

ATTACHMENT 5.

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

**T6. Course Specifications
(CS)**

Course Specifications

ENG 219

VOCABULARY BUILDING (2)

Institution	King Khalid University	Date: April 26, 2016
College/Department	Faculty of Languages and Translation/ Department of Eng	

A. Course Identification and General Information

1. Course title and code: Vocabulary Building -2, ENG 219
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 Mr. Nasser Hawamdeh, Dr. Ahmad Alfaifi, Dr. Dawood Mahdi
5. Level/year at which this course is offered Level (4), 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" value="10"/>
d. correspondence <input type="checkbox"/> What percentage? <input type="text"/>

f. other

What percentage?

Comments:

B Objectives

1. What is the main purpose for this course?

The course aims to deepen and expand students' knowledge of English vocabulary by 1) enlarging their productive and receptive vocabulary stores in a thematic framework; 2) providing insights into the mechanisms of vocabulary learning and acquisition as well as monolingual dictionary use; and last but not least, 3) familiarizing them with the rules of word formation. Through exercises in the four major skills, (with focus on reading and speaking, though), participants will be introduced to the advanced vocabulary of a variety of topics, whereby they will also gain a more profound understanding of the aspects of word knowledge: form (homonyms), meaning (confusing word pairs, connotations, etc.) and use (collocations, word grammar, 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)

- **Integrating more activities and exercises in class.**
- **Encourage students to browse websites concern with teaching and learning vocabulary.**

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. Overview of teaching vocabulary	1	3
b. Word formation	1	6
c. Connecting and Linking words	2	6
d. Countables and uncountables	1	3
e. Using vocabulary in different topics and situations	3	9

f. Feelings and Actions	1	3
g. Basic concepts	1	3
h. Phrasal Verbs	1	6
i. Notional Concepts + Varieties of English	1	6
2. Course Components (total contact hours per semester: 42)		
Lectures: 45	Tutorial:	Practical:
1. Additional private study/learning hours expected for students per week. <input type="text"/>		

2. 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	Students learn the meaning of new vocabulary words and will use them when speaking and writing. 2. Students are expected to understand grade-level words in a variety of contexts from a variety of roots (Greek, Latin, etc). 3. Students determine word meaning by analyzing the textual content. 4. Students use	<ul style="list-style-type: none"> • Discussion • Utilizing the thematic structure of the book • Word maps: grouping and categorizing 	<ul style="list-style-type: none"> • Quizzes • Midterm Tests • Exercises on each unit • Assignments

	their knowledge of a word's roots to determine its meaning. 5. Students learn to use print and electronic vocabulary tools such as dictionaries.	<ul style="list-style-type: none"> • Root Analysis • Teaching words in contexts • Moving from known to unknown • Relate content to students' interests • Constant review 	Final Exams
1.2			
2.0	Cognitive Skills		
2.1	Including some cognitive skills to be used by the students such as making mind maps, visualization, association, mnemonics, using clues in reading comprehension, underlining key words, scanning and self-testing and monitoring.	<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	Encourage students to build new relationships with other people and urge them to use the newly learned words in their conversations.	<ul style="list-style-type: none"> • Pair work and group work in the class and on-line fora. • Making short presentations on certain topics applying the new words. 	<ul style="list-style-type: none"> • Assigning some marks for classroom activities and participation in extracurricular activities <p>Evaluating the students' presentations, dialogues</p>

		Extracurricular activities.	or debates
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	Use the e-learning facilities and blackboard system to enhance the learning process. Also, the students are encouraged to browse the websites concerned with teaching and learning vocabulary.	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		\				\		

3. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task	Week due	Proportion of final assessment
1	Quiz 1	4	5%
2	Mid term 1	8	20%
3	Quiz 2	10	5%
4	Mid term 2	13	20%
5	Final Exam	16	50%

		Week Due	Proportion of Total Assessment

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)

Six office hours every week are announced. The teacher is available to assist students when they encounter any problem.

E Learning Resources

1. List Required Textbooks Michael McCarthy, Felicity O'Dell (1999). Vocabulary in Use (Upper-Intermediate). Cambridge University Press
2. List Essential References Materials (Journals, Reports, etc.) Stuart Redman & Ellen Shaw (1999). Vocabulary in Use: Upper-Intermediate. Klett International
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. www.englishclub.com www.vocabulary.com
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)

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G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">- Instructor's annual evaluation questionnaire.- Face to face meetings with the students.
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
3 Processes for Improvement of Teaching
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)
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <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. Nasser Hawamdeh_____

Signature: _____Nasser Hawamdeh_____ Date Report Completed: April 26, 2016

Name of Field Experience Teaching Staff _____

Program Coordinator: Mr. Nasser Hawamdeh

Signature: Nasser Hawamdeh

Date Received: April 27, 2016