

**ATTACHMENT 5.**

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

**T6. Course Specifications**  
**(CS)**

## Course Specifications

Institution	Date <b>March 2016</b>
<b>King Khalid University</b>	
College/Department	<b>Faculty of Languages and Translation</b>

### A. Course Identification and General Information

1. Course title and code: <b>International Test Preparation, ENG 425</b>			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>B.A. in English</b>			
4. Name of faculty member responsible for the course <b>Matthew Paul G.</b>			
5. Level/year at which this course is offered <b>Level 8</b>			
6. Pre-requisites for this course (if any) <b>ENG 218</b>			
7. Co-requisites for this course (if any) <b>NONE</b>			
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="75"/>
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="25"/>
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?

**To familiarize students with the structure and questions of two major international English tests: TOEFL and IELTS.**

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)

**Over time this class has developed a stronger online component (including testing and quizzes) as these exams are sometimes given in paper based form and sometimes in internet based form.**

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

Course Description:

Introduction and familiarization with TOEFL and IELTS exams.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
<b>Introduction: What are the TOEFL and IELTS exams? What are they used for? Why are they important?</b>	<b>1</b>	<b>3</b>
<b>TOEFL Structure</b>	<b>3</b>	<b>9</b>
<b>TOEFL Reading and Listening</b>	<b>5</b>	<b>15</b>
<b>IELTS Oral Exam</b>	<b>1</b>	<b>3</b>

<b>IELTS Reading and Listening</b>	<b>5</b>	<b>15</b>

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

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	<b>45</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>
Credit	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

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

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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Understand basic mechanics of TOEFL Exam	Lectures, explanations	In class practice tests and online quizzes
1.2	Understand basic mechanics of IELTS Exam	Lectures, explanations	In class practice tests and online quizzes
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Be familiar and comfortable with TOEFL Questions	Practice tests	In class practice tests and online quizzes
2.2	Be familiar and comfortable with IELTS Questions	Practice tests	In class practice tests and online quizzes
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	IELTS Oral Exam similar to interview	Practice interviews	Interviews
3.2			
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Be familiar with internet based exams	Reviewing test taking online	Online quizzes
4.2			
<b>5.0</b>	<b>Psychomotor</b>		
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	xx			xx		xx		xx	xx
1.2	xx			xx		xx		xx	xx
2.1	xx			xx		xx		xx	xx
2.2	xx			xx		xx		xx	xx
3.1	xx			xx		xx		xx	xx
4.1				xx		xx		xx	xx

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	<b>Structure Quiz</b>	<b>4</b>	<b>10%</b>
2	<b>Midterm 1</b>	<b>7</b>	<b>15%</b>
3	<b>Oral Exam</b>	<b>8</b>	<b>10%</b>
4	<b>Midterm 2</b>	<b>15</b>	<b>15%</b>
5	<b>Final</b>	<b>17</b>	<b>50%</b>
6	<b>Online Quizzes</b>	<b>varies</b>	<b>bonus marks</b>
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)

**Faculty Members have seven office hours per week.**

#### E Learning Resources

1. List Required Textbooks

**How to Prepare for the TOEFL Test: Pamela J. Sharpe, 9<sup>th</sup> Ed., 2001**  
**Cambridge, IELTS, 3<sup>rd</sup> Ed., 2002**

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

**Cambridge IELTS 4, Student's book with answers: Examination papers from university of Cambridge, ESOL, CUP, 2005**

**Barron's Practice Exercises for the TOEFL: Pamela J. Sharpe, Barron's Educational**

**Series, 2003.**

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

**Broukal, M. & Nolan Woods, E. (1996) NTCS Preparation for the TOEFL, National Textbook Company**

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

**The IELTS website at [ielts.org](http://ielts.org)  
ETS (TOEFL) website at [ets.org](http://ets.org)**

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

**Other study guides are available at major Saudi bookstores that include CDs.**

#### 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.)

**Lecture Hall**

2. Computing resources (AV, data show, Smart Board, software, etc.)

**e-Learning Lab for midterm exams**

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**

<p>end of each semester</p>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p><b>In class observation by other colleagues</b> <b>Peer observation</b> <b>Observation by external experts</b></p>
<p>3 Processes for Improvement of Teaching</p> <p><b>Workshops by internal and external experts</b> <b>Coordination among teachers in the same working group</b> <b>Training and orientation of new instructors to the course</b></p>
<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> <p><b>Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department.</b> <b>Mutual checking of random samples of examination papers by coordinators and other teachers of the same course</b></p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p><b>Regular meetings between teachers and course coordinator</b> <b>Regular meetings by the Curriculum Review Committee</b> <b>Departmental Council meetings to discuss and finalize proposals made by the Curriculum Review Committee</b></p>





Name of Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Report Completed: March 2016

Name of Field Experience Teaching Staff \_\_\_\_\_

Program Coordinator: Matthew Paul G.

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_