



ATTACHMENT 5.

Kingdom of Saudi Arabia
**The National Commission for Academic Accreditation &
Assessment**

**T6. Course Specifications
(CS)**

**English Language for Economists
(0705102 – 4)
Second Level
Dr. Abid A. Al-Abdali**



Course Specifications

Institution	Date
Umm Al-Qura University	28/12/2015
College/Department: College of Islamic Economics & finance, Department of Economics	

A. Course Identification and General Information

1. Course title and code: General English Language (705102 – 4)			
2. Credit hours: 4 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B.A. of Economics			
4. Name of faculty member responsible for the course Dr. Abid A. Al-Abdali			
5. Level/year at which this course is offered Level 2 / Second term			
6. Pre-requisites for this course (if any) English Language (701101-2)			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus Main Campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="60"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="40"/>
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> <ul style="list-style-type: none"> • Learning basic English grammars • Providing students with the opportunity to develop the skills of listening, reading, talking and writing in order to use the language. • Training students to better read and understand economic-related texts • Encouraging students to understand and construct sentences particularly in economic context.
<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> <ul style="list-style-type: none"> • Continuing update of contents as well as style of tackling the topics • Adopting IT tools and softwares that help better understand the topics • Increase use of web based materials • Encourage students to use the teachers' websites for reference material and useful exercises. • Exploring new teaching methodologies that vary according to the topic selected for instruction every year. • Use of workbook and teacher's book for canonical and sub-canonical texts on the skills.

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

<p>Course Description: The course is designed to build up and develop the skills of using English language for students of economics. It covers major areas including language grammars, listening, communication, reading and writing.</p>

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
UNIT 1 – a, an; the verb to be ; ordinal / cardinal numbers; introducing people; asking for personal information; talking about landmarks.	2	8 hrs
UNIT 2: the verb have (got); the verb can (ability, polite requests), people's appearances, likes / dislikes; colours; Culture point – people around the world.	1	4 hrs.



UNIT 3: uses of ‘there is’, ‘there are; ‘this/these – that/those; ‘ plurals (-s, -es); prepositions of place; describing a house/flat, asking for and giving addresses and phone numbers; Culture point - houses around the world.	2	8 hrs
UNIT 4: possessive case; possessive adjectives/pronouns; whose/who’s; present simple; family relationships; free-time activities; days of the week; letters to pen-friends; talking about a person; identifying people.	2	8 hrs
UNIT 5: adverbs of frequency; prepositions of time; daily routines; telling the time; months.	1	4 hrs.
UNIT 7: present continuous; present continuous vs present simple; weather conditions / climate, clothes; writings to friends while on holiday.	2	8 hrs
UNIT 8: plurals; countable / uncountable nouns; a / an / some; how much / how many; a few / a little; some / any; types of food / meals; restaurants; offering / ordering food at a restaurant; accepting / refusing orders;	1	4 hrs
UNIT 9: was / were, had, could; prepositions of place; places, buildings in a town; abilities; talking about changes in place; talking about past abilities; asking for information; giving directions	2	8 hrs
UNIT 10: past simple; asking questions; famous people and their achievements; full dates; asking personal questions about the recent past.	1	4 hrs.
UNIT 11: past simple; joining sentences; prepositions of movement; adjectives / adverbs; feelings and reactions; sequence of events.	1	4 hrs
UNIT 12: comparisons; quite, too, very much; towns, cities, transport, holidays; geography quiz; deciding on a hotel; making comments, making suggestions; description of your town.	1	4 hrs
Final exam	1	2 hrs

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

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	60	---	---	---	---	60 hrs
Credit	4	---	---	---	---	4 hrs

