

ATTACHMENT 5.

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

**T6. Course Specifications
(CS)**

Course Code : 142 ENG-2
Course Title : Listening & Speaking
Program : Preparatory Year
Credits : 2
Contact Hours: 4

Course Specifications

Institution: : NAJРАН UNIVERSITY
Date: 1437/1438
College/Department: Preparatory Year/ English Language Program (BOYS)

A. Course Identification and General Information

1. Course title and code: 142 ENG-2 Listening & Speaking Skills			
2. Credit hours: 2			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) PYP			
4. Name of faculty member responsible for the course: Course Coordinator			
5. Level/year at which this course is offered: Level 1			
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	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	90%
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	10%
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
F. other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

The aim of this course is to enable students interact orally with others while developing an ear for receiving information in the course of engaging conversations in unrehearsed situations.

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)

Emphasizing and practicing speaking skill activities in pairs, group work and one-on-one guided tuition. Speaking continuous assessment for FMT and SMT. Performing a separate final speaking exam.

Mode of instruction has been shifted from traditional to blended.

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

Course Description:

This (Listening and Speaking) course consists of variety of listening modes including lectures, academic discussions, and conversations. Teachers use activities associated with the audio texts, such as pre-listening tasks, to practice listening strategies. The course uses lectures and dialogues that are broken down into manageable parts, giving students an opportunity to predict, identify main ideas, and effectively manage lengthy input. Questions, guided discussion activities, and structured pair and group work stimulate interest and interaction among students, and improve listening and speaking fluency. Teachers use additional activities relevant to the local environment, which give the students an opportunity to relate the language to their everyday life.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Chapter 1	2	8
Chapter 2	2	8

Chapter 3	2	8
Chapter 4	2	8
Chapter 5	1	4
Chapter 6	1	4
Chapter 7	1	4
Chapter 8	1	4
Chapter 9	1	4
Chapter 10	1	4

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	4 Hours / Week	N/A	N /A	N/A	N/A	56 Hours
Credit	2 Hours	N/A	N/A	N/A	N/A	2 Hours

3. Additional private study/learning hours expected for students per week.	10
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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.)

Co de	NQF Learning Domains And Course Learning Outcomes	Course Teaching	Course Assessment Methods
1.0	Knowledge		
1.1	State the main ideas in an audio.	Lectures, Group and Pair work, Role Plays and tutorials, pre-listening, post-listening, and task-based learning	Continuous assessment (Speaking Skill), FMT, SMT and Final exam. (Listening Skill)
1.2	Identify fine details in an audio	Lectures, Group and Pair work, Role Plays and tutorials.	Continuous assessment (Speaking Skill), FMT, SMT and Final exam. (Listening Skill)
2.0	Cognitive Skills		
2.1	Summarize an audio text and / write notes on a conversation	Lectures, Group and Pair work, Role Plays and tutorials.	Continuous assessment (Speaking Skill), FMT, SMT and Final exam. (Listening Skill)
2.2	Predict the meanings from context.	Lectures, Group and Pair work, Role Plays and scaffolding	Continuous assessment (Speaking Skill), FMT, SMT and Final exam. (Listening Skill)
3.0	Interpersonal Skills & Responsibility		
3.1			
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	Produce short and meaningful conversations.	Students take turns to answer questions. Role-plays and group/ pair work.	Continuous assessment (Speaking Skill), FMT, SMT and Final exam. (Listening Skill)
4.2	Demonstrate the ability to speak at reasonable speed, use intelligible intonation and stress.	Lectures, Group and Pair work, Role Plays and tutorials. Pre-and post-listening	Continuous assessment (Speaking Skill), FMT, SMT and Final exam. (Listening Skill)
5.0	Psychomotor N/A		

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)							
	1.1	1.2		2.1		3.2		4.1
1.1								
2.1								

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	First Midterm Exam	6 th week	5% Cont. Assessment S + 20% L.
2	Second Midterm Exam	12 th week	5% Cont. Assessment S+ 20% L
3	Final Speaking Exam	16 th week	10%
4	Final Listening Exam	18 th week	40%

D. Student Academic Counseling and Support

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| <ol style="list-style-type: none">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. Ten Office hours / week |
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E Learning Resources

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| <ol style="list-style-type: none">1. List Required Textbooks:
Interactions 1 – Listening and Speaking (Middle East Diamond Edition)
Judith Tanka and Paul Most, McGraw-Hill Education.2. List Essential References Materials (Journals, Reports, etc.):
Oxford Advanced Learner's Dictionary – A. S. Hornby3. List Recommended Textbooks and Reference Material (Journals, Reports, etc.)
Class lecture notes4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
Handouts and uploaded materials on Blackboard |
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5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Word files, Power point, audio files, and websites links have been uploaded on Blackboard.
Other available IT tools.

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 room equipped with projectors, laptops, internet facilities and required audio aids. (CD and Speakers). Seating arrangements for 20-25 students.

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

One PC (Personal Computer) per instructor.

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

Blackboard and E-learning.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Educate students' evaluation.

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

Peer observation and in-service teacher training. Progress test

<p>3 Processes for Improvement of Teaching</p> <p>Peer observation, reports, feedback, workshops and training sessions</p>
<p>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).</p> <p>Internal multilayer evaluation: marking, rechecking, filtering and students' feedback. External evaluation: The department intends to compare students' performance to those at the same level of English Department, College of Arts & Science</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>Internal and external review process.</p>

Name of Instructor: EZZ ELDIN MOSTAFA

Signature: _____ Date Report Completed 5.2.2017

Name of Field Experience Teaching Staff _____

Program Coordinator: Dr. M. Nazim

Signature:  Date Received: _____

