



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/ English Language and Literature	

### A. Course Identification and General Information

1. Course title and code: Listening and Speaking - ENG 100			
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) <b>BA in English Language and Literature</b>			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: Level 1/ First 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 for Male students / King Abdullah City for Female students			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input type="text" value="*"/>	What percentage?	<input type="text" value="100%"/>
b. blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. other	<input type="text"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

1. What is the main purpose for this course?

The students will practice for the following skills through carefully selected material:

- apply the skills and strategies of a successful listener
- apply the skills and strategies of a successful speaker
- Expressing ideas.
- Arranging ideas in an orderly fashion in speech and writing.
- Handling any given information provided in the English language and being able to extract answers.
- Acquiring a strong repertoire of useful vocabulary for everyday use.

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. keeping up with the new publications in the field
2. Updating the content of the course in light of recent research
3. Adopting more web-based materials
4. Using e-learning system such as Smartboard and Blackboard Learn

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

Course Description:

This course prepares students to communicate orally in both public and academic environments. Emphasis is placed on developing language functions, pronunciation, and listening skills, and improving social and intercultural communication skills. Activities range from one-on-one conversation and brief descriptions to formal oral presentations and debates.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Power and Responsibility	1	3
Speaking Presentations	2	3
Revision	3	3
Appearance	4	3
Speaking Presentations	5	3
1 <sup>st</sup> Midterm Exam	6	3
Growing Up	7	3
Art Today	8	3



Speaking Presentations	9	3
2nd Midterm Exam	10	3
Speaking Presentations	11	3
The Science of Food	12	3
Revision & Quiz	13	3
Speaking Presentations	14 & 15	6

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

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

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

2

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	<b>Knowledge</b> By the end of the course, students should be able to		
1.1	recall the main ideas and important details	Lectures Debates and class discussions Presentations	In-class exercises Quizzes Midterm exams
1.2	tell the meaning of new vocabulary	Listening to audios in English	
2.0	<b>Cognitive Skills</b> By the end of the course, students should be able to		
2.1	explain their ideas in conversations	Lectures	In-class exercises

2.2	differentiate between suggestions and instructions	Debates and class discussions Presentations Listening to short texts in class and conversing about them	Quizzes Midterm exams
2.3	predict word meaning from context		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> <b>By the end of the course, students should be able to</b>		
3.1	question and write answers in pairs or groups about a recorded listening passage or conversation	Peer work and Group work In-class learning activity	In-class assignment (Listening to recorded contents and answering questions) Asking students to respond and criticize orally (Evaluated participation)
3.2	show responses appropriately and critically to different situations.		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> <b>By the end of the course, students should be able to</b>		
4.1	evaluate opinions, information, and presentation in group discussions	Group discussion/ debates	Using assessments cards
<b>5.0</b>	<b>Psychomotor</b> <b>Not applicable</b>		

#### 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	Presentations (individual and group), class participation and home assignments	2, 5, 9, 11, 14 & 15	15%
2	Oral Quizzes	13	5%
3	Mid-term exams ( 2 )	6 & 10	20%
4	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)

2 office hours per week

#### E Learning Resources

1. List Required Textbooks

Robert Freire & Tamara Jones Q Skills for Success Listening and Speaking 4 (2<sup>nd</sup> Edition)  
Oxford

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

None

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

Teaching English as a second language websites

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

The website of 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.) Decrease the number of students per class
2. Technology resources (AV, data show, Smart Board, software, etc.) Projector Computer with an internet connection Speakers
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <a href="http://www.efl.net.com">http://www.efl.net.com</a> <a href="http://www.esl.about.com">http://www.esl.about.com</a> <a href="http://www.englishclub.com">http://www.englishclub.com</a>

## G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching In-class students' questionnaire Online students' questionnaire
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department Self-evaluation by the instructor. Evaluation of sample exams by another staff member
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 any issues related to the course - Reporting any challenges in the classroom with colleagues and admin staff - Attending professional development conferences - Keeping up to date with pedagogical theory and practice.
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) - Designing clear rubrics for each students' activity or assignment with the grading details - Checking exam papers by a second reader to ensure accuracy in marking and grading
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: \_\_\_\_\_

