

Kingdom of Saudi Arabia

Al Baha University

Faculty of Administrative and Financial Sciences

Department of Business Administration

COURSE SPECIFICATION

English Language for Business

16011201

2015

Course Specification

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| Institution | Al Baha University |
| College: | Faculty of Administrative and Financial Sciences |
| Department | Business Administration |

A Course Identification and General Information

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| 1. Course title and code: | English Language for Business | 16011201 |
| 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) | Business Administration | |
| 4. Name of faculty member responsible for the course: | Prof. Kameswara Rao | |
| 5. Level/year at which this course is offered: | 3rd level/2nd Year | |
| 6. Pre-requisites for this course (if any) | NA | |
| 7. Co-requisites for this course (if any) | NA | |
| 8. Location if not on main campus- | | |

B. Objectives

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| <p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <p>This course is a general introduction to English Language, specifically for use in business environment. The aim of this course is to prepare students to succeed in complex business communication tasks in writing, reading, and listening. This is a preparatory course for students most interested in improving their skills in a business/economic content area or taking further courses in Business related areas. It is designed from an ESL perspective; however, it is also appropriate for native speakers of English who are in need of business writing preparation.</p> |
| <p>2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p>A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, and performance. Methodology will be selected to best meet student needs.</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 | | |
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| Topic | No of Weeks | Contact hours |
| Course Introduction: Management: What is Management? Case Study: Selecting a Chief Operating Officer | 1 | 3 |
| Work and Motivation: Theory X and Theory Y: Satisfiers and Motivators | | |
| Company Structure; Wikionomics and the future of Companies: Company Structure. | 2 | 6 |
| Managing Cross Culture: Managing Across Cultures | | |
| Recruitment: Filling a vacancy: Job Applications | | |
| Women in Business | 2 | 6 |

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| The different Sectors of Business: Another Cup of tea (David Lodge: Nice Work): Manufacturing and services | 2 | 6 |
| Production: Capacity and inventory: The Dell theory of Conflict, Prevention (Thomas Friedman: The World is fat) | | |
| Logistics: Pull and Push Strategies | 2 | 6 |
| Quality: Total Quality Management | | |
| Products: Products and Brands | 2 | 6 |
| Marketing: The Product Life Cycle, Marketing is everything | | |
| Advertising: Advertising and Viral Marketing | | |
| Banking; Banks and financial institutions: The Subprime Crisis and credit crunch | 2 | 6 |
| Venture Capital: A Business Plan | | |
| Accounting and Financial Statements. | 2 | 6 |
| Economics | | |
| Total | 15 | 45 |

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| 2. Course components (total contact hours per semester): | | | |
| Lecture: 45 Hours | Tutorial: Varies | Practical/Fieldwork /Internship: None | Other: |

3. Additional private study/learning hours expected for students per week.
(This should be an average: for the semester not a specific requirement in each week)
Not Required

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment could be used in the course to evaluate learning outcomes in the concerned domain concerned.

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| <p>a. Knowledge</p> |
| <p>(i) Description of the knowledge to be acquired</p> <p>Upon completion of course, students will be able to understand the English language skills needed in order to gain competitive edge in business/economic content area or to take further courses in Business related areas; introduce the students to the understanding of a wide range of appropriate terminology and functional language so that they can operate confidently in an office environment; introduce students to business skills/operations including: telephoning, negotiating, selling, interpreting financial documents, writing business correspondence and giving presentations.</p> |
| <p>(ii) Teaching strategies to be used to develop that knowledge</p> <p>The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.</p> |
| <p>(iii) Methods of assessment of knowledge acquired</p> <p>The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.</p> <p>Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.</p> |
| <p>b. Cognitive Skills</p> |
| <p>(i) Cognitive skills to be developed</p> <p>Upon completion of course, students will be able to improve the listening, reading, writing, and critical thinking skills needed for academic success; perform discipline-appropriate exercises and activities to develop the interpersonal, academic, and language skills necessary to succeed in a university or college environment; learning strategies that will enable student to become an independent, confident, and successful learner of business studies and business writing; rhetorical methods of writing</p> |

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| <p>development that are common in business writing and correspondence; develop critical skills of self-evaluation; provide students with the skills to deal with large quantities of academic reading and writing.</p> |
| <p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <p>The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.</p> |
| <p>(iii) Methods of assessment of students cognitive skills</p> <p>The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.</p> <p>Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.</p> |
| <p>c. Interpersonal Skills and Responsibility</p> |
| <p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <p>Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills. Students will also learn to evaluate effectiveness of communication processes, demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members; apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities; examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues. Students will develop and demonstrate ethical behavior that is appropriate for the business professional in today's society.</p> |
| <p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <p>The basic instructional method will consist of interactive lecture, class discussion, and</p> |

