ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

Course Specifications

Institution: Al Yamamah University	Date: January 1, 2021
College/Department: COBA	

A. Course Identification and General Information

1. Course title and code: ENG 202 – Advanced Technical Report and Business Writing
2. Credit hours: 3
3. Program(s) in which the course is offered.   Bachelor of Science in Business Administration (BSBA) (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: Mr. Mohamed Haroun
5. Level/year at which this course is offered: 3rd Year
6. Pre-requisites for this course (if any): ENG 101
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus: N/A
9. Mode of Instruction (mark all that apply):

a.	Traditional classroom	Yes	What percentage?	90
b.	Blended (traditional and online)	Yes	What percentage?	10
c.	E-Learning		What percentage?	
d.	Correspondence		What percentage?	
e.	Other		What percentage?	

Comments: While certain aspects of this course are taught in class, students are also required to do extensive research on their own and correspond with the teacher online and through LMS. |

B Objectives

1. What is the main purpose for this course?
The main purpose of this course is to train students in genre-based technical report and business writing skills, at an advanced level, that are relevant and applicable to their academic studies (at the undergraduate and graduate level) and also to their working careers outside of academia.

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)
Our plans are to continue to integrate technology into the course and to stay current with the topics, readings, and tasks assigned.

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

Course Description:
This is an advanced technical report and business English writing course. It is aimed at students who are interested in improving their reading, writing and critical thinking skills. Learners will be required to read, research, analyze and evaluate advanced technical and business-related material. They will also write a variety of informative and analytical reports with a strong technical and business related focus.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to Technical and Business Writing	2	6
Document Analysis	2	6
Case Studies, Summaries and Structure	2	6
Case Study Analysis	2	6
Business Correspondence	2	6

Business Proposal (Merger/Joint Venture)		3	9
Comparative Analysis		2	6
Course Review		1	3

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	48	N/A	N/A	N/A	N/A	48
	Actual	48	N/A	N/A	N/A	N/A	48
Credit	Planned	3	N/A	N/A	N/A	N/A	3
	Actual	3	N/A	N/A	N/A	N/A	3

3. Additional private study/learning hours expected for students per week. $\boxed{3}$

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	Students will gain knowledge in writing highly specialized, persuasive and complex technical writing and business correspondence (proposals, formal reports, letters, memos, emails) and in reading/interpreting graphic data as well as standard technical and business documents, such as brochures, case studies, and reports.	Task-based approach, group work, pair work and individual work, peer editing and consultation, lectures and independent research	Major and minor tasks within each unit (integrated tasks)
1.2			
2.0	**Cognitive Skills**		
2.1	Searching, extracting, analyzing, synthesizing explicit and implicit information across a wide spectrum of source materials related to the technical writing and the business domain.	Use of realia as well as academic materials, task-based approach, peer feedback and evaluation, and discovery learning strategies	Major and minor tasks within each unit (integrated)
2.2			
3.0	**Interpersonal Skills & Responsibility**		
3.1	Team work, shared and individual responsibilities in tasks	Task-based approach and utilizing cohort-based learning and discovery learning strategies	Continuous observation of class, major and minor tasks within each unit
3.2			
4.0	**Communication, Information Technology, Numerical**		
4.1	Students will develop skills in assessing numerical technical and business related information and graphical presentation of information.	Task-based approach, discovery learning strategies, and lectures	Major and minor tasks within each unit (integrated tasks)
4.2			
5.0	**Psychomotor**		
5.1	Students will develop psychomotor skills through the use of computers and projectors in the classroom.	Use of equipment in task-based approach	Major and minor tasks within each unit (integrated tasks)
5.2			

	Schedule of Assessment Tasks for Students During the Semester		

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Document Analysis	4	10%
2	Case Study Analysis	8	10%
3	Business Proposal	14	20%
4	Midterm Exam	8	20%
5	Final Exam	16	40%
6			
7			
8			

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)

- Office hours: 5 hours per week and appointments available to students upon request.
- Other additional times:
    1. Meetings with instructor can be arranged by appointment

E Learning Resources

1. List Required Textbooks

Course book to be provided to students with additional course readings assigned by instructor.

- Reep, D. (2010). *Technical Writing: Principles, Strategies, and Readings* (8th ed.). Boston, MA: Longman.
- Rubens, P. (2001). *Science and Technical Writing: A Manual of Style* (2nd ed.). New York, NY: Routledge.
- Smith-Worthington, D. and Jefferson, S. (2011). *Technical Writing for Success.* (3rd Ed.). Mason, OH: South-Western Cengage Learning.
- Tanner, J. and Raymond, M.A. (2016). *Principles of Marketing.* (3rd Ed.). Flat World Knowledge.

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

Various case studies, reports, articles as assigned and provided by the instructor (including)

- Wall Street Journal (www.wsj.com)
- The Economist (www.economist.com)
- Times 100 Case Studies (www.businesscasestudies.co.uk)
- Business Grammar Builder, Paul Emmerson (MacMillan)
- Excellence in Communication, John Thill & Courtland Bovee (Pearson Education)

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

Bloomberg, WSJ, The Economist (websites), LMS

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

MS Word, MS PowerPoint

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.)

Classroom able to seat 25 students maximum with whiteboard, internet access and laptop-projector system

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

Access to computer lab for researching topics and typing business documents

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

Access to library

G   Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching Administration delivers course evaluation surveys at the end of the course, which students have to complete. Teacher requests feedback from students on an on-going basis and encourages reflective learning.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department Observations by Course Coordinator or Instructional Coordinator
3. Processes for Improvement of Teaching Feedback from Instructional Coordinator, students, former students, and other instructors lead to ongoing evaluation and improvement of the course. International teaching associations can provide ongoing training, support and resources in business English
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) Exchange and assess various samples of student papers with team members to ensure that assessment across sections and campuses is consistent
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Course instructor meetings throughout the term to review and plan for improvement

Name of Course Instructor: Mr. Mohamed Haroun

Signature: _____   Date Specification Completed: January 1, 2021

Program Coordinator: Mr. Mohamed Haroun

Signature: _____   Date Received: January 1, 2021