

**ATTACHMENT 5.**

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

**STUDY SKILLS, ENG 118**

**T6. Course Specifications  
(CS)**

## Course Specifications

|  |                           |
|--|---------------------------|
| Institution<br><b>King Khalid University</b> | Date<br><b>March 2016</b> |
| College/Department                           |                           |

### A. Course Identification and General Information

|   |                          |                  |                          |
|---|--------------------------|------------------|--------------------------|
| 1. Course title and code: <b>Study Skills, Eng 118</b>  |                          |                  |                          |
| 2. Credit hours <b>2</b>  |                          |                  |                          |
| 3. Program(s) in which the course is offered.<br>(If general elective available in many programs indicate this rather than list programs) |                          |                  |                          |
| 4. Name of faculty member responsible for the course<br><b>B. A. in English</b>   |                          |                  |                          |
| 5. Level/year at which this course is offered <b>Level 2</b>  |                          |                  |                          |
| 6. Pre-requisites for this course (if any)  |                          |                  |                          |
| 7. Co-requisites for this course (if any)   |                          |                  |                          |
| 8. Location if not on main campus   |                          |                  |                          |
| 9. Mode of Instruction (mark all that apply)  |                          |                  |                          |
| a. traditional classroom  | <b>XX</b>                | What percentage? | <b>100%</b>              |
| b. blended (traditional and online)   | <input type="checkbox"/> | What percentage? | <input type="checkbox"/> |
| c. e-learning   | <input type="checkbox"/> | What percentage? | <input type="checkbox"/> |
| d. correspondence   | <input type="checkbox"/> | What percentage? | <input type="checkbox"/> |
| f. other  | <input type="checkbox"/> | What percentage? | <input type="checkbox"/> |
| Comments:   |                          |                  |                          |

## B Objectives

|   |
|---|
| <p>1. What is the main purpose for this course?<br/><b>To determine the strategies for study, its strength and weaknesses; to manage their time; to develop a plan for self-improvement; to analyze a learning situation and select several strategies for learning new information or concepts; to analyze and adopt strategies for processing information from classroom lecturers.</b></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> <p>N/A</p>   |

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

|   |
|---|
| <p>Course Description:</p> <p><b>Becoming a better student, managing time and organizing work, taking effective notes, skills on taking tests, prioritizing assignments, getting the most from your teachers, lectures, technology, and quickly handling problems, as well as many different methods and skills to improve success at university.</b></p> |
|---|

|                          |              |               |
|--------------------------|--------------|---------------|
| 1. Topics to be Covered  |              |               |
| List of Topics           | No. of Weeks | Contact hours |
| <b>Getting organized</b> | <b>2</b>     | <b>4</b>      |
| <b>Taking Notes</b>      | <b>3</b>     | <b>6</b>      |

|  |          |          |
|--|----------|----------|
| <b>Taking Tests</b>  | <b>3</b> | <b>6</b> |
| <b>Using Technology</b>                                      | <b>3</b> | <b>6</b> |
| <b>Getting Extra Help</b>                                    | <b>2</b> | <b>4</b> |
| <b>Supplementary Materials on the above-mentioned skills</b> | <b>2</b> | <b>4</b> |
|  |          |          |
|  |          |          |