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| hands-on learning through class participation. |
| <p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <p>Student's contributions to the topic-related discussions will be assessed by instructor who will lead, oversee, and/or facilitate class discussions. Instructor will assess students ability and willingness to apply standards of ethical behaviour when making judgments or taking personal actions and demonstrate effective listening and feedback.</p> |
| <p>d. Communication, Information Technology and Numerical Skills</p> |
| <p>Upon completion of this course, the student will be able to: correctly use nouns, form plural and possessive nouns; pronouns and their antecedents; verbs and subject-verb agreement; adjectives in general and in making comparisons; adverbs in general and in making comparisons; prepositions and personal pronouns as objects of the preposition; conjunctions and interjections and achieve parallelism when using conjunctions; basic punctuation; capitalize words, abbreviations, and acronyms; expression of numbers in either figures or words when appropriate; write clear, complete sentences; spell commonly misspelled words; proofread documents and make corrections to spelling, grammar, and punctuation.</p> |
| <p>(ii) Teaching strategies to be used to develop these skills</p> <p>The teaching strategies are lecture, discussion and problem solving oriented. Students will be encouraged to ask questions and provide comments as considered appropriate.</p> |
| <p>(iii) Methods of assessment of students numerical and communication skills</p> <p>The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered.</p> <p>Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.</p> |
| <p>e. Psychomotor Skills (if applicable)</p> |
| <p>(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable</p> |
| <p>(ii) Teaching strategies to be used to develop these skills Not Applicable</p> |

(iii) Methods of assessment of students psychomotor skills

Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

| Assessment | Assessment task (eg. essay, test, group project, examination etc.) | Week due | Proportion of Final Assessment |
|------------|--|----------|--------------------------------|
| 1 | Short Assignments | | 10% |
| 2 | Quizzes | 4, 8 | 10% |
| 3 | MID Examination | 7 | 30% |
| 4 | Final Examination | 17 | 50% |

D. Student Support

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

Instructor will be available for student consultation and academic advice on all free working hours office hours. Additional assistance by appointment only on office hours.

E Learning Resources

1. Required Text(s)

MacKenzie, Ian. *English for Business Studies*. 3rd ed. Cambridge, UK: Cambridge University Press, 2010.

90% of the syllabus is covered by the prescribed text book.

2. Essential References

Geffner, Andrea B. *Business English*. 4th ed. Hauppauge, NY: Barron's Educational Series, Inc., 2004.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

Fortune Magazine
Forbes Magazine
Barons
The Economist

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| <p>Business Week Wall Street Journal Harvard Business Review Human Resource Management Journal International Journal of Human Resource Management Personnel Review People Management Oxford English Dictionary <u>or</u> Collins Dictionary <u>and</u> a Thesaurus.</p> |
| <p>4-.Electronic Materials, Web Sites etc</p> <p>www.esl-lab.com</p> <p>http://www.oup.com/elt/global/products/headway/</p> <p>http://www.m-w.com/</p> |
| <p>5- Other learning material such as computer-based programs/CD, professional standards/regulations</p> <p>Internet Explorer 6.0 or later. Windows XP with Service Pack (SP2), Windows Server 2003 with SP1 or Vista operating system Macromedia Flash Player 7 or higher QuickTime Adobe Acrobat Reader 5 or later Flash Player Flash Drive</p> |

F. Facilities Required

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| <p>Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)</p> |
| <p>1. Accommodation (Lecture rooms, laboratories, etc.)</p> <p>Classes will be held in classroom, in conjunction with business computer laboratory, and will accommodate approximately twenty-five (25) students.</p> |
| <p>2. Computing resources</p> <p style="text-align: center;">Not Required</p> |
| <p>3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)</p> <p style="text-align: center;">Not Required</p> |

G. Course Evaluation and Improvement Processes

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| <p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>Evaluations of performance and teaching effectiveness will be administered to the students at the end of the course. A questionnaire will be used in order to determine appropriateness of communication of course expectations (learning objectives), communication of course requirements (e.g., assessment), student perception of the quality of classroom teaching, adequacy of assessment feedback, and accessibility of learning resources and support.</p> |
| <p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>Evaluations will be conducted by colleagues of the instructor who have expertise in the course/discipline. Evaluations will result from information obtained through classroom visits and review of course materials and instructional contributions.</p> |
| <p>3 Processes for Improvement of Teaching</p> <p>Instructor will conduct evaluations from a number of sources including, but not limited to, student questionnaires, peer reviews, department focus groups, and self-evaluations. Instructor will collect and respond to feedback on their teaching from colleagues, peers, and students on a continual basis. Instructor and department will utilize a systematic approach to evaluate information obtained from feedback to make appropriate improvement of teaching that is firmly based on professional practices.</p> |
| <p>4 Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <p>To help instructor review the extent of the student's achievement, a mid-course and end of course rating scale will be utilized in an effort to survey goals for student learning. Based on the survey results, instructor will collect data to verify student's perceived strengths and weaknesses. A summary of a description of students' current levels of achievement will be provided to student upon completion.</p> |
| <p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>Periodic focus groups will be conducted by instructor, faculty of the department, and department administrators to critique appropriateness of learning outcomes, content choice and currency, teaching and assessment methods, match between all of the above.</p> |

The required text covers a percentage of: 90% of the course

Faculty In charge
Prof. Kameswara Rao

Head of Department
Dr. Mohammed Makni

Vice Dean (Academic Affair)
Dr Najeeb Al Mater

The Dean
Dr. Mohammed Al Zehrani