**ATTACHMENT 5.**

# Kingdom of Saudi Arabia

# The National Commission for Academic Accreditation & Assessment

# T6.  Course Specifications
# (CS)

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# Course Specifications

| | |
|---|---|
| Institution: Umm Al-Qura University | Date: 20/3/2018 |

College/Department: English Language Centre

## A. Course Identification and General Information

1. Course title and code: Administrative English 4800172- 4

2. Credit hours: 4.0

3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
Preparatory Year Program (PYP)

4. Name of faculty member responsible for the course
ELC male and female staff members

5. Level/Year at which this course is offered: Preparatory Year (Year 1)/ Level 2

6. Pre-requisites for this course (if any)
English Language (4800170-6)

7. Co-requisites for this course (if any)
None

8. Location if not on main campus
Male Section: Abdiya, Main Campus
Female Section: Shisha PY Campus

9. Mode of Instruction (mark all that apply)

| | | | |
|---|---|---|---|
| a. traditional classroom | √ | What percentage? | 100% |
| b. blended (traditional and online) | | What percentage? | |
| c. e-learning | | What percentage? | |
| d. correspondence | | What percentage? | |
| f. other | | What percentage? | |

Comments: Blended learning is optional for those who would like to utilize it (5%).

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### B  Objectives

1.  What is the main purpose for this course?

This Administrative English course aims at equipping students with the functional language they need in order to succeed in their chosen program. Overall, the course presents students with the language, information, and skills needed for their university program course of study. It presents them with English from a variety of administrative fields and situations and develop their communication skills. Putting a special emphasis on fluency with an integration of all language skills, the course aims at developing students' competence in administrative English in reading, writing, listening, and speaking as well as in administrative terminology.

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)

None
(Limited personal efforts by some teachers)

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

Course Description:

*Administrative English 4800172 – 4* is an English for Specific Purposes (ESP) course which runs in the second semester of every year beginning in February. The course is offered in 16 weeks with a 16-hour-per-week intensive teaching plan. We use a professional careers curriculum provided by Oxford University Press consisting of two textbooks: *Oxford English for Careers: Commerce 1 and Commerce 2*. In order to be enrolled in this course, students have to complete the pre-required EGP course.

The course *Administrative English 4800172-4* is offered to students enrolled in the second semester of the preparatory year. This course is directed to students who are going to pursue their studies in the various administrative colleges (e.g., Business Administration and Tourism... etc.). The course prepares students for their core courses which are taught in the English medium providing them with the necessary jargon and with opportunities to practice all the four language skills in a meaningful, subject-specific, context.

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| 1. Topics to be Covered | | |
|---|---|---|
| List of Topics | No. of Weeks | Contact hours |
| Commerce 1 Book: Units 1-15 | 8 weeks | 16 hours per week |
| Commerce 2 Book: Units 1-15 | 8 weeks | 16 hours per week |

| 2. Course components (total contact hours and credits per semester): | | | | | | |
|---|---|---|---|---|---|---|
| | Lecture | Tutorial | Laboratory or Studio | Practical | Other: | Total |
| Contact Hours | 16 per week (16 weeks) | | | | | 16 per week (16 weeks) |
| Credit | 4 | | | | | 4 |

| 3. Additional private study/learning hours expected for students per week. | **10 hours per week minimum** |
|---|---|

**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 | Grammar<br>• Students will be able to revise and expand their knowledge of grammatical | • Providing detailed explanations of each | • Grammar multiple choice items in unified mid-term and final exams. |

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| | structures (built during the EGP course)<br><br>• Students will be able to use these tenses correctly while being engaged in administrative situations involving the four language skills. | grammatical point<br>• Providing ample context for practicing each grammatical point<br>• Urging students to use grammar correctly and appropriately through the four language skills<br>• Grammar tests provided in the teacher's manual.<br>• The Oxford Commerce Online Practice Website (Grammar Section) | • Grammar multiple choice items in quizzes<br>• Continuous assessment of the use of grammar while being engaged in the four language skills |
| 1.2 | Vocabulary<br>• Students will be able to build their basic business & administrative terminology repertoire focusing on all components of word knowledge (pronunciation, spelling, part of speech, word stress, and intonation).<br><br>• Students will develop knowledge of administrative abbreviations.<br><br>• Students will be able to use this administrative terminology repertoire appropriately while being engaged in the four language skills. | • Glossary provided in the student's book<br>• Use of administrative dictionaries<br>• Use of vocabulary notebooks<br>• Lists of administrative abbreviations.<br>• Urging students to use vocabulary appropriately through the four language skills<br>• The Oxford Commerce Online Practice Website (Vocabulary Section) | • Vocabulary multiple choice items in unified mid-term and final exams.<br>• Vocabulary multiple choice items in quizzes<br>• Continuous assessment of the use of administrative terminology while being engaged in the four language skills<br>• Continuous assessment of the administrative vocabulary notebook |
| 2.0 | Cognitive Skills | | |

