

ATTACHMENT 5.

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

**T6. Course Specifications
(CS)**

Course Specifications

Institution: King Khalid University	Date: 1/7/1437
College/Department	

A. Course Identification and General Information

1. Course title and code: ENG 310 (Speech Workshop)			
2. Credit hours			
3. Program(s) in which the course is offered. English Program			
4. Name of faculty member responsible for the course Dr. Dawood Ahmed Mahdi			
5. Level/year at which this course is offered: 5 th Level, Third Year			
6. Pre-requisites for this course (if any)			
7. Co-requisites for this course (if any)			
8. Location if not on main campus Main Campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input type="text"/>	What percentage?	<input type="text" value="40"/>
b. blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. other	<input type="text"/>	What percentage?	<input type="text" value="60"/>
Comments:			

B Objectives

<p>1. What is the main purpose for this course? <i>This is an advance course in developing speech skills that takes the means of practical workshops as the prime medium of training the student to achieve aims of the course. Such a course provides the students with major speech skills needed for future jobs like; teaching, public relations, da'wah, ... etc.</i></p>
<p>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)\</p> <ul style="list-style-type: none"> • Students are recommended to make use of the websites relevant to their topics. • Students enrolled for the course are advised to assess the material available on these websites. • student are exposed to outstanding specimens of speeches by distinguished local and international speakers. <p>Selected classroom presentations can be video-recorded, then watched evaluated by the students.</p> <p>Change of the textbook Change of the assessment measures</p>

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
1-Where do you want to ?	2	4
2- 2,4,6,8,- how do you communicate?	1	2
3- When you feel the fear...	1	2
4- Confidence matters	1	2

5- The main objective	1	2
6-Know your audience	1	2
7- Words, words, words	1	2
8-When you come to the end	1	2
9-Curtain up!	1	2
10-Selecting and using visual aids	1	2
11- Designing effective visual aids	1	2
12- Setting the scene	1	2
13-Question and answer sessions	1	2
14- Personal presentation	1	2

2 Course components (total contact hours per semester): 30 hours			
Lecture: 30 hours	Tutorial:	Practical/Fieldwork /Internship:	Other:
3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week) <i>Two hours per week for completing their homework and browsing the internet.</i>			

2. Course components (total contact hours and credits per semester):
30 contact hours and 2 credit hours

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	10			20		30
Credit	1			1		2

3. Additional private study/learning hours expected for students per week.

	3
--	---

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

- 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	<ul style="list-style-type: none"> • providing the students with the information needed for enabling them to deliver public speeches. 	<i>Lecturing on different aspects of public speaking skills.</i>	<i>Quizzes, midterm and final written exams</i>

1.2	<ul style="list-style-type: none"> obtaining the knowledge that help them realize the structure and functions of different genres of oral discourse. 	<ul style="list-style-type: none"> training the students to conduct debates, interviews, ... etc. Exposing the students to outstanding specimens of speeches by distinguished local and international speakers. Helping the students to incorporate audiovisual means in order to enhance their speech presentations. 	<p><i>Group presentations and individual ones evaluated through a scientific checklist to measure the structure of their presentations as well as the arts of public speaking skills.</i></p>
2.0	Cognitive Skills		
2.1	<p><i>Ability to identify and use appropriate techniques in different stages of a presentation.</i></p>	<ol style="list-style-type: none"> Explaining the evaluation checklist of presentations Engaging the students in evaluating the presentations of their classmates.. Practice in giving presentation <p>Group discussion</p>	<ol style="list-style-type: none"> Observing their progress in using techniques with the help of an evaluation checklist. Quizzes on the evaluation checklist and virtual presentations . <p>Midterm exams, final exam.</p>
3.0	Interpersonal Skills & Responsibility		

3.1	Students select community problems as speech delivery topics.	<ul style="list-style-type: none"> training the students to conduct debates, interviews, ... etc. Exposing the students to outstanding specimens of speeches by distinguished local and international speakers. <p>Giving students assignments that need internet browsing and book reading.</p>	<ul style="list-style-type: none"> Assessment of assignments Evaluation checklist Comparing different presentations given by the same student.
3.2	Building up the students self-dependence and self-confidence in learning.		
4.0	Communication, Information Technology, Numerical		
4.1	Training students to prepare PowerPoint presentations	Demonstration in classroom	Asking students to include PowerPoint presentations in their speech presentations
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	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	4.1	4.2
1.1												
1.2												
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	Weekly Assignments and Quizzes	Weekly	10%
2	Video Recorded Presentation	7 th Week	10%
3	Written Midterm Exam	8 th Week	15%
4	Midterm Oral Presentations	From Week 4-7	15%
5	Final Oral Presentations	From Week 12-15	20%
6	Final Written Exam	16 th Week	30%
7			
8			

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)

3 hours per week for individual student counselling and academic advice.

E Learning Resources

1. Required Text(s) Bradbury, Andrew. (2007). "Successful Presentation Skills" (3rd edition). MPG Books, Ltd. London.
2. Essential References <u>Kroehnert, Gary. (1999). Basic Presentation Skills. McGraw-Hill. ISBN: 00747-0606-3</u> <u>Ochs, Donono and Winkler Anthony (1997). A Brief introduction to speech. N.Y: Harcourt Brace Jovanovich. Inc</u>
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) <u>Lloyd M. Hulit, Merle R. Howard, ~ Allyn & Bacon. (2005). <i>Born to Talk : An Introduction to Speech and Language Development (4th Edition)</i>. ISBN: 0205453317</u> <u>Terry Robertson, April I Franklin, Clark Callahan. (2000). <i>Communication and Sharing: An Introduction to Speech Communication</i>. Alliance Press. ISBN: 1583161023</u> <u>Pub, Frederick F. (1979). <i>How to Hold an Audience in the Hollow of Your Hand: Seven Techniques for Starting Your Speech, Eleven Techniques for Keeping It Rolling</i>. Art Fettig, ISBN: 0811903222</u>
4- Electronic Materials, Web Sites etc <u>http://www.public.speaking.org/default.htm</u> <u>http://www.englishclub.com/speaking/presentations.htm</u>
5- Other learning material such as computer-based programs/CD, professional standards/regulations

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <i>Course Evaluation Survey</i>
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Periodic meetings of course instructors for evaluating teaching, learning and progress.

3 Processes for Improvement of Teaching

Periodic meetings of course instructors for evaluating teaching, learning and progress.

Faculty members' professional development activities done personally or arranged by the college.

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)

Joint course report discussion

Periodic course instructors' meetings

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

End-of-semester submission of course reports.

Students evaluation of the course

Benchmarking with other programs at the micro level.

Name of Instructor: Dr. Dawood Ahmed Mahdi

Signature: _____

Date Report Completed: 1/7/1437

Program Coordinator: _____

Signature: _____

Date Received: _____