



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**



Course Specifications

Institution	AlYamamah University	Date of Report	15 June 2017
College/Department	INTERLINK English Department		

A. Course Identification and General Information

1. Course title and code: ENG 301 Advanced Business Writing			
2. Credit hours 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
Bachelor of Business Administration (BBA) – Women’s campus, Men’s campus			
4. Name of faculty member responsible for the course Katrina Baran			
5. Level/year at which this course is offered 3 rd year			
6. Pre-requisites for this course (if any) ENG 201			
7. Co-requisites for this course (if any) n/a			
8. Location if not on main campus n/a			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="90"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			



B Objectives

<p>1. What is the main purpose for this course?</p> <p>The main purpose is to train students in genre-based business writing skills, at an advanced level, that are relevant and applicable to their academic business studies (at the undergraduate and graduate level) and also to their working careers in business, outside of academia.</p>
<p>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)</p> <p>Plans are to continue to integrate technology into the course, and keeping current in topics, readings and tasks assigned.</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Business Analytical Tools	2	6
Case Studies, Summaries and Structure	2	6
Analytical Case Study	3	9
Comparative Analysis	2	6
Business Proposal (Merger/Joint Venture)	3	9
Persuasive Writing	2	6
Business Ethics	1	3
Course Review	1	3



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	44		4			
Credit	3					

3. Additional private study/learning hours expected for students per week.	3
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Students will gain knowledge in writing highly specialized, persuasive and complex external correspondence (proposals, formal and public reports) and internal documents (transmittal letters, memos) and in reading/interpreting graphic data as well as standard business documents such as case studies and reports	Task-based approach, group work, pair work and individual work, peer editing and consultation, lectures and independent research	Major and minor tasks within each unit (integrated tasks)
1.2			
2.0	Cognitive Skills		
2.1	Searching, extracting, analysing, synthesizing explicit and implicit information across a wide spectrum of source materials related to the business domain.	Use of realia as well as academic materials, task-based approach, peer feedback and evaluation, discovery learning strategies	Major and minor tasks within each unit (integrated)
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1	Team work, shared and individual responsibilities in tasks	Task-based approach and utilizing cohort-based learning and discovery learning strategies	Continuous observation of class, major and minor tasks within each unit
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	Students will develop skills in assessing numerical business-related information and graphical presentation of information. Students will develop skills in assessing numerical business-related information and graphical presentation of information.	Task-based approach, discovery learning strategies, lectures	Major and minor tasks within each unit (integrated tasks)
4.2			
5.0	Psychomotor		
5.1	Students will develop psychomotor skills through the use of computers and projectors.	Use of equipment in task-based approach	Major and minor tasks within each unit (integrated tasks)
5.2			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	SWBAT describe graphs, tables, charts, timelines and projects SWBAT write authentic business and academic-business documents using



	common business expressions and structures, clearly and concisely SWBAT recognize common business expressions and structures
Cognitive Skills	SWBAT summarize articles, reports and case studies accurately and concisely SWBAT explain business projects, issues and ideas clearly and concisely in writing SWBAT analyze issues in business and communicate their analysis in writing SWBAT interpret, compare, contrast and analyze information presented in a variety of formats (including writing, graphs, charts and tables)
Interpersonal Skills & Responsibility	SWBAT justify recommendations based on their analysis of issues in business SWBAT evaluate the accuracy and clarity of their own writing, and the writing of their peers
Communication, Information Technology, Numerical	SWBAT interpret and question information presented in a variety of formats (including graphs, charts and tables) SWBAT demonstrate fluency in MS Word (English edition) SWBAT research business-related projects such as case studies and business proposals
Psychomotor	SWBAT demonstrate fluency in MS Word (English edition) SWBAT prepare and produce graphs, charts and tables relevant to their research and writing projects



Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Analytical case study	7	10%
2	Business proposal	13	10%
3	Midterm exam	8	20%
4	Final exam	16	40%
5	Minor genre-based reading, writing, analysis and computer tasks	1-15	10%
6			
7			
8			



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 – 5 hours per week and appointments available outside these hours upon request.

E. Learning Resources

1. List Required Textbooks

n/a

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

Case Studies, reports, articles as assigned and provided by the instructor

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

Excellence in Business Communication

The Economist

Wall Street Journal,

Business Vocabulary in Use

Bloomberg's Business Week

Collins Business Writing

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

Bloomberg, WSJ, Economist (websites), LMS

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

MS Word, MS PowerPoint

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.)

Classroom, computer lab



2. Computing resources (AV, data show, Smart Board, software, etc.) Network connection (internet), projector, screen, MS Word, MS Powerpoint
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) n/a

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Administration delivers a student survey at the mid-term point and after course completion. Teacher requests feedback from students on an on-going basis, and encourages reflective learning.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Observations by Instructional Coordinator
3 Processes for Improvement of Teaching Feedback from Instructional Coordinator, students, former students, and other instructors lead to ongoing evaluation and improvement of the course. Teachers are members of international teaching associations which provide ongoing training, support and resources in Business English.
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) Coordination between men's and women's campuses for assessments.



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

Course instructor meetings every 3 weeks throughout the term, in order to review and plan for improvement.

Faculty or Teaching Staff: Katrina Baran

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____