

s

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

T6. Course Specifications
Listening and Speaking 2, Eng 114
(CS)

Course Specifications

Institution King Khalid University	Date: 04/04/2016
College/Department Faculty of Languages & Translation, Department of English	

A. Course Identification and General Information

1. Course title and code: Listening & Speaking (2), ENG 114			
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 2			
6. Pre-requisites for this course (if any) ENG 110, (Listening & Speaking 1)			
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="90"/>
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="10"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

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

- ❖ To consolidate students' listening and speaking skills acquired in the previous level
- ❖ To provide students with the skills they need for inter-cultural communication and broaden their understanding of the world outside their immediate environment, incorporating material related directly to students' personal, religious and cultural interests and experiences
- ❖ To furnish students with oral / aural strategies like: Distinguishing main ideas and supporting ideas in discourse; Using modals of suggestion; Recognizing men's and women's communication styles; and Communicating in groups (finding solutions)

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: Reflecting on listening, Contractions with be Speaking: Asking for help with vocabulary, Verbs of communication	2	6
Unit 3 Listening skills: Activating background knowledge (2), Unstressed function words Speaking: Asking for clarification, Geographic areas and the definite article	2	6
Unit 4 Listening skills: Predicting, Stressed and unstressed prepositions Speaking: Taking time to think, Verbs and Adjectives with prepositions	2	6
Unit 6 Listening skills: Working out unknown vocabulary, Intonation in lists Speaking: Asking for further information, Words related to money	2	6
Unit 7 Listening skills: Identifying speculative language, Using intonation to show interest Speaking: Using expressions to show interest, Multi-word verbs (1)	2	6
Unit 9 Listening skills: Identifying sequencers, Unstressed object pronouns Speaking: Saying percentages and fractions, Collocations with make and do	2	6
Supplementary Material	2	6

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
--	----------

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 enhance their knowledge of English, especially of listening and speaking skills that enables them to comprehend and address a wide variety of topic.	-Lab lectures -Role play -Pair work -Discussions	-Assignments -Quizzes -Midterm and final exams
1.2	Students demonstrate sound knowledge of English that enables them to skillfully communicate using English in a wide variety of topics.	-Lab lectures -Role play -Pair work -Discussions	-Assignments -Quizzes -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 and stimulate discussion.	-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 modern gadgets including 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	Black Board, Home Work etc.	2-14 week	10%
2	First Midterm Listening Test	8th week	10%
3	First Midterm Speaking Test	12th week	10%
4	Second Midterm Listening Test	14th week	15%
5	Final Speaking Test	16th week	10%
6	Final Listening Examination	16th week	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. Sunday-Thursday)**

E Learning Resources

1. List Required Textbooks

Blackwell, Angela and Naber, Therese. *Open Forum 1 Academic Listening and Speaking*. Oxford: Oxford University Press, 2007.

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

- **Merriam-Webster: Dictionary and Thesaurus**
- **Oxford Advanced Learner's Dictionary**

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- **Gill, Mary McVey. *Tapestry*, Thomson Heinle, 2005.**

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

- **Open Forum 1, Oxford University Press Webpage**
- **Inside Listening and Speaking | Oxford University Press**

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

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <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
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department <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
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none">• 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: **Mr. Omer Sultan**

Signature: _____ Date Report Completed: **04/04/2016**

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____ Date Received: _____