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2020

Ministry Of Education | وزارة التعليـــــــــــــم
Umm Al-Qura University | جامعـــة أم القـــــرى

University Vice Presidency for Educatinal Affairs | وكالـــــة الجامعـــــة للشــــــؤون التعليميـة
English language Centre | مركز اللغة الإنجليزية

Course Specifications

Course Title:	Business English
Course Code:	ELCE2201
Program:	Bachelor's in Business Administration
Department:	English Language Centre
College:	English Language Centre
Institution:	Umm Al Qura University

Table of Contents

A. Course Identification

1. Credit hours: 4
2. Course type   **a.**   University ☐   College ☒   Department ☐   Others ☐   **b.**   Required ☒   Elective ☐
3. Level/year at which this course is offered: 4th level
4. Pre-requisites for this course (if any)**:**   **English Language 1, English Language 2 and English Language 3.**
5. Co-requisites for this course (if any)**:**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	12 hours per week	75%
2	Blended	16 hours per week	100%
3	E-learning	4 hours per week	25%
4	Distance learning	0	0
5	Other	0	0

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	(16 hours) X (10 weeks)
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	Total	160 hours

B. Course Objectives and Learning Outcomes

1. Course Description   Business English is an English for Specific Purposes (ESP) course. All students who are admitted to the Bachelor's in Business are required to take this course in the fourth semester of the second year of their program. The course is offered in 10 weeks with a 16-hour-per week teaching plan covering a wide range of topics relevant to business administration. It also intends to develop students' knowledge and ability of English language in all major skills which include reading, writing, listening, and speaking, as well as in sub-skills including vocabulary, and pronunciation.
2. Course Main Objective   The main objective of the course is to provide students with the specific English including terminology, linguistic knowledge and communicative skills in business and management.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding**	
1.1	Recognize and understand key words when listening, including correct stress and pronunciation of key words and phrases and show understanding of the content of the course. - listen for the main ideas and understand details of talks, lectures, conversations, discussions and seminars - listen for and recognize fixed phrases from academic English and fixed phrases from tourism and hospitality English - recognize signpost language in a lecture - recognize stress within multi-syllable words; the use of stress for different purposes (e.g. giving an example, adding points, emphasizing a major point)	
1.2	Recognize and use vocabulary items in general and academic contexts, including: - learning to pronounce words with the international phonetic alphabet - - being aware of related words and their meanings in different contexts, e.g. *return* in general English and *return* in business - being aware of and building word families by using an English-English dictionary - understand synonyms, antonyms, hypernyms and vocabulary sets - using linking words to link ideas in a text, e.g. *whereas, although, consequently* - being aware of importance of linking words in academic texts, and develop their range and use	
2	**Skills:**	
2.1.1	demonstrate comprehension of simple and complex written texts through applying the skills of scanning, skimming, guessing from context and through recognizing linking words. - identifying main points of paragraphs, and making notes on the details to facilitate summarizing or paraphrasing later - identifying arguments and support - discerning attitude and stance in a text recalling key information	
2.1.2	compose short texts and edit/revise work by: - studying an essay plan (descriptive, analytical, comparison, argumentative) and follow it to write an essay - using subject, verbs and complements correctly; use linking phrases to link ideas, - writing a summary, a mission statement, a case study, research questions, topic sentences and concluding paragraphs - learning to paraphrase and rewrite written texts from the active to the passive - writing citations and references for books, journals and websites - rereading and proofread to improve a finished text	
2.1.3	communicate effectively in group discussions, presentations and while giving short talks by: - discussing familiar and unfamiliar topics and taking part in discussions and seminars on lecture topics and content giving short presentations to pairs and the whole class and talking about research findings	
2.2	**Critical Thinking** - develop well-built arguments - analyze sources of information when conducting research and interpret the results of a survey - understand the links between ideas - organize ideas in a logical, systematic way	
2.3	**Communication, Information Technology, Numerical** - research, discuss and present information	

CLOs		Aligned PLOs
	- describe and give personal opinions on a variety of topics - express general beliefs	
3	**Values:**	
3.1	Foster academic integrity and develop life-long learning strategies to prepare students for academic study in the discipline of Business Studies.	
3.2	Develop students' ability to learn independently and assess their own learning.	
3.3	Develop the ability to cooperate with and learn from peers.	

C. Course Content

No	List of Topics	Contact Hours
1	The business of business Types of business and the history of business Preparing for a lecture; Understanding lecture organization and making lecture notes Speaking from notes	13
2	The organization of work The structure of organizations (hierarchies, teams, etc.) Using research questions to focus on relevant information in a text Using topic sentences to get an overview of the text Writing topic sentences; Summarizing a text	13
3	Getting the work done Productivity, motivation and management Using different information sources Reporting research findings; Formulating questions	13
4	The world of technology Computers for research; technological change Identifying topic development within a paragraph Evaluating internet search results Reporting research findings	15
5	People and markets The importance of marketing; Types of market; Market research Signpost language in lectures; symbols and abbreviations in note-taking Effective contributions to a seminar	13
6	Products and strategies The role of a product; product life cycles and portfolios Key information in complex sentences; reporting findings; paraphrasing Writing complex sentences	13
7	Operations: producing the goods The production process; types of prodcution; scheduling Understanding speaker emphasis Asking for and giving clarification	13
8	Operations: efficiency, costs and quality Efficiency in operations management Japanese management practices: 'Lean' production techniques, TQM Understanding dependent clauses with passives	15

