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- 374**
2. Credit hours: 3
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: 5 – 3rd Year**
6. Pre-requisites for this course (if any): **French FR- 274**
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 direct contact with the students.**

B Objectives

1. What is the main purpose for this course?

To get acquainted with the complex grammar of French and more complex basic structures, including present tense, imperative forms, interrogative forms, compound past tense, and future, in addition to 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 more vocabulary related to everyday life, such as greetings, description of people, things and places, in addition to tourism in France and renting a place.**
1- **Read correctly and show the ability to comprehend, analyze and discuss longer written texts efficiently.**
2- **Show ability to comprehend and interpret oral speech in a communicative setting and speak about daily and weekend activities.**
3- **Ask questions correctly.**

Write short texts correctly in the past and future tense.

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.**
- **Updating the content of the course in light of recent research and recently published textbooks.**
- **Keeping up with the new technology related to language teaching.**

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

Course Description:

This 10-lesson, 3-credit course introduces level 5 undergraduate students to the more complex structures of French (compared with the previous level), starting with question and imperative forms. The book also focuses on prepositions, asking for and telling time, other types of verbs, nouns, and articles. The book also offers 421 new words and trains students to read and produce further French sounds correctly. The book also trains students on writing longer paragraphs in the past and future tense.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
General introduction	1	3
Lesson 10: Cest Par Ou?	1	3
Lesson 11: Bon voyage	1	3
Lesson 12: Arret sur Marseille	1	3
Lesson 13: Un aller simple	1	3
Lesson 14: A Londres	1	3
Exercises + 1st Mid-Term Exam	1	3
Lesson 15: Le dimanche matin	1	3
Lesson 16: Une journee avec Laure Manaudo	1	3
Lesson 17: On fait des crepes	1	3
Lesson 18: Il est comment?	1	3
Lesson 19: Chere Lea	1	3
Lesson 20: Les fetes	1	3
Exercises + 2nd Mid-Term Exam	1	3
Revision	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 of the course, students will be able to:**		
1.1	Recognize the difference of past, present and future tenses in French.	Class lectures Class discussion Presentations	Exams & Quizzes Presentations
1.2	Memorize French tenses grammatical rules such as past, present and future		
2.0	**Cognitive Skills** **By the of the course, students will be able to:**		
2.1	Compose complex sentences in the past, present and future tense.	Class lectures Class discussion Presentations	Exams & Quizzes Presentations
2.2	Analyze oral texts about activities related to daily life in the past, present and future tense.		
3.0	**Interpersonal Skills & Responsibility** **By the of the course, students will be able to:**		
3.1	Demonstrate the ability to work independently and in teams.	Presentations Workshops	Exams & Quizzes Presentations
3.2	Show an ability to apply self-learning strategies.		
4.0	**Communication, Information Technology, Numerical** **By the of the course, students will be able to:**		
4.1	Demonstrate the ability to communicate effectively and fluently in French implementing new technology.	Class lectures Class discussion Presentations	Presentations
4.2	Interpret short texts in French correctly.		
5.0	**Psychomotor** **Not Applicaple**		

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	Weekly	10%
2	Midterm	8	20%
3	Presentation	5 & 13	10%
4	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: _____