



Course Specifications

Course Title:	Listening and Speaking II
Course Code:	ENG 113
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

Table of Contents

A. Course Identification	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes	3
1. Course Description	3
2. Course Main Objective.....	3
3. Course Learning Outcomes	4
C. Course Content	4
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	5
2. Assessment Tasks for Students	6
E. Student Academic Counseling and Support	6
F. Learning Resources and Facilities	6
1. Learning Resources	6
2. Facilities Required.....	7
G. Course Quality Evaluation	7
H. Specification Approval Data	7

A. Course Identification

1. Credit hours: 2 hrs
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:
4. Pre-requisites for this course (if any): Listening and Speaking I (ENG 107)
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	24
2	Laboratory/Studio	
3	Tutorial	10
4	Others (Practical, Presentations, Tests)	26
	Total	60

B. Course Objectives and Learning Outcomes

<p>1. Course Description</p> <p>This course aims to develop advanced academic listening and speaking skills such as making inferences, recognizing explaining appositives, organizational cues and attitudes, etc. It also introduces students to advanced pronunciation concepts such as emphatic word stress, stress shifts with suffixes and consonant variations, sentence rhythm and intonation with choices. It trains students on higher order academic note taking skills while listening, and adds more academic vocabulary to the student's reservoir.</p>
<p>2. Course Main Objective</p> <p>The course main objective is for students to acquire a higher level of listening and note-taking skills necessary for managing more advanced academic material, and in speaking present information confidently, fluently and in an organized intelligible manner.</p>

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge: <i>At the end of the course, the student is expected to be able to:</i>	
1.1	Recognize the skills used for listening and speaking that include the various stress and intonation types, pronunciation frameworks, and dialects used in the context of English language in multiple environments and a wide range of situations.	K1
1.2	Outline the types and concepts of the targeted skills that include explaining appositives, organizational cues, attitudes, predicting word meanings and detecting the main inferences in listening exercises.	K 2
1.3	Write notes of main ideas, and details from an extended listening text that are used as sources for language input and production.	K 3
2	Skills: <i>At the end of the course, the student is expected to be able to:</i>	
2.1	Use the speaking skills needed to present comprehensible and logical arguments that manifest fluency (correct pronunciation), accuracy, coherence, correct grammar and structure.	S1
2.2	Evaluate then respond critically to different forms of information from various English-speaking contexts that include ideas, facts, opinions, attitudes, reasons and results, problems and solutions after listening to a recorded dialogue or speech,	S 3
2.3	Employ the required soft skills and hard skills, the newly learned vocabulary along with the existing ones to present practical arguments and public speech.	S 5
3	Values: <i>At the end of the course, the student is expected to be able to:</i>	
3.1	Demonstrate the ability to answer questions about a recorded listening dialogue or other course material independently, and use feedback from their instructor and peers to improve learning styles and listening skills.	V 1
3.2	Demonstrate effective oral communication skills in various study contexts that include presentations, discussions, listening and reporting information independently and in groups.	V 2

C. Course Content

No	List of Topics	Contact Hours
1	Unit 1: Psychology: How does language affect who we are?	6
2	Unit 2: Education: Where can education, work and fun overlap?	6
3	Unit 4: International relations: What does it mean to be a global citizen	6
4	Unit 6: Marketing: Where do new ideas come from?	6
5	Practical sessions	10
	Presentations	10
	Tutorials	10
6	Exams, 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 the skills used for listening and speaking that include the various stress and intonation types, pronunciation frameworks, and dialects used in the context of English language in multiple environments and a wide range of situations.	<ul style="list-style-type: none"> ▪ Lectures ▪ Debates ▪ Class discussions ▪ Assigning Presentations ▪ Listening Tasks ▪ Practical exercises, role-play, simulations 	<ul style="list-style-type: none"> ▪ Class exercises ▪ Quizzes ▪ Exams ▪ Assignments ▪ Public speech presentations
1.2	Outline the types and concepts of the targeted skills that include explaining appositives, organizational cues, attitudes, predicting word meanings and detecting the main inferences in listening exercises.		
1.3	Write notes of main ideas, and details from an extended listening text that are used as sources for language input and production.		
2.0	Skills		
2.1	Use the speaking skills needed to present comprehensible and logical arguments that manifest fluency (correct pronunciation), accuracy, coherence, correct grammar and structure.	<ul style="list-style-type: none"> ▪ Lectures ▪ Listening to audio samples ▪ Class Discussions ▪ Class presentations ▪ Tutorials 	<ul style="list-style-type: none"> ▪ Class exercises ▪ Quizzes ▪ Presentations ▪ Response Evaluations ▪ Online assignments ▪ Tests
2.2	Evaluate then respond critically to different forms of information from various English-speaking contexts that include ideas, facts, opinions, attitudes, reasons and results, problems and solutions after listening to a recorded dialogue or speech,		
2.3	Employ the required soft skills and hard skills, the newly learned vocabulary along with the existing ones to present practical arguments and public speech.		
3.0	Values		
3.1	Demonstrate the ability to answer questions about a recorded listening dialogue or other course material independently, and use feedback from their instructor and peers to improve learning styles and listening skills.	<ul style="list-style-type: none"> ▪ Classroom discussion ▪ Classwork ▪ Peer work ▪ Group work 	<ul style="list-style-type: none"> ▪ In-class assignments ▪ Critical Response Evaluation ▪ Participation and Performance ▪ Instructor Observation
3.3	Demonstrate effective oral communication skills in various study contexts that include presentations, discussions, listening and reporting information independently and in groups.		

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). <i>Q: Skills for Success 5 - Special Edition (Listening and Speaking)</i> , 2 nd ed, Oxford University Press.
Essential References Materials	None
Electronic Materials	Teaching English as a second language websites
Other Learning Materials	<ul style="list-style-type: none"> • 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.)	<ul style="list-style-type: none"> • Classrooms. • Laboratories.
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. <ul style="list-style-type: none"> • 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	