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| 2.1 | Four language skills (listening/ reading/ writing/ speaking) | | |
|---|---|---|---|
| | • Students will be able to demonstrate deep understanding of a wide range of authentic administrative / administrative-related spoken text types and situations. | • An integrative approach to teaching the four language skills within the administrative context. Each unit of the curriculum covers a particular topic and smoothly transitions between the four language skills teaching relevant grammar and administrative terminology and providing students with useful contextual practice. | • Administrative reading and listening comprehension tasks in unified mid-term and final exams |
| | • Students will be able to demonstrate deep understanding of a wide range of authentic administrative / administrative-related written text types and situations. | | • Administrative reading and listening comprehension tasks in quizzes |
| | • Students will be able to develop their competence in the use of a variety of sentence structure in different administrative situations ranging from formal to informal. | | • Continuous assessment of the ability to read/ listen to English administrative texts and demonstrate comprehension |
| | 1. Students will be able to improve their ability in verbal communication and interaction with professionals in the administrative field as well as with non-specialists. | • Urging students to push themselves towards more administrative -language practice both inside the classroom and outside of it | • Continuous assessment of students' administrative writing ability in assignments and short quizzes |
| | • Students will be able to present an administrative topic orally in English | • Writing practice provided in the Writing Bank (found as a separate section in the Commerce books) | • Continuous assessment of students' spoken ability within the administrative field in class |
| | | • Extra speaking practice provided in the teacher's manual. | • Oral presentation on a administrative topic of relevance to students |

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| | | • The Oxford Commerce Online Practice Website (Listening Section) | |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | Pragmatics<br>• Students will be able to demonstrate active engagement with the administrative genre in the English medium<br>• Students will be able to use speech acts and formulaic language appropriately within the administrative context | • Active engagement in administrative-English pragmatics through the four basic skills<br>• Explicit teaching of speech acts and formulaic sequences used both in the written and spoken administrative-English mediums<br>• Urging students to use administrative-English pragmatics correctly through the four basic skills | • Multiple choice items in mid-term and final exams focusing on speech acts and the use of formulaic sequences within the administrative field<br>• Multiple choice items in quizzes focusing on speech acts and the use of formulaic sequences within the administrative field<br>• Oral presentation assessment which focuses on the use of acceptable administrative sequences and expressions<br>• Writing assessment which focuses on the use of acceptable administrative sequences and expressions |
| 3.2 | Self-learning responsibility<br>• Students will be able to develop life-long learning strategies so that they can take full responsibility of their English language skill development within the administrative field | • Providing students with useful administrative resources for extra online practice on the internet that can be used outside the classroom, such as the Oxford Commerce Online Practice Website<br>• Explicit teaching of administrative | • Continuous assessment of students' coverage of the Oxford Commerce Online Practice Website |

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| | | dictionary use strategies <br>• Explicit teaching of self-assessment strategies and tools that can help students to assess their own progress (e.g., editing one's own written and spoken administrative production) | |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | Effective communication in English <br>• Students will be able to communicate clearly in the administrative English context through both the spoken and the written mediums | • Explicit teaching strategies that focus on message delivery both in the spoken and written English mediums in a way that ensures mutual understanding <br>• Open class discussions on administrative topics that aim at improving students' ability to communicate admin staff and customers <br>• Providing students with positive and negative feedback on how to improve message delivery within the administrative field | • Continuous assessment of student's ability to communicate in English through classroom exchanges and group discussions on administrative topics <br>• Oral presentation assessment with a focus on clear message delivery in the administrative context <br>• Writing continuous assessment with a focus on clear message delivery in the administrative context |
| 4.2 | Numerical skills <br>• Students will be able to use numbers correctly in | • Explicit teaching of the rules of reading numbers | • Multiple choice items in mid-term and final exams focusing on the ability to use numbers |

