

ATTACHMENT 5.

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

T6. Course Specifications
(CS)

Course Specifications

Institution King Khalid University	Date
College/Department Faculty of Languages & Translation, Department of English	

A. Course Identification and General Information

1. Course title and code: Listening & Speaking (1), ENG 110			
2. Credit hours 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. in English			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered Level 1			
6. Pre-requisites for this course (if any) None			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="70"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			



B Objectives

1. What is the main purpose for this course?

By the end of this course, students will be able to:

- a. Use the oral/ aural skills necessary for interpersonal communication in a variety of contexts and situations.
- b. Use oral / aural strategies: for instance, using graphic organizers to understand and remember aural information; using word games to practice English; using analogies to simplify complex ideas; using prediction as a guide to making sense of discourse; and tone of voice.
- c. Use a wide variety of learned vocabulary items that will enable them to comprehend a variety of listening topics pertaining to real life situations and contexts.
- d. Use a wide variety of learned vocabulary items that will enable them to successfully engage in real life situations, such as: introducing self and talking about family, jobs, and hobbies; describing self and others; ordering and talking about food; talking about daily routine and seasonal occasions; talking about international products; and talking about personalities.

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)

In addition to the text book, supplementary materials such as video clips, audio files from Internet and reference books will be used.

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

Course Description:

1 Topics to be Covered

Topic	No of Weeks	Contact hours
Orientation	1	3

Unit 1 Listening skills: main idea, details Speaking: talking about yourself; asking questions about classmates	1	3
Unit 2 Listening skills: main idea, details Speaking: describing places	1	3
Unit 3 Listening skills: main idea, details Speaking: reading numbers in different ways	1	3
Unit 5 Listening skills: inference, details Speaking: describing a person (physical description)	1	3
Unit 6 Listening skills: details, main idea Speaking: sharing information, talking about family members	1	3
Unit 7 Listening skills: main idea, inference, details Speaking: ordering from an international menu; role play	1	3
Unit 8 Listening skills: Inference, details, main idea Speaking: talking about daily routine; free time activities	1	3
Unit 10 Listening skills: Inference, details, main idea Speaking: describing interesting places to visit	1	3
Unit 11 Listening skills: details, main idea Speaking: talking about interesting places to visit	1	3
Unit 12 Listening skills: main idea, inference Speaking: talking about environment	1	3
Supplementary Material	1	3
Unit 13 Listening skills: details, main idea Speaking: giving advice about health	1	3
Unit 14 Listening skills: details, main idea Speaking: describing people's personalities	1	3
Supplementary Material	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week.	6
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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 demonstrate knowledge of English that enables them to listen to and understand a variety of topics that are related to daily situations	-Lab lectures -Role play -Pair work -Discussions	-Assignments -Quizzes -Self-assessment tests -Midterm and final exams
1.2	Students demonstrate knowledge of English that enables them to communicate using English in a variety of topics	-Lab lectures -Role play -Pair work -Discussions	-Assignments -Quizzes -Self-assessment tests -Midterm and final exams
2.0	Cognitive Skills		
2.1	Students demonstrate ability of using English successfully to communicate orally about themselves, describe people and places, and narrate events.	-Role play -Pair work -Discussions	-Assignments -Midterm and final exams
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate the ability of using English appropriately	-Role play	-Assignments

	for social communications	-Pair work -Discussions	-Midterm and final exams
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate ability to use technology for language learning, such as using smart phones, iPads, and computers	- E-mails - Forums -Using e-learning	-Online assignments -Online tests -Online quizzes
4.2	Demonstrate their skills in using Blackboard to do assignments, quizzes and test, as well as engaging in online discussions with their classmates and teacher	- E-mails - Forums -Using e-learning	-Online assignments -Online tests -Online quizzes
5.0	Psychomotor		
5.1			
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		3.1		4.1	4.2
1.1									
1.2									
2.1									
3.1									
4.1									
4.2									

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	Unit One: Quiz, Assignment, Self-assessment test	2	0.83%
2	Unit Two: Quiz, Assignment, Self-assessment test	3	0.83%
3	Unit Three: Quiz, Assignment, Self-assessment test	4	0.83%
4	Unit Five: Quiz, Assignment, Self-assessment test	5	0.83%
5	Unit Six: Quiz, Assignment, Self-assessment test	6	0.83%
6	First Listening Midterm Exam	7	15%

7	Unit Seven: Quiz, Assignment, Self-assessment test	7	0.83%
8	Unit Eight: Quiz, Assignment, Self-assessment test	8	0.83%
9	Unit Ten: Quiz, Assignment, Self-assessment test	9	0.83%
10	Unit 11: Quiz, Assignment, Self-assessment test	10	0.83%
11	Midterm Speaking Exam	11	10%
12	Unit 12: Quiz, Assignment, Self-assessment test	12	0.83%
13	Second Listening Midterm Exam	13	15%
14	Unit 13: Quiz, Assignment, Self-assessment test	13	0.83%
15	Unit 14: Quiz, Assignment, Self-assessment test	14	0.83%
16	Final Speaking Exam		10%
17	Final Listening Exam		40%

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 a week)**
- **Centre for Language Enhancement Program (LEP) (8 a.m.-4 p.m. daily)**

E Learning Resources

1. List Required Textbooks

Brown, Steven and Smith, Dorolyn. *Active Listening* 2. Cambridge: Cambridge University

Press, 2007.
2. List Essential References Materials (Journals, Reports, etc.) <ul style="list-style-type: none"> • Merriam-Webster: Dictionary and Thesaurus • Oxford Advanced Learner’s Dictionary
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) <ul style="list-style-type: none"> • Benz, C., Dworak, K. (2005). <i>Tapestry Listening & Speaking 1</i>. Boston: Thomson/Heinle.
4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. <ul style="list-style-type: none"> • BBC English Language Learning Webpage • CNN Learning Resources
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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.) Computerized Language Labs: maximum student number—24
2. Computing resources (AV, data show, Smart Board, software, etc.) Internet and Intranet facilities for optimum usage of the costly Language Labs.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> • Language Labs • Projectors • High-speed internet and intranet connections

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G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none">• Confidential completion of standard course evaluation questionnaire by students at the end of each semester• Occasional student-faculty meetings to get students' feedback
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none">• In-class observation by other colleagues• Peer observation• Observation by external experts
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none">• Workshops by internal and external experts• Coordination between teachers of different sections of the same course• Training and orientation for new instructors of the course
<p>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)</p> <ul style="list-style-type: none">• Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department• Mutual checking of random samples of examination papers by coordinators and other teachers of the same course

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

- **Regular meetings between teachers and course coordinator**
- **Regular meetings by The Curriculum Review Committee**
- **Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee.**

Name of Instructor: **Dr. Emad Al-Tamari**

Signature: _____ Date Report Completed: **25/6/1437**

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____ Date Received: _____