



المركز الوطني للتقويم والاعتماد الأكاديمي
d
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

T6. COURSE SPECIFICATIONS (CS)



Course Specifications

Institution: Al-Imam Muhammad Ibn Saud Islamic University	Date: October 8, 2019
College/Department: College of Languages and Translation / Department of English Language and Literature.	

A. Course Identification and General Information

1. Course title and code: ENG 102 Listening and Speaking			
2. Credit hours: 3 hrs.			
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 and Literature.			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: Level 2			
6. Pre-requisites for this course (if any): ENG 100			
7. Co-requisites for this course (if any): None			
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="100%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: None			

B. Objectives

1. What is the main purpose for this course?

By the end of this course, Level two students are expected to be able to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They are also expected to be able to recall the main points of radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. At the interactive level, students at the end of this course are expected to exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Students are also expected to enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). At the spoken production level, students are expected to keep going comprehensibly in order to describe experiences and events, dreams, hopes and ambitions and can briefly give reasons and explanations for opinions and plans. They are able to narrate a story or relate the plot of a book or film and describe reactions.

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)

1. Adopting more web-based materials.
2. Using smart board.
3. Having the course more engaging by taking the students every now and then to a different setting, for example, the library.
4. Using an e-learning system (Blackboard Learn).
5. Increasing class / take-home reading materials that show samples of the numerous rhetorical modes.

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

Course Description:

This three-hour credit listening course trains level two students to develop their listening and speaking skills so that at the end of the course, they will be able to describe specific communicative tasks. The focus of the course is on practical language use. Every student will reproduce these tasks numerous times in the class and the laboratory. Extensive use will be made of audiovisual materials to train the students to listen to the English language used in different situations. To pass the course, students should demonstrate their ability, at low-intermediate level, to recognize and reproduce spoken English at a variety of communicative situations, especially lectures; to speak about different topics in different communicative situations.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Unit 1: Psychology: How does language affect who we are?	2	6
Unit 2: Education: Where can education, work and fun overlap?	2	6
Unit 4: International relations: What does it mean to be a global citizen	2	6
Unit 6: Marketing: Where do new ideas come from?	2	6
Revision and Mid-term Exam		6
Total		30

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30	8	-			38
	Actual	30	8				38
Credit	Planned	3					3
	Actual	3					3

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

4

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 outcome, 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
1.0	Knowledge: By the end of the course, level 2 students should be able to:		
1.1	recognize how to respond appropriately and critically in a wide range of situations.	1- Class lectures 2- Class discussions 3- Assigning presentations	1- Exams (written/oral) 2- Public speech presentations 3- Students are asked to listen to a



			specific listening conversation twice and then write a circle around a, b, or c that represents the best answer for each of 10 questions.
1.2	define speakers' opinions/attitudes after listening to their arguments.		Students are asked to define three different opinions of three friends about how to become better organized after listening to their argument.
1.3	recall the topic, main ideas, and details from an extended listening text. (e.g. lecture, news broadcast).		Students are asked to tell or recall the topic, two main ideas, and one detailed idea from an extended text.
2.0	Cognitive Skills: By the end of the course, level 2 students should be able to:		
2.1	summarize the specific information after listening to a recorded dialogue or lecture.		Students are asked to summarize a recorded short dialogue in a small paragraph of seven sentences.
2.2	differentiate between the ideas and facts, reasons and results, and problems and solutions when listening to a recorded speech.	1- Using audio player 2- Class lectures and in-class assignments	Students are asked to differentiate between two facts and two ideas, one problem and one solution, and also between one reason and one result from a recorded speech.
3.0	Interpersonal Skills & Responsibility: By the end of the course, level 2 students should be able to:		
3.1	demonstrate the ability to answer questions in pairs to questions about a recorded listening dialogue.	1- Pair work technique	Students are asked to listen to a recorded listening dialogue twice and write answers to specific questions and analyze the



			recorded information in pairs.
3.2	show responses appropriately and critically to a wide range of situations.	1- In-class assignments 2- Class discussion	Testing students on role-play situations related to English communication skills. For example, students are asked to show appropriate responses to situations such as apology, greeting, inviting, and appointment.
4.0	Communication, Information Technology, Numerical: By the end of this course, level 2 students should be able to:		
4.1	demonstrate the ability to effectively use information and communications technology in investigating into listening and speaking in the language lab.	1- Class discussion 2- Using audio/video recordings	1- In-class assignments Or Computer Lab 2- E-learning and online assignments and projects
4.2	demonstrate effective paraphrasing of spoken discourse, give a clear presentation on a familiar topic, and answer predictable or factual questions.	1- Take-home assignments 2- Role-play techniques 3- Collaborative and peer technique teaching	Students are asked to produce paraphrasing of a specific spoken discourse. They are also asked to speak about a specific topic for two minutes.
5.0	Psychomotor Not applicable		

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Two Quizzes	4 - 6	5 %
2	Participation	Throughout	5%
3	Speaking Exam	8	10%
4	Midterm	10	20 %
5	Final Exam	16	60 %

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)

3 hours a week.

E Learning Resources

1. List Required Textbooks

Freir, R. and Jones, T. (2016). *Q: Skills for Success, Special Edition, Listening and Speaking*, Oxford University Press

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

ELT

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

<http://www.englishclub.com>

<http://www.esl.about.com>

<http://www.efl.net.com>

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

Students will practice extra activities and exercises of the CD accompanying the textbook.

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 rooms.

Computer labs.

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

A computer.

A data Show projector.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1. An official course evaluation that is administered by the Quality Assurance Department.
2. Midterm evaluation feedback to increase instructor's awareness of the strengths and weaknesses.
3. End-of-term debriefing in class students and teacher regarding what went well and what could have gone better.
4. Small group instructional diagnosis whereby instructors exchange classes and gather information from each other's students on specific points outlined by the department and the instructor being evaluated.



هيئة تقويم التعليم
Education Evaluation Commission

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

Class peer review to give support and disseminate good practice.

3. Processes for Improvement of Teaching

- Creating a non-credit English listening and speaking club to allow for extra practice
- Surveying higher levels instructors for feedback on the listening and speaking skills of the graduates
- Surveying employers for feedback on the listening and speaking skills of the graduates
- Attending professional development workshops to make it possible for the faculty members to exchange their experiences.
- Discussion of challenges in the classroom with other colleagues.
- Planning regular meetings to make it possible for course conveners and instructors to address challenges encountered by them or the students in the course.
- Professional membership: Joining a professional organization is a great way to stay up to date on current pedagogical theories and practices.

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)

Moderation: It is the process by which the University ensures the consistency of marking for particular assignments and exams within modules, and consistency of assessment for all students taking a module, namely, cross marking/grading)

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

Examining the results of the final exams to detect how successfully the course learning outcomes were achieved, and this should be administered/ conducted by the Examinations and Assessment Department.

Compare syllabi and course description with other universities.

Biannual meeting of faculty members to discuss improvement.

Have a curriculum review committee to review the curriculum periodically and suggest improvements.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: 8/10/2019

Program Coordinator: _____

Signature: _____ Date Received: _____

