المركز الوطني للتقويم والاعتماد الأكاديمي

National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

Course Specifications

Institution: **Imam Muhammad Ibn Saud Islamic University**	Date: Updated on 13/10/2019
College/Department : **College of Languages and Translation/ Department of English Language and Literature**	

A. Course Identification and General Information

1. Course title and code: **French FR-274**
2. Credit hours: **3 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**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: **Level 4/ 2nd Year**
6. Pre-requisites for this course (if any): **None**
7. Co-requisites for this course (if any): **None**
8. Location if not on main campus: **Main Campus**

9. Mode of Instruction (mark all that apply):

a. traditional classroom	*	What percentage?	80%	
b. blended (traditional and online)		What percentage?		
c. e-learning	*	What percentage?	10%	
d. correspondence		What percentage?		
f. other	*	What percentage?	10%	

Comments: **Course taught in regular classrooms with a direct contact with.**

B Objectives

1. What is the main purpose for this course?

To get acquainted with the grammar of French and basic structures, including present tense, synonyms and antonyms, different types of pronouns, relative pronouns, and comparison found in the textbook *Le nouveau taxi.*

Accordingly, by the end of this course, students should be able to:

1- Demonstrate knowledge and understanding of basic vocabulary related to everyday life, such as greetings, description of people, things and places, and renting a place.
2- Read correctly and show the ability to comprehend, analyze and discuss written texts efficiently.
3- Show ability to comprehend and interpret oral speech in a communicative setting and speak about daily activities.

Write short texts correctly.

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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)

- Regular revision of course description.
- Benefiting from the instructors of the course in improving content.
- Including group work in class activities.
- Using paper and electronic sources related to the course.
- Keeping up with the new technology related to language teaching.
- Updating the content of the course in light of recent research and recently published textbooks.

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

This 10-lesson, 3-credit course introduces level 4 undergraduate students to the basic structures of French, starting with simple sentences focusing on nouns, subjects, verbs, and pronouns. The book also explains definite and indefinite articles, feminine and masculine, affirmative and interrogative sentences, accompanied by the gradual introduction of basic daily vocabulary including numbers, days of the week, and expressing desires. The book also trains students to read and produce French sounds correctly, and to comprehend written and oral texts, communicate orally with a focus on daily expressions such as greetings, introducing oneself, apologizing, and renting a house. The book also trains students on writing short paragraphs about specific communicative settings.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
general introduction	1	3
Lesson 1: Bienvenue	1	3
Lesson 2: Qui-est-ce?	1	3
Lesson 3: Ca va bien?	1	3
Lesson 4: Corresponance.com	1	3
Revision: Savoir-faire + savoir dire	1	3
1st mid-term Exam	1	3
Lesson 5: Trouver 1 objet	1	3
Lesson 6: Portrait-robot	1	3
Lesson 7: Shopping	1	3
Presentations	1	3
Lesson 8: Les coins des artistes	1	3
Lesson 9: Appartement a louer	1	3
Lesson 10: Cest par ou?	1	3
Exercises + 2nd mid-term Exam	1	3

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	45					45
	Actual	45					45
Credit	Planed	3					3
	Actual	3					3

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 And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge** **By the end of the course, students should be able to:**		
1.1	Recognize daily French expressions.	Class lectures Class discussion Presentations	Exams & Quizzes Presentations
1.2	Write simple French sentences and phrases.		
2.0	**Cognitive Skills** **By the end of the course, students should be able to:**		
2.1	Reconstruct sentences correctly using French pronouns, orally and in writing.	Class lectures Class discussion Presentations	Exams & Quizzes Presentations
2.2	Compose correct sentences and phrases in French, orally and in writing.		
3.0	**Interpersonal Skills & Responsibility** **By the end of the course, students should be able to:**		
3.1	Demonstrate the ability to work independently and in teams.	Presentations Workshops	Presentations Observation
4.0	**Communication, Information Technology, Numerical** **By the end of the course, students should be able to:**		
4.1	Demonstrate effective and fluent communication in French implementing new technology.	Class lectures Class discussion Presentations	Presentations
4.2	Operate mutual communication electronically.		
5.0	**Psychomotor** **Not Applicable**		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Class participation		10%
2	1st Midterm	7	10%
3	Presentation	11	10%
4	2nd Midterm	15	10%
5	Final	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)

2 office hours per week

E Learning Resources

1. List Required Textbooks
Guy Capelle & Robert Menand-*Le Nouveau Taxi*, exercise book, 2014

2. List Essential References Materials (Journals, Reports, etc.)
- **Bienvenue en France 1 , Annie Monnerie Gorin , Paris , Hatier , Didier , 1991**
- **Ecrire, Exercices : observer, s'entraîner Paris, Hachette, 1995.**
- **Niveau Seuil, Vocabulaire Illustré, Paris, Hachette, Conseil de l'Europe, Projet-Langues Vivantes, Hatier ,Paris, 1992.**
- **Connexions 1- Régine Mérieux et Yves Loiseau- Didier, Paris.**
- **Ecrire, Exercices : observer, s'entraîner : écrire, Paris, Hachette, 1995.**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
Sites de civilisation française, d'apprentissage de la langue française et de dictionnaires électroniques.

www. lepointdufle.net.civilisation.htm
www.ccfs-Sorbonne.fr
www. havre.cci.fr
www.cortland.edu/flteach/civ
www.mylinea.com
www.adodoc.net
www.polarfle.com
www.leconjugueur.com
www.françaisenligne.free.fr
www.imagiers.net
www.wananow.net/dictionnaire.htm
www.liensutiles.org/dictio htm
www.le-doctionnaire.com
www.Les-dictionnaires com/
www.touchon net/annuaire-site-plans
www.foreignword.com/fr

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

regulations and software.

None

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 with a smartboard.

2. Technology resources (AV, data show, Smart Board, software, etc.)
- **Computer labs with internet access.**
- **Digital Dictionaries.**

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
- **Formal, anonymous course evaluations by students at the end of course**
- **In addition to informal student feedback throughout the semester.**

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
In class Peer Review to give support and disseminate good practice.

3. 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-going review of last semester's teaching strategies and results to set goals for achieving excellence in teaching.**

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

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 Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____