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

|                  | Lecture   | Tutorial | Laboratory<br>or Studio | Practical | Other: | Total |
|------------------|-----------|----------|-------------------------|-----------|--------|-------|
| Contact<br>Hours | <b>30</b> |          |                         |           |        |       |
| Credit           | <b>2</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<br>And Course Learning Outcomes   | Course Teaching Strategies | Course Assessment Methods |
|------------|--|----------------------------|---------------------------|
| <b>1.0</b> | <b>Knowledge</b>   |                            |                           |
| 1.1        | Students demonstrate knowledge of developing examination and test taking strategies.                         |                            |                           |
| 1.2        | Students demonstrate knowledge of taking notes and using technology effectively in regards to their studies. |                            |                           |
| <b>2.0</b> | <b>Cognitive Skills</b>  |                            |                           |
| 2.1        | Demonstrate the ability to organize themselves for exams, assignments and manage their time successfully.    |                            |                           |
| 2.2        | Demonstrate the ability to obtain extra help if needed.  |                            |                           |
| <b>3.0</b> | <b>Interpersonal Skills &amp; Responsibility</b>   |                            |                           |
| 3.1        | Students show team work skills by working in pairs and groups.   |                            |                           |
| 3.2        |  |                            |                           |
| <b>4.0</b> | <b>Communication, Information Technology, Numerical</b>  |                            |                           |
| 4.1        |  |                            |                           |
| 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<br>(Use Program LO Code #s provided in the Program Specifications) |     |     |     |     |     |     |     |  |
|--------------|--|-----|-----|-----|-----|-----|-----|-----|--|
|              | 1.1  | 1.2 | 2.1 | 2.2 | 3.1 | 3.2 | 4.0 | 4.1 |  |
| 1.1          | x  |     |     |     |     |     |     |     |  |
| 1.2          |  | x   |     |     |     |     |     |     |  |
| 2.1          |  |     | x   |     |     |     |     |     |  |
| 2.2          |  |     |     | x   |     |     |     |     |  |
| 3.1          |  |     |     |     | x   |     |     |     |  |
| 3.2          |  |     |     |     |     |     |     |     |  |

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 | <b>Homework/Quizzes, Participation</b>  | <b>Varies</b>  | <b>10%</b>                     |
| 2 | <b>Mid-Term Exam #1</b>   | <b>Week 7</b>  | <b>20%</b>                     |
| 3 | <b>Mid-Term Exam #2</b>   | <b>Week 13</b> | <b>20%</b>                     |
| 4 | <b>Final Exam</b>   | <b>Week 16</b> | <b>50%</b>                     |
| 5 |   |                |                                |
| 6 |   |                |                                |
| 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 office hours =7hrs./week**

**Language Enhancement Program (LEP) for individual/group teaching**

#### E Learning Resources

1. List Required Textbooks

Shelley O'Hara (2005) Improving Your Study Skills: Wiley Publishing, Inc.

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

**Cottrell, S. (1999). The study skills handbook (Second edition). Palgrave Macmillan**

|  |
|--|
| <p><b>Mill, E. and Potgieter, D. (2001). Effective study. University of South Africa.</b><br/><b>Northedge, A. (1990). The good study guide. The Open University</b></p>   |
| <p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p>   |
| <p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.<br/><b>The worksheets of the Virginia Polytechnic Institute and State University</b> downloadable from <a href="http://www.ucc.vt.edu/stdysk/stdyhelp.html">http://www.ucc.vt.edu/stdysk/stdyhelp.html</a><br/><b>The worksheets of the Middle Tennessee State University</b> downloadable from <a href="http://www.mtsu.edu/studskl/index.html">http://www.mtsu.edu/studskl/index.html</a><br/><b>The worksheets of the University of Minnesota Duluth</b> downloadable from <a href="http://ww.d.umn.edu/student/loon/acad/strat">http://ww.d.umn.edu/student/loon/acad/strat</a></p> <p><b>Blackboard</b></p> |
| <p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p>  |

#### F. Facilities Required

|   |
|---|
| <p>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.)</p> |
| <p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <p><b>Classroom – 30 Seats with white board and projector</b></p>                            |
| <p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <p><b>N/A</b></p>  |
| <p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p>  |

N/A

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

**Confidential student questionnaires**

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

**Occasional in-class observations by the department chairman**  
**Peer observation**

3 Processes for Improvement of Teaching

**Inhouse workshops**  
**Working group meetings**  
**Training new instructors to 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 the coordinators and other teachers of the same course.**

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



**Regular meetings among teachers and course coordinators**  
**Regular meetings by the Curriculum Review Committee**  
**Departmental council meetings to discuss and finalize proposals made by the curriculum**

Name of Instructor: Saqub Aftab

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

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

Program Coordinator: Saqub Aftab

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