

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 and Speaking 3 ENG210			
2. Credit hours: 03			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) BA in English			
4. Name of faculty member responsible for the course Mohammad Adil			
5. Level/year at which this course is offered Level 3			
6. Pre-requisites for this course (if any) ENG 114			
7. Co-requisites for this course (if any) NA			
8. Location if not on main campus NA			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	70
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	30
d. correspondence	<input type="checkbox"/>	What percentage?	
f. other	<input type="checkbox"/>	What percentage?	
Comments:			

B Objectives

1. What is the main purpose for this course?

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

- understand general gist of spoken texts.
- demonstrate knowledge on how to ask questions and make requests politely.
- respond to the ideas in spoken texts effectively while participating in a conversation.
- identify and understand verbal cues in speaker attitude and tone.
- apply the knowledge of context to workout unknown vocabulary.
- synthesize what they have heard and apply it to their own experience.
- demonstrate the understanding of spoken texts, short and informal presentations on a an experiential topic, and social communication.

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)

Tasks in the test book can be exploited and modified to make them more engaging. Some supplementary materials such as videos and audios downloaded from the Internet may be used in class. Amount of time spent on lecturing can be reduced and more learner-learner interaction can be encouraged.

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

Course Description:

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Orientation	1	3
Chapter 1: Environmental Studies City Planning, planning public parks	2	6

Chapter 2: Psychology Leisure activities, quality of life, concept of <i>flow</i>	2	6
Chapter 3: Food Science Food: Changes in habit, taste in food	2	6
Chapter 5: Life Science Ocean research, Condor preservation	2	6
Chapter 7: Language and Communication Different languages in the United States, endangered languages	2	6
Chapter 10: Education Learning experience, education system	2	6
Supplementary materials, Midterm Exams and Speaking Tests	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	Demonstrate knowledge required for communicating in English in real life situations.	Role-play pair work group work free discussion	Speaking tests
1.2	Respond to spoken texts effectively while participating in a conversation.		Tests comprising: ✓ Multiple choice questions ✓ Information questions ✓ Matching
1.3	Understand main ideas and details while listening to a spoken text.		Tests comprising: ✓ Correcting wrong information ✓ Gap-fill ✓ True/false
2.0	Cognitive Skills		
2.1	Demonstrate inferencing skills to guess and predict.	Discussion Exploiting tasks in the text book	Tests comprising: ✓ Multiple choice questions
2.2	Understand appropriate contexts in which lexical items are used.	Elicitation Discovery activities	Tests comprising: ✓ Gap-fill
2.3	Identify and understand verbal cues in speaker attitude and tone in spoken communication	Concept checking Group discussion Scaffolding	Tests comprising: ✓ Multiple choice questions ✓ Information questions
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate their interest and enthusiasm for using English with their peers.	Group work and pair work Frequent role-play sessions	Speaking tests
3.2	Apply their listening and speaking skills in social communication.		
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate their ability to use technology (e.g. blackboard tools.)	Demonstration of how to use technology	Online quizzes
4.2	Demonstrate their ability to interact with their peers and the teacher.	Role-play	Speaking tests
5.0	Psychomotor		
5.1	NA		
5.2	NA		

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	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	4.1	4.2
1.1												
1.2												
1.3												
2.1												
2.2												
2.3												
3.1												
3.2												
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	Quiz/assignment 1	3	0.75%
2	Quiz/assignment 2	4	0.75%
3	Quiz/assignment 3	5	0.75%
4	Quiz/assignment 4	6	0.75%
5	Quiz/assignment 5	7	0.75%
6	Midterm exam 1 (Listening)	7	15%
7	Discussion forum : Topic 1	8	1.25%
8	Quiz/assignment 6	9	0.75%
9	Quiz/assignment 7	10	0.75%
10	Quiz/assignment 8	11	0.75%
11	Speaking test 1	11	10%

12	Discussion forum: Topic 2	12	1.25%
13	Quiz/assignment 9	13	0.75%
14	Midterm exam 2 (Listening)	13	15%
15	Quiz/assignment 10	13	0.75%
16	Speaking test final	15	10%
17	Final exam (Listening)	16	40%
Total			100

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)

- **Language Enhancement Program (LEP)**
- **English Club (organizing debates and spelling contests)**

E Learning Resources

1. List Required Textbooks

Blackwell, A. and Naber, T. (2006) *Open Forum 2: Academic Listening and Speaking*, Oxford: Oxford University Press.

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

- **Carlisi, Karen and Christie. (2005) *Tapestry*, Thomson Heinle.**
- **Richards, J.C. (2007) *Interchange 3*, Third edition, Cambridge: Cambridge University press.**

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

- **Reader's Digest**
- **Newsweek**

<ul style="list-style-type: none"> • National Geographic • Cambridge Advanced Learner's Dictionary. Third Edition • Oxford Collocations Dictionary for students of English. Second Edition
<p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <ul style="list-style-type: none"> • BBC English language learning webpage • CNN Learning Resources • http://learnenglish.britishcouncil.org/en
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> • Cook, Ann. (1991) <i>American Accent Training</i>. Matrix Press. • Yates, Jean. (2005) <i>Pronounce it perfectly in English</i> Barron's Educational Series.

F. Facilities Required

<p>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.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> • Computerized Language Labs with a seating capacity of 24 students
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> • Teaching and classroom management software installed in the Language Labs. • Smart Board
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none"> • Language lab • Multimedia projector

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">• Peer observation• In-class observation by other colleagues• Classroom observation by externals
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none">• Regular 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">• Mutual checking of sample exam scripts by coordinators and course teachers• Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department
<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.



Names of Instructors:

**Mohammad Adil,
Dr. Mihaita Horezeanu
Abdur Rauf Khan
Mohammad Al Fuad
Hassan Costello**

Signature: _____ Date Report Completed: **07 April 2016**

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____ Date Received: _____

Explanatory note:

The following sections have been modified in the revised version:

B1: Purpose of the course (fully changed)

B2: Only the text has been modified.

C: Course description

C1: Topics to be covered (Changed according to the course plan having been used since this text book was introduced)

C4: NQF learning domains (changed according to Bloom's taxonomy). Course assessment methods are more specific than before.

C6: Assessment tasks (more detailed than before)

D1: A new item is added (English club).

E2: A new book is added. (Interchange 3)

E3: Two new materials are added.

E4: One website is added.