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

None



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	Inculcate and develop the habit of reading English texts, mostly at the general level	Lectures	Class participation <i>Midterm exam</i> <i>Final exam</i>
1.2	Develop general lexical skills.	Class discussion	Quizzes
	Identify and write simple sentences and develop writing skills with special reference to spelling and writing short sentences.	Close reading and text analysis	Group discussions
	Expand general listening / speaking skills	Collaborative learning / pair work / group work / Assignments	Language lab tests/ Class participation
2.0	Cognitive Skills		
2.1	Have the Ability to grasp most used basic English vocabularies.	Extensive reading in economic texts.	<i>Periodical Oral examinations</i>
	Ability to understand usage of English words.	Variety of grammar exercises using economic texts.	<i>Periodical written examinations</i>
	Have the Ability to read intermediate economic texts in English textbooks	Explanations and examples given in lectures.	Class participation
2.2	Have Ability to listen and understand elementary audio economic topics	Practical application using audiotapes.	Tests using audiotapes
3.0	Interpersonal Skills & Responsibility		
3.1	<i>Have Ability to carry responsibility for self learning and continuing personal</i>	Encouraging self-learning.	-Assignments (Individual and group)



	<i>development.</i>		- Instructor's assessment of student's performance and seriousness
3.2	Have Ability to work effectively in groups.	Group discussions.	Active class participation
4.0	Communication, Information Technology, Numerical		
4.1	<i>Have Ability to use PC and softwares as application for some courses themes .</i>	Encourage students to consult the specialist in the computer lab for help on web-based material.	Allot marks to encourage students for the use of PC applications.
4.2	Have Ability to use internet resources for developing language skills in.	Encourage students to make extensive use of material on the web	Allot marks to encourage students for the use of web-based material.
5.0	Psychomotor		
5.1	Not applicable	Not applicable	Not applicable
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)							
	1.1	1.2		2.1		3.2		4.1
1.1								
2.1								

6. 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	Homework	Weekly	5 %
2	Individual / Group assignments	Fortnightly	5 %
3	Oral tests / participations	Weekly	10 %
4	Mid-term exam	8	20 %
5	Final exam	16	60 %



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)

- ❖ Consultations and academic counselling for individual students are given by the course's instructor during weekly 4 hours that assigned and scheduled each semester .
- ❖ Academic advice is also arranged through electronic communications eg. email

E Learning Resources

1. List Required Textbooks

- ❖ Course Notes prepared by lecturer and available free to all students
- ❖ Full set of English grammars and their application prepared by lecturer and available free to all students.

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

- ❖ New Headway Elementary (Six-level general English course for adults), General English for adults, Oxford University Press.
- ❖ Economics, Alain Anderton, Causeway Press.
- ❖ Economics: Principles, Problems and Policies, Campbell R. McConnell Stanley L. Brue, McGraw-Hill Inc

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

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

- Learn English : <http://www.learnenglish.de/>
- Freeenglish now: <http://www.freeenglishnow.com/>
- BBC Online Learning <http://www.bbc.co.uk/learning/subjects/english.shtml>

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

- Tell Me More English Software: TopTenREVIEWS Gold Award winning learn english software
- Rosetta Stone: One of the most well-known language learning tools, Rosetta Stone, is consistently ranked in the top software programs for foreign language learning. Using a



natural method and an interactive approach, Rosetta Stone is ideal for English learners of all abilities because the program is completely immersion based. Students using Rosetta Stone will not use translation to learn English, but instead will learn the action and meaning behind the words and phrases with pictures and dialogues. Learners listen to each lesson, which have been broken down into unit topics, and each part focuses on speaking, pronunciation, conversation or vocabulary. With a clear focus for each topic, students are able to hear useful phrases that are easily transferable to different situations in the target language.

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 room with sufficient space for students enrolled in the course
- Data show + projector
- Economic lab. Equipped with data show + projector + PCs network + internet access
- Number of students accommodated in class not more than 25

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

- Computer- based programs CDs indicated in section (5)
- Video and audio tapes for learning English language.
- Laptop computer for instructor
- Internet access points for students

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

None

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Evaluation questionnaire on quality of teaching
- Focus group discussion by distinguished students
- Feedback received through "teaching evaluation form" at the university website.

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

None



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
- Keep up to date with recent developments in the field of the course.
- 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)

- Check marking of a sample of examination papers or assignment tasks by a resident or visiting faculty member

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

- Compare syllabi and course description with other universities (including those on the net)
- Annual meetings of faculty members to discuss improvement
- Have a curriculum review committee to review the curriculum periodically and suggest improvements

Name of Instructor: _____ Dr. Abid A. Al-Abdali _____

Signature: _____  _____ Date Report Completed: _28/12/2015_

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____ Date Received: _____