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| | administrative English (figures, and equations) in both the spoken and written mediums (including reading dates, quantities, and different forms of numbers) | in the administrative field including figures and equations<br>• Urging students to use numbers correctly in their spoken and written administrative output<br>• Giving students positive and negative feedback on the use of numbers in their spoken and written administrative output | correctly in the administrative field<br>• Multiple choice items in quizzes focusing on the ability to use numbers correctly in the administrative field<br>• Continuous assessment of student's ability to use numbers correctly in administrative English through classroom exchanges and group discussions<br>• Oral presentation assessment which focuses on student's ability to use numbers correctly in administrative English |
| 5.0 | Psychomotor | | |
| | Not applicable | | |

| 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 | Course work (including quizzes, written and spoken assignments, presentations, projects and classroom and online participation) | All over the semester | 20 |
| 2 | Midterm Test | Week 7 | 25 |
| 3 | Progressive assessment of Nursing 1 Listening skill quizzes, held in a regular classroom | Weeks 1-7 | 5 |
| 4 | Graded Readers Bonus Grades (optional, obtained in accordance with the semester requirements | Week 14 | 5 |
| 5 | Final Exam | Week 16 | 50 |

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D. Student Academic Counseling and Support

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|---|
| 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)<br><br>Minimum requirement of two office hours a week per group. |

E Learning Resources

| |
|---|
| 1. List Required Textbooks<br><br>Hobbs, M., & Keddle, J. S. (2007). *Commerce 1 – Student's Book.* Oxford: Oxford University Press.<br><br>Hobbs, M., & Keddle, J. S. (2007). *Commerce 2 – Student's Book.* Oxford: Oxford University Press.<br><br>Teachers books:<br><br>Hobbs, M., & Keddle, J. S. (2007). *Commerce 1 – Teacher's Book.* Oxford: Oxford University Press.<br><br>Hobbs, M., & Keddle, J. S. (2007). *Commerce 2 – Teacher's Book.* Oxford: Oxford University Press. |
| 2. List Essential References Materials (Journals, Reports, etc.)<br><br>Not available |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)<br><br>Mascull, B. (2010). *Business Vocabulary in Use – Elementary.* Cambridge: Cambridge University Press.<br>Mascull, B. (2010). *Business Vocabulary in Use – Intermediate.* Cambridge:Cambridge University Press.<br>Mascull, B. (2010). *Business Vocabulary in Use – Advanced.* Cambridge: Cambridge University Press.<br>Mascull, B., & Kerridge, D. (2005). *Best Practice – Elementary.* Hueber. |

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4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
   **Websites:**
   www.oup.com/elt/teacher/oefc
   https://elt.oup.com/student/oefc/commerce1/?cc=sa&selLanguage=en
   https://elt.oup.com/student/oefc/commerce2/?cc=sa&selLanguage=en
   www.vocabulary.com
   www.hirnz.org.nz
   www.thestudentroom.co.uk
   www.youtube.com

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

   *Commerce 1 Class Audio CDs*
   *Commerce 2 Class Audio CDs*

   **Smart Phone Applications:**
   Merriam_Webster Dictionary
   Oxford Dictionary & Thesaurus
   Britannica Dictionary
   Britannica Encyclopedia
   Business Dictionary: Financial and Legal Terminology
   Business Dictionary Offline
   Business Dictionary Pro Smart
   The Student Room

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.)<br><br>Language laboratories/ classrooms with 30 seats and internet access. |
| 2. Computing resources (AV, data show, Smart Board, software, etc.)<br><br>Data show or smart board, computer or tablet and speakers. |

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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

Not available. If a teacher requires feedback, it would be a through the teacher's personal effort and means of obtaining the feedback.

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

Not available

3 Processes for Improvement of Teaching
- Annual teaching workshops provided by Oxford University Press to staff members in both the male and female sections.
- Internal workshops provided by experienced ELC staff members on various topics related to teaching and assessment.

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)

Unified mid-term and final exams consist of multiple choice items and are machine-corrected to ensure score reliability

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

Online surveys developed by ELC administration to collect feedback from staff members on the effectiveness of the curriculum used and the strategies implemented

Name of Instructor: _____

Signature:_____Date Report Completed:_____

Name of Field Experience Teaching Staff _____

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Program Coordinator:_____

Signature: _____ Date Received:_____