

ATTACHMENT 5.

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

**T6. Course Specifications
(CS)**

Course Specifications

ENG 214

VOCABULARY BUILDING (1)

Institution	King Khalid University	Date
College/Department	Faculty of Languages and Translation/ Department of Eng	

A. Course Identification and General Information

1. Course title and code: Vocabulary Building -1, ENG 214
2. Credit hours 3 Hours
3. Program(s) in which the course is offered. B.A in English (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course Dr, Hasan Jaashan, Dr. Ahmed Alsweity, Dr. Atef Jalabneh. Dr. Nisar Ahmed Koka
5. Level/year at which this course is offered Level (3), Second year
6. Pre-requisites for this course (if any)
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 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 type="checkbox"/> What percentage? <input type="text"/>
d. correspondence <input type="checkbox"/> What percentage? <input type="text" value="10"/>

f. other

What percentage?

Comments:

B Objectives

1. What is the main purpose for this course?

On completing this course, the students will

- 1. Have acquired about 500 new words in the contexts of people, daily life, world around us, work, leisure and entertainment, communication and technology, social concerns, tourism, etc.**
- 2. Be able to use these words appropriately in their every day English discourse,**
- 3. Have learned the basic rules of word formation and phrase building,**

Be able to distinguish between different varieties of English such as, formal and informal, the language of notices and warnings, etc.

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)

- **Partial teaching of this course with the help of Blackboard Learning System (Blended Learning)**
- **Encouraging the students to make use of the materials available online, particularly the recognized websites that introduce English at different levels.**

Preparing Supplementary Materials according to students new needs

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

1. Topics/Items/Units to be covered		
Topic	No. of weeks	Contact hours
a. Vocabulary Learning Strategies	1	3
b. Word formation	1	3

c. Phrase building	3	9
d. The world around us + e. People	2	6
f. Daily life + Work	3	9
g. Leisure and entertainment + communication and technology	1	3
h. Social Concerns	1	3
i. Tourism	1	3
j. Notional Concepts + Varieties of English	1	3
2. Course Components (total contact hours per semester: 42)		
Lectures: 45	Tutorial:	Practical:

4. Additional private study/learning hours expected for students per week.
The average of expected learning hours by students as a kind of additional private study at home is 40 during the whole semester.

5. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;

The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned

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	<p>Developing the students' vocabulary knowledge at the beginner level by adding a number of lexical items in the various contexts mentioned above to the stock of lexical knowledge already acquired by them. The students should know the meanings of these new words, their pronunciation, their spelling, their use, their synonyms and antonyms (if any) and some of their basic grammatical features.</p>	<ul style="list-style-type: none"> • Discussion • Utilizing the thematic structure of the book • Word maps: grouping and categorizing • Root Analysis • Teaching words in contexts • Moving from known to unknown • Relate content to students' interests • Constant review 	<ul style="list-style-type: none"> • Quizzes • Midterm Tests • Exercises on each unit • Assignments <p>Final Exams</p>
1.2			
2.0	Cognitive Skills		
2.1	<ul style="list-style-type: none"> • Acquiring the new vocabulary, and many new suffixes and prefixes. • Recognizing the newly learned vocabulary when they appear in new contexts <p>Using the new vocabulary in context</p>	<ul style="list-style-type: none"> • Classroom discussions • Equip students with effective mnemonic strategies like grouping and categorizing. • Linking the new vocabulary to immediate context <p>Connecting the new vocabulary with the previously learned knowledge.</p>	<ul style="list-style-type: none"> • Quizzes • Assignments • Testing the vocabulary in contexts <p>Short presentations that contain the new vocabulary.</p>
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1	<ul style="list-style-type: none"> • Using the new vocabulary in classroom discussions and debates 	<ul style="list-style-type: none"> • Pair work and 	<ul style="list-style-type: none"> • Assigning some

	Developing the students' skills to use the new vocabulary in the environment around them, inside and outside the university	<p>group work in the class and on-line fora.</p> <ul style="list-style-type: none"> • Making short presentations on certain topics applying the new words. <p>Extracurricular activities.</p>	<p>marks for classroom activities and participation in extracurricular activities</p> <p>Evaluating the students' presentations, dialogues or debates</p>
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	<ul style="list-style-type: none"> • Using the E-learning facilities. Using the internet to develop their knowledge in this subject. 	Practice and training in the E-learning labs.	<ul style="list-style-type: none"> • Online Assignments Tests and quizzes
4.2			
5.0	Psychomotor NA		
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		3.2		4.1	
1.1	\			\					
2.1		\				\			

E Learning Resources

1. List Required Textbooks Michael McCarthy, Felicity O'Dell (1999). Vocabulary in Use (Intermediate). Cambridge University Press
2. List Essential References Materials (Journals, Reports, etc.) Stuart Redman & Ellen Shaw (1999). Vocabulary in Use: Intermediate. Klett International
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. http://www.learnenglish.de/vocabpage.htm http://towerofenglish.com/vocabulary.html http://www.southampton.liunet.edu/academic/pau/course/webesl.htm
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.)
2. Computing resources (AV, data show, Smart Board, software, etc.)

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

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **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

- **In-class observation by other colleagues**
- **Peer observation**

Observation by external experts

3 Processes for Improvement of Teaching

- **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

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)

- **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. Hasan Jaashan_____

Signature: _____Hasan Jaashan_____ Date Report Completed: _____

Name of Field Experience Teaching Staff _____

Program Coordinator:_____

Signature: _____ Date Received: _____