

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 (4), ENG 215			
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 4			
6. Pre-requisites for this course (if any) ENG 210			
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 target language (English) better and with an advanced level of proficiency / accuracy both orally and aurally
- b.* Demonstrate knowledge on how to ask questions and make requests politely.
- c.* Think critically and express their opinions/choices/decisions successfully
- d.* Use oral / aural strategies: for instance, using graphic organizers to understand and remember aural information; using analogies to simplify complex ideas; using prediction as a guide to making sense of discourse; and tone of voice.
- e.* Practically use the understanding of spoken texts, and give a short, informal presentation on a biographical or experiential topic
- f.* Use a wide variety of learned vocabulary items that will enable them to successfully engage in real life situations, such as: talking about self, jobs, travel experience; commenting on text related issues, presenting arguments

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
Chapter 3: Sociology Topics: Cell phone etiquette, internet relationships	2	6
Chapter 5: History Topic: Nobel prizes (History and Importance)	2	6
Chapter 6: Extreme weather conditions Topics: Extreme weather conditions, Hurricane hunters	2	6
Chapter 8: Psychology Topics: Optimism and Pessimism, Visualization	2	6
Chapter 9: Health Topic: Stress	2	6
Chapter 10: Business Management Topics: Management principles; entrepreneurship	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 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 -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 - Speaking Tests -Midterm and final exams
2.0	Cognitive Skills		
2.1	Students demonstrate ability of using English successfully to express their opinions, talk about new ideas, think critically about different text related issues.	-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 for social communications	-Role play -Pair work -Discussions	-Assignments -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	Chapter Three: Assignment-1, Quiz	3	1%
2	Assignment-2, Oral presentation, Vocabulary check	4	1%
3	Chapter Five: Assignment-3, Quiz	5	1%
4	Assignment-4, Vocabulary check, Speaking practice	6	1%
5	First Listening Midterm Exam	7	15%
6	Chapter Six: Quiz, Assignment-5, Vocabulary check	8	1%
7	Chapter Eight: Quiz, Assignment-6, Vocabulary check	9	1%
8	Chapter Nine: Quiz, Assignment-7, Vocabulary check	10	1%
9	Speaking practice, Vocabulary check, Assignment-8	11	1%
10	Midterm Speaking Exam	12	10%
11	Assignment-9, Quiz	12	1%
12	Second Listening Midterm Exam	13	15%
13	Chapter Ten: Quiz, Assignment-10, Speaking Practice, Vocabulary check	14	1%
14	Final Speaking Exam		10%
15	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

Duncan, J., & Parker, A. (2007). *Open forum 3: Academic listening and speaking*. New York, NY: Oxford University Press.

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

- Merriam-Webster: Dictionary and Thesaurus
- Oxford Advanced Learner's Dictionary
- Longman Essential Language Activator

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

- Fragiadakis, H.K., & Maurer, V. (2005). *Tapestry Listening & Speaking 4*. Boston: Thomson/Heinle (with videos and CD-ROM texts)

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

- BBC English Language Learning Webpage
- CNN Learning Resources
- Voice of America (VoA) English Language Learning audio, video 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 dedicated Language Labs.

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

- Language Labs
- Projectors
- Smartboards
- High-speed internet and intranet connections
- Related software (both teaching and security)
- Instant technical support from the contracting company

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
- Open, in class “feel free to ask” sessions to register students’ reflections on overall teaching- learning process
- Once in a semester student-faculty meeting 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• Regular coordination meetings.• Periodic reviewing of teaching techniques, methods etc. to suit certain group of students' learning pattern• Proper attention to ensure cultural acceptability which creates a trusting teaching-learning atmosphere• 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 coordinator and other teachers of the same course• Exchange of experience on improvements on student achievement with both local and international institution

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

- Regular meetings between teachers and course coordinator
- Periodic review of course effectiveness by requesting feedback from the course instructors
- Collect and compile the recommendations of 'field experience teaching staff'
- Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee.

Name of Instructor: **Mohammad Al Fuad**

Signature: _____

Date Report Completed: **07.04.2016**

Name of Field Experience Teaching Staff

1. Dr. Mihai Horezeanu
2. Mr. Mohammad Siraj
3. Mr. Weatherford Thomson

Program Coordinator:

Mohammad Al Fuad

Signature: _____

Date Received: _____

Incorporated Modifications:

- **Section B.1:** Course Objectives addition + modification
- **Section C.4** NQF Learning Domains + Course Assessment Methods: addition
- **Section C:** Addition
- **Section E.1:** Text Book name modification
- **Section E.2:** New reference material added
- **Section E.4:** New learning webpage added
- **Section F.3:** Necessary lab requirements added
- **Section G.1:** Evaluation and Improvement strategy added
- **Section G.3:** Improvement suggestions for teaching added
- **Section G.4:** Suggestions for Students Achievement Standard added
- **Section G.5:** Suggestions for Improving Course Effectiveness added