	Writing essay plans; writing essays	
9	Managing financial accounts Accounting; Documentation; Cash flow The Cornell note-taking system; digressions in lectures Making effective contributions to a seminar; referring to other people's ideas in a seminar	13
10	Funding company activities Sources of business finance; Short- and long-term finance; Start-up and expansion finance Recognising the writer's stance and level of confidence/tentativeness Writing problem-solution-solution-evaluation essays; Using direct quotations; Building a bibliography/reference list	13
11	External influences External influences on businesses; Environmental issues Recognising a speaker's stance; Writing up notes in full Building an argument in a seminar' agreeing/disagreeing	13
12	Strategy and change Company performance and SWOT analysis; Management of change; Case study: responding to external factors Understanding linking of ideas in a text Deciding between direct quotations and paraphrasing; incorporating quotations Writing research reports; Writing effective introductions/conclusions	13
Total		160

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Recognize and understand key words when listening, including correct stress and pronunciation of key words and phrases and show understanding of the content of the course. - listen for the main ideas and understand details of talks, lectures, conversations, discussions and seminars - listen for and recognize fixed phrases from academic English and fixed phrases from tourism and hospitality English - recognize signpost language in a lecture - recognize stress within multi-syllable words; the use of stress for different purposes (e.g. giving an example, adding points, emphasizing a major point)	Strategies for listening exercises	Periodical exams Formative and summative listening assessments
1.2	Recognize and use vocabulary items in general and academic contexts, including: - learning to pronounce words with the international phonetic alphabet	Strategies for vocabulary building Dictionary skills	Periodical exams Formative and summative vocabulary assessments

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	- being aware of related words and their meanings in different contexts, e.g. *return* in general English and *return* in business - being aware of and building word families by using an English-English dictionary - understand synonyms, antonyms, hypernyms and vocabulary sets - using linking words to link ideas in a text, e.g. *whereas, although, consequently* - being aware of importance of linking words in academic texts, and develop their range and use		Assessment of vocabulary during speaking and writing
2.0	**Skills**		
2.1.1	Demonstrate comprehension of simple and complex written texts at the B1 level through applying the skills of scanning, skimming, guessing from context and through recognizing linking words. - identifying main points of paragraphs, and making notes on the details to facilitate summarizing or paraphrasing later - identifying arguments and support - discerning attitude and stance in a text - recalling key information	Reading strategies Writing strategies Note-taking strategies	Formative and summative assessments Periodical and final examinations
2.1.2	Compose short texts and edit/revise work by: - studying an essay plan (descriptive, analytical, comparison, argumentative) and follow it to write an essay - using subject, verbs and complements correctly; use linking phrases to link ideas, - writing a summary, a mission statement, a case study, research questions, topic sentences and concluding paragraphs - learning to paraphrase and rewrite written texts from the active to the passive - writing citations and references for books, journals and websites - rereading and proofread to improve a finished text	Writing strategies Proofreading and editing strategies	Monitoring students' progress
2.1.3	Communicate effectively in group discussions, presentations and while giving short talks by: - discussing familiar and unfamiliar topics and taking part in discussions and seminars on lecture topics and content giving short presentations to pairs and the whole class and talking about research findings	Speaking strategies Speaking and classroom discussion tasks	Speaking assessment
2.2	**Critical Thinking** - learn to develop well-built arguments - learn to analyze sources of information when conducting research and interpret the results of a survey - understand the links between ideas - organize ideas in a logical, systematic way	Strategies for developing logical thought and critical thinking	Assessment of speaking and writing tasks

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.3	**Communication, Information Technology, Numerical** - research, discuss and present information - describe and give personal opinions on a variety of topics - express general beliefs	Pair and group work	Self-assessment and peer review Assessment of individual performance and performance within the group
3.0	**Values**		
3.1	Foster academic integrity and develop life-long learning strategies to prepare students for academic study in the discipline of Business Studies.	Reading, listening, speaking and writing strategies	Formative and summative assessments Periodical and final examinations
3.2	Develop students' ability to learn independently and assess their own learning.	Self-study skills	Continuous assessment
3.3	Develop the ability to cooperate with and learn from peers.	Pair and group work Presentations Peer review	Assessment of individual performance and performance within the group

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Periodical Exam 1	The 4th	15
2	Periodical Exam 2	The 8th	15
3	Vocabulary Project	The 9th	10
4	Speaking Assessment	The 6th, 7th, 8th	10
5	Final Exam	The 11th	50
	Total		100

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :
Course instructors are ready to answer all students' queries during their lectures or during office hours and they can be reached by personal meeting, e-mails, WhatsApp or telegram.
All students have the e-mail and office hours of the course instructor through student handouts distributed to the student at the beginning of each semester.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	*English for Business Studies in Higher Education*
Essential References Materials	
Electronic Materials	*English for Business Studies in Higher Education* eBook; Quizlet study sets
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	data show & Smart Board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Blackboard

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources.	Faculty members	Direct: Course reports
Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources.	University students	Direct: Evaluation surveys

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Curriculum and Accreditation Committees
Reference No.	
Date	19 May 2022