includes many journals, eBooks and periodicals are available for students.

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.) No special requirements necessary beyond standard smart classroom.
2. Technology resources (AV, data show, Smart Board, software, etc.) Internet connection and a website for each faculty member.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) NA

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- During week 13 and 14, the YU's "Student Affairs" department conducts a survey covering all aspects relating to their learning experience for the concerned course. Students are given questionnaire on different areas of the course including the effectiveness of the course.
- There are two ways that the survey is undertaken: manually by distributing the printed forms to the students during the class meeting hours and by electronically, where students are required to go to the computer lab for participating in the survey.
- The responses are forwarded to the "Information Centre" where it is analyzed, and reports are prepared.
- The report is called "Course Evaluation Survey" or CES and is submitted to the department chairman, who shares the report with the respective faculty members.

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

- Staff Submit course report at the end of each semester.
- Classroom observations are conducted by the Department chairman during class periods, especially for the newly recruited faculty members.
- A form with some standard questions regarding classroom activities is used to evaluate the performance of the faculty members during the classroom visits.
- Faculty members are informed about the classroom visits without notifying a specific day for the visit.
- The reports are shared with the faculty members.

3. Processes for Improvement of Teaching

The process for improving the teaching includes the following:

- Workshops and seminars are conducted throughout academic year to address specific teaching strategies and improvements.
- Feedbacks from students using different types of survey are shown and discussed with faculty members to improve the teaching

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**) The University periodically uses collaborative faculty reviews to ascertain standards of student achievement.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. The College Board periodically calls for the review of courses in the various disciplines to ensure they are current and applicable, especially for the periodic reports and evaluations to the MOE.

Name of Course Instructor: Razia Sultana

Signature: _____ Date Specification Completed: 06/11/2018

Program Coordinator: _____

Signature: _____ Date Received:_____