### ATTACHMENT 5.

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**T6. Course Specifications**

**(CS)**

 **Dr. M. El-Okda**

**Course Specifications**

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| Institution Date: Nov. 29, 2016 Imam Muhammad Ibn Saud Islamic University  |
| College/Department College of Languages and Translation/ Department of English Language and Literature |

A. Course Identification and General Information

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| 1. Course title and code ELT Curriculum  |
| 2. Credit hours: 2 Hours |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)**BA in English Language, Literature and Translation Applied Linguistics Students** |
| 4. Name of faculty member responsible for the course |
| 5. Level/year at which this course is offered: **ENG306** |
| 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/Male students |
| 9. Mode of Instruction (mark all that apply)100% a. traditional classroom What percentage?  b. blended (traditional and online) What percentage? c. e-learning What percentage? d. correspondence What percentage? f. other What percentage?Comments: It is taught in regular classrooms. |

B Objectives

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| 1. What is the main purpose for this course?

The main purpose of this course is to raise students awareness of the differences between curriculum and curriculum documents so as to make the best use of those documents. **Accordingy, by the end of this course, students should be able to**:1. Define the terms curriculum, curriculum document, scope and sequence (syllabus} and curriculum guide
2. Identify the linguistic bases of decision making in ELT Curriculum
3. Identify the cultural bases of decision making in ELT Curriculum with particular emphasis on the notion of Intercultural Competence
4. Show awareness of the importance of language planning as a basis of decision making in designing ELT curriculum
5. Show awareness of the implications of the Interaction Hypothesis in decision making in ELT Curriculum.
6. Formulate behavioral objectives related to ELT content of textbooks.
7. Comprehend the different types of ELT syllabi: thematic syllabi, structural syllabi, lexical syllabi, functional- notional syllabi, and different types of task based syllabi,
8. Distinguish between synthetic and analytic syllabi
9. Distinguish between meaning focused and form focused tasks
10. Design appropriate classroom tests of the different types of content in ELT curriculum
11. Understand the different models of curriculum development: {bottom up vs. top down}
12. Develop favorable attitudes towards teacher role in curriculum development.
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| 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)* Keeping up with the new publications in the field. Though publications on ELT curriculum were very rare. Many books have been published on ELT curriculum in the new millennium.
* Updating the content of the course in the light of recent research.
* Integrating technology and websites related to ELT Curriculum.
* Devoting a certain part of the course on modifying and designing tasks. In currently used textbooks.
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Decision making in ELT C. Course Description (Note: General description in the form used in Bulletin or handbook)

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| Course Description:*Description* This course deals with the definition of ELT curriculum and the distinction between curriculum and curriculum documents such as curriculum guide, textbooks and teacher guides. It also deals with the bases of decision making in ELT curriculum including linguistic bases, cultural bases and psycholinguistic bases. The course also focuses on the different sections of the curriculum guide with particular emphasis on the different types of syllabi. Students also study differenttypes of syllabi (both synthetic and analytic) such as the thematic syllabus, the structural syllabus, the vocabulary syllabus, the notional-functional syllabus and the different types of task based syllabi. Top-down and bottom-up strategies of curriculum development are dealt with and ways of teacher involvement in curriculum development are discussed. Students will be required to analyze currently used curricula in the KSA. |

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| 1. Topics to be Covered  |
| List of Topics | No. ofWeeks | Contact hours |
| Unit 1: Curriculum, syllabus, curriculum document and curriculum guide defined  | 1 | 2 hrs. |
| Unit 2: Linguistic bases of ELT Curriculum design: Expansion of Communicative competence | 2 | 2 hrs. |
| Unit 3: Socio-cultural bases: Intercultural competence and language policy. | 3 | 2 hrs. |
| Unit 4: Implications of the Interaction Hypothesis in ELT Curriculum Design | 4 | 2 hrs. |
| Unit 5: Objectives in ELT Curriculum | 5 | 2 hrs. |
| Unit 6: Types of Syllabi: Structural Syllabi  | 6 | 2 hrs. |
| Unit 7: Types of Syllabi-Functional Syllabi. | 7 | 2 hrs. |
| Unit 8: Grading and sequencing of items in ELT Syllabi | 8 | 2 hrs.. |
| Unit 9:Task based syllabi: the Banglore Project | 9 | 2hrs. |
| Unit 10:The target task syllabus (Long and Crookes} | 10 | 2 hrs. |
| Unit 11Rod Ellis’ Task Based Syllabus | 11 & 12 | 2 hrs +.2hs |
| Unit 12: Top-down, bottom up strategies of Curriculum Development | 13 | 2 hrs. |

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| 2. Course components (total contact hours and credits per semester):  |
|  | Lecture | Tutorial | Laboratoryor Studio | Practical | Other: | Total |
| ContactHours | 24 | 2 |  |  |  | 26 |
| Credit | 3 |  |  |  |  |  |

