اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Listening & Speaking
Course Code:	ENG 107
Program:	Bachelor of Arts in English
Department:	Department of English Language & Literature
College:	College of Languages and Translation
Institution:	Al-Imam Muhammad Ibn Saud Islamic University

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A. Course Identification

1. **Credit hours:** 2 hours	

2. Course type

a. University ☐ College ☐ Department ▣ Others ☐

b. Required ▣ Elective ☐

3. Level/year at which this course is offered: Level 1

4. Pre-requisites for this course (if any)**: none**

5. Co-requisites for this course (if any)**: none**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended	60	100%
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	28
2	Laboratory/Studio	
3	Tutorial	6
4	Others (Practical, Presentations, Tests)	26
	Total	60

B. Course Objectives and Learning Outcomes

1. Course Description

This course aims at developing intermediate micro and macro listening and speaking skills such as listening for main ideas, listening for details, inferencing, checking for comprehension, avoiding answering questions, changing the topic, etc. It presents and trains students on basic pronunciation concepts such as syllable, word and sentence stress, intonation and tone. It prepares students for taking and editing academic notes while listening, and introduces essential vocabulary within a variety of academic topics.

2. Course Main Objective

The purpose of this course is to develop student's skills in listening and speaking to prepare them academically as competent English listeners and speakers.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding:** *At the end of the course, the student is expected to be able to:*	
1.1	Recognize skills used for listening and interpreting English language contexts (stress, intonation, pronunciation, and dialects).	**K 1**
1.2	Reproduce correct sentence structures to communicate effectively in multiple environments.	**K 1**
1.3	Outline the types and concepts of the targeted skills.	**K 2**
2	**Skills:** *At the end of the course, the student is expected to be able to:*	
2.1	Explain different listening contexts (facts, opinions, suggestions or instructions) using the appropriate listening skills—making inferences, predicting word meanings, identifying sounds, words and phrases.	**S 1**
2.2	Write and edit notes from listening to controlled texts that are used as sources for language input.	**S 2**
2.3	Demonstrate effective oral communication skills in various study contexts that include presentations, discussions, listening and reporting information.	**S 3**
3	**Values:** *At the end of the course, the student is expected to be able to:*	
3.1	Demonstrate the ability to use feedback from the instructor and peers to improve their learning style and study practices.	**V 1**
3.2	Communicate and work effectively in assigned tasks whether independently or in teams.	**V 2**

C. Course Content

No	List of Topics	Contact Hours
1	Unit 1: Business	4
2	Unit 2: Behavioral Science	4
3	Unit 3: Developmental Psychology	4
4	Unit 4: Fine Arts	4
5	Unit 6: Education	4
6	Unit 7: Anthropology	4
7	Unit 8: Social Psychology	4
8	Practical Tasks	10
9	Presentations	10
10	Tutorials	6
11	Exam, and Quizzes	6
	Total	60

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Recognize skills used for listening and interpreting English language contexts (stress, intonation, pronunciation, and dialects).	▪ Lectures ▪ Debates and class discussions	▪ Class exercises ▪ Quizzes ▪ Exams

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.2	Reproduce correct sentence structures to communicate effectively in multiple environments.	▪ Presentations ▪ Listening to audio samples ▪ Practical exercises, role-play, simulations	▪ Assignments ▪ Task Evaluation forms
1.3	Outline the types and concepts of the targeted skills.		
2.0	**Skills**		
2.1	Explain different listening contexts (facts, opinions, suggestions or instructions) using the appropriate listening skills—making inferences, predicting word meanings, identifying sounds, words and phrases.	▪ Practice skills, role-play, simulations ▪ Debates and class discussions ▪ Presentations ▪ Collaborative and peer technique teaching ▪ Listening & discussing controlled short texts ▪ Tutorial	▪ Class exercises ▪ Quizzes and exams ▪ Online assignments ▪ Student study skills samples ▪ Task Evaluation forms ▪ Observation
2.2	Write and edit notes from listening to controlled texts that are used as sources for language input.		
2.3	Demonstrate effective oral communication skills in various study contexts that include presentations, discussions, listening and reporting information.		
3.0	**Values**		
3.1	Demonstrate the ability to use feedback from the instructor and peers to improve their learning style and study practices.	▪ Prepare and make presentations ▪ Collaborative and peer technique teaching ▪ Communicate, inquire, share findings using media ▪ Making constructive criticism during peer or group work	▪ Class exercises (Listening to recorded contents and answering questions) ▪ peer evaluations ▪ self-evaluations ▪ participation
3.2	Communicate and work effectively in assigned tasks whether independently or in teams.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Class participation	weekly	5%
	Oral Quizzes	Weeks 4&9	5%
2	Oral Presentation	Starting week 6	10%
3	Mid-term exam	Week 10	20%
	Final Exam	Week 13 (Speaking exam)	20%
		Week 14 (Listening Exam)	40%
4	**Total**		**100%**

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

- Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Freire, R. & Jones, T. (2016). Q: Skills for Success 4 - Special Edition (Listening and Speaking), 2 nd ed, Oxford University Press.
Essential References Materials	None
Electronic Materials	Teaching English as a second language websites
Other Learning Materials	The website of the textbook. http://www.efl.net.com http://www.esl.about.com http://www.englishclub.com

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	• Classrooms • Labs
Technology Resources (AV, data show, Smart Board, software, etc.)	The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple **Microsoft Office 365** applications such as OneDrive, Teams, SharePoint, Kaizala …etc. • Blackboard • Cisco Webex • AV • Podium Computer • Data show • Excellent wireless connection
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	