

Course Specification

English language (2)

Institution
Umm Al-Qura University
College/Department
College of Economic Sciences & Islamic Finance
Department of Islamic Economics

A Course Identification and General Information

1. Course title and code: Economic Topics in English: 705102-2
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) B.A of Islamic Economics
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered First year / Second term
6. Pre-requisites for this course (if any) - English Language
7. Co-requisites for this course (if any) - English Language (705101-2)
8. Location if not on main campus - On main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

The course is intended to achieve the following objectives. The student will be able to;

1. Have sufficient and fluent speaking skills
2. Enhance sensible listening skills
3. Have proficient writing skills
4. Have essential understanding of sentence structure and parts of speech
5. Have good and basic understanding of English grammar and composition
6. Develop communication skills independently through learning materials
7. Have adequate vocabulary to get the meaning of texts at intermediate and under graduate levels
8. Read and write literary English language at graduate level
9. Learn the most frequently used English words in economics
10. Learn English verbs in economics

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)

The course is subject to:

- Continuing update of contents as well as style of tackling the topics
- Adopting IT tools and software that help better understand the topics

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
<p>Present and Past</p> <ol style="list-style-type: none"> 1. Present continuous (I am doing) 2. Present simple (I do) 3. Present continuous and present simple 1 (I am doing and I do) 4. Present continuous and present simple 2 (I am doing and I do) 5. Past simple (I did) 6. Past continuous (I was doing) 	5	10
<p>Present perfect and past</p> <ol style="list-style-type: none"> 1. Present perfect 1 (I have done) 2. Present perfect 2 (I have done) 3. Present perfect continuous (I have been doing) 4. Present perfect continuous and present simple (I have been doing and I have done) 5. How long have you (been)...? 6. For and Since ...When...? and How long...? 7. Present perfect and past 1 (I have done and I did) 8. Present perfect and past 2 (I have done and I did) 9. Past perfect (I had done) 10. Past perfect continuous (I had been doing) 11. Have got and have 12. Used to (do) 	6	12

Future		
1. Present tenses (I am doing/ I do) for the future		
2. (I'm) going to (do)		
3. Will/shall 1		
4. Will/shall 2	5	10
5. I will and I'm going to		
6. Will be doing and will have done		
7. When I do/ When I've done When and If		
Total	16	32

2 Course components (total contact hours per semester): 32 hours				
Lecture:	Tutorial:	Laboratory	Practical/Field work/Internship	Other:
16		16		

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)

None

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 to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

- General Knowledge of English language.
- General skills in reading, writing and listening of topics in English language.

(ii) Teaching strategies to be used to develop that knowledge

- Introductory lecture gives an overview of the content and significance of the course and of its relationship to students' existing knowledge.
- Each subsequent lecture begins with a similar overview linking the particular content of the presentation to the general overview.
- Individual assignments related to the subjects taught with the use of library and web sites to complete tasks
- Using video and audio for learning English language.

(iii) Methods of assessment of knowledge acquired:

- Written mid-term exam to assess recognizing and understanding the English language.
- Oral test to assess understanding the concepts learned.
- Assignment to assess self-independence in working out tasks .
- Written final-term exam to assess overall acquisition of knowledge and skills learned from the course.
- Class participation

b. Cognitive Skills

(i) Description of cognitive skills to be developed

The course is intended to develop the following skills:

- Ability to grasp most terms and grammatical concepts with English language.
- Ability to read bingers and elementary texts in English textbooks.
- Ability to listen and understand elementary audio general topics in English language.

(ii) Teaching strategies to be used to develop these cognitive skills

1. Extensive reading in English texts.
2. Variety of grammar exercises using English texts.
3. Explanations and examples given in lectures.
4. Practical application using audiotapes.
5. Assignment tasks include some open ended tasks

(iii) Methods of assessment of students cognitive skills

- Periodical Oral examinations
- Periodical written examinations
- Tests using audiotapes
- Class participation

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

- Ability to carry responsibility for self learning and continuing personal development.
- Ability to work effectively in groups.

(ii) Teaching strategies to be used to develop these skills and abilities

- Group discussions.
- Team assignment / individual assignment

- Encouraging self-learning.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

- Examinations. (multiple choice, true and false, concept fill in the gaps, short essay types question)
- Assignments (Individual and group)
- Homework assignment and its assessment
- Class participation

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.

- Ability to use PC and softwares as application for some courses themes .
- Ability to use internet resources in developing language skills in English.

(ii) Teaching strategies to be used to develop these skills

- Group discussions.
- Team assignment / individual assignment
- Encouraging self-learning.

(iii) Methods of assessment of students numerical and communication skills

- Examinations. (multiple choice, true and false, concept fill in the gaps, short essay types question)
- Assignments (Individual and group)
- Homework assignment and its assessment

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required	Not applicable
(ii) Teaching strategies to be used to develop these skills	Not applicable
(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	Homework	Weekly	5 %
2	Individual / Group assignments	Fortnightly	5 %
3	Oral tests	Weekly	10 %
4	Mid-term exam	16	20 %
5	Final exam	32	60 %

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)

- 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. Required Text(s)

- Course Notes prepared by lecturer and available free to all students

Books

1. Headway English Language Series books for beginners, elementary and intermediate levels by John and Liz, Oxford University Press, 2011
2. A-Z of English Grammar and Usage by Geoffrey Leach, Benita Cruickshnak and Roz Ivanic, Longman 2011
3. Basic English Grammar by Betly Schramper Azar, Printice Hall 1984
4. Get Your Tenses Right by Ronald Barnes, Cambridge University Press 1977
5. Essential Grammar in Use (For Elementary Students) by Raymond Murphy, Cambridge University Press, 1997
6. English Grammar in Use (For Intermediate Students) by Raymond Murphy, Cambridge University Press 2004

F. Facilities Required

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

1. Accommodation (Lecture rooms, laboratories, 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

- Computer- based programs CDs indicated in section (5)
- Video and audio tapes for learning economics in English language
- Laptop computer for instructor

3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

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

- Observations and assistance by colleagues on quality of teaching

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 (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)

- 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