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| 3. Additional private study/learning hours expected for students per week. **2** |

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| 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.)  |

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| **Code****#** | **NQF Learning Domains** **And Course Learning Outcomes** | **Course Teaching****Strategies** | **Course Assessment****Methods** |
| **1.0** | **Knowledge:** **Students at the end of the program should be able to:** | Class lecturesClass discussionPP presentations | Exams & quizzesStudents PP presentations |
| 1.1 | Write the rationale section of the curriculum guide within the framework of the linguistic, cultural and Interaction Hypothesis  |
| 1.2 | Distinguish between synthetic and analytic syllabi |
| 1.3 | Participate actively and collaboratively in bottom-up ELT Curriculum development projects |
| **2.0** | **Cognitive Skills:****Students at the end of the program should be able to:** | Class lecturesClass discussionPP presentations | Exams & quizzesStudents PP presentations |
| 2.1 | Reflect upon how to modify learning experiences in the textbook that are not tasks into well-formed tasks . |
| 2.2 | Formulate appropriate behavioral objectives |
| **3.0** | **Interpersonal Skills & Responsibility:****Students at the end of the program should be able to:** | Class lecturesClass discussionPP presentations | Exams & quizzesWritten papersStudents PP presentations |
| 3.1 | Learn to work independently and in teams to give evidence of understanding and implementing the bottom-up strategy of curriculum development.  |
| 3.2 | Demonstrate an appropriate level of ethical behavior that reflects responsibility geared towards appreciation of the philosophical, cultural and social contexts of students inside and outside the classroom while working on accomplishing ELT Curriculum projects and research skills. |
| **4.0** | **Communication, Information Technology****Students at the end of the program should be able to:** | Class lecturesClass discussionPP presentations | Exams & quizzesWritten papersStudents PP presentations |
| 4.1 | Participate effectively in discussions about issues related to the different topics in of the ELT Curriculum. |
| 4.2 | Use CMC in investigating issues and analyzing data related to ELT Curriculum  |
| **5.0** | **Psychomotor:**  |
| 5.1 | Design language learning tasks that can be included in units that include no real tasks | Lectures and PPPs  | SS’s reports of their individual or collaborative work  |
| 5.2 |  |  |  |

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|  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** | **2.2** | **3.1** | **3.2** | **4.1** | **4.2** |  |
| **1.1** |  |  |  |  |  |  |  |  |  |
| **1.2** |  |  |  |  |  |  |  |  |  |
| **2.1** |  |  |  |  |  |  |  |  |  |
| **2.2** |  |  |  |  |  |  |  |  |  |
| **3.1** |  |  |  |  |  |  |  |  |  |
| **3.2** |  |  |  |  |  |  |  |  |  |
| **4.1** |  |  |  |  |  |  |  |  |  |
| **4.2** |  |  |  |  |  |  |  |  |  |

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| 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 | Quiz | 4 | 5% |
| 2 | Midterm | 7 | 20% |
| 3 | PP presentation | 9 | 5% |
| 4 | Paper | 11 | 10% |
| 5 | Final | 16 | 60% |

. Student Academic Counseling and Support

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| 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)2hours a week. |

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E Learning Resources

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| 1. List Required TextbooksWhite, R. (1998) ELT Curriculum Design Innovation And Management.Wiley-Blackwell |
| 1. List Essential References Materials (Journals, Reports, etc.)

**Richards, J.** (2000) Curriculum Development in Language Teaching . CUP. |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)  |
| 4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.In process |

F. Facilities Required

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| 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 rooms.
* Computer labs.
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| 2. Computing resources (AV, data show, Smart Board, software, etc.)* A class computer.
* Data Show Projector.
* Smart Board equipped Classrooms
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| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None |

G Course Evaluation and Improvement Processes

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching* Formal, anonymous course evaluations by students at the end of course
* In addition to informal student feedback throughout the semester.
* Feedback from host institutions where students do their practical training.
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| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the DepartmentIn class Peer Review to give support and disseminate good practice. |
| 1. Processes for Improvement of Teaching
* Training sessions and workshops to facilitate the exchange of experiences amongst faculty members
* Holding regular meetings between course conveners and instructors to address problems of the course
* Discussing challenges in the classroom with colleagues and admin staff
* Attending professional development conferences
* Keeping up to date with pedagogical theory and practice
* On-gong review of last semester’s teaching strategies and results to set goals for achieving excellence in teaching.
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| 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)* Identify rubrics for each students’ activity or assignment
* Checking grading of a sample of examination papers either by a resident or visiting faculty member
* Arranging with another institution to have two common test items included on an exam and compare marks given
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| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.Course specifications to be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.  |

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

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Report Completed: \_\_\_\_\_\_\_\_\_\_\_\_

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

Program Coordinator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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