Education Evaluation Commission

هيئة تقويم التعليم

المركز الوطني للتقويم والاعتماد الأكاديمي

National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Course Code	:	**150 ENG-3**
Course Title	:	**General English**
Program	:	**Preparatory Year**
Credits	:	**3**
Contact Hours:		**10**

Course Specifications

Institution: Najran University	**Date: 5/5/1439**
College/Department : **Preparatory Year/ English Skills Department**	

A. Course Identification and General Information

1. Course title and code: **150 General English - 3**
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) Preparatory Year**
4. Name of faculty member responsible for the course **Course Team**
5. Level/year at which this course is offered: **: 2nd Level**
6. Pre-requisites for this course (if any): **NA**
7. Co-requisites for this course (if any): **NA**
8. Location if not on main campus: **NA**
9. Mode of Instruction (mark all that apply):

a. traditional classroom [ ]   What percentage? [ ]

b. blended (traditional and online) [X]   What percentage? [90%]

c. e-learning [X]   What percentage? [10%]

d. correspondence [ ]   What percentage? [ ]

f. other [ ]   What percentage? [ ]

Comments:

B Objectives

1. What is the main purpose for this course?
The course aims to teach English language in an integrated way, including the four skills of English language – Listening, Speaking, Reading and Writing.

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)
The publisher's 'Companion Website' is being used by students to practice textbook contents. Additionally, students have been introduced to e-learning where they can listen to lectures, take assignments and give feedback of their work etc. Increased use of Blackboard.
- **Encouraging innovative learning tools: engage learners in blended through MyEnglishLab.**
- **Using the latest teaching methods side by side with the teaching strategies suggested by the textbook.**
- **Utilizing Internet/library resources;**
- **Benefitting from General English teaching staff/students feedback.**

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

Course Description:
The Course has several units that are based on particular themes. Each Chapter incorporates different tasks and activities in the four skills, namely Reading, Writing, Listening, and Speaking. Grammar and Vocabulary are integrated. The focus of the subject is to enable students interact with a degree of fluency and spontaneity that makes interaction with other English speakers quite possible without strain for either party; and to produce clear, detailed text on a wide range of subjects and explain a considered viewpoint on a topical issue.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Unit 1 Friends	2	20
Unit 2 Media	1	10
Unit 3 Lifestyle	1	10
Unit 4 Wealth	2	20
Unit 5 Free Time	1	10
Unit 6 Holidays	1	10
Unit 7 Learning	1	10
Unit 8 Change	2	20
Unit 9 Jobs	2	20
Unit 10 Memories	1	10

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	140					140
	Actual						
Credit	Planed	3					3
	Actual						

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

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**		
1.1	Students will be able to recall learnt vocabulary in different situations.	Eclectic approach with emphasis on completing tasks in the classroom with some accompanying home assignments.	First Midterm, Second Midterm, Final exam.
1.2	Students will be able to identify grammar rules in different context.	Textbook contents and use of handouts. Seen/unseen texts	First Midterm, Second Midterm Final exam.
2.0	**Cognitive Skills**		
2.1	Students will be able to use scanning, skimming, inferring, etc. in reading text.	Completion of different tasks using these skills in classroom practice and home assignments. Classroom discussion and debates	First Midterm, Second Midterm Final exam

2.2	Students will be able identify fine details in an audio text.	ditto	ditto
3.0	**Interpersonal Skills & Responsibility NIL**		
3.1			
3.2			
4.0	**Communication, Information Technology, Numerical**		
4.1	Students will be able to write various writing forms.	Lectures, classroom discussions and assignments.	First Midterm, Second Midterm Final exam.
4.2			
5.0	**Psychomotor**		
5.1	**N/A**		
5.2			

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	**First Mid-term exam**	6	25 marks
2	**Second Mid-term exam**	11	**25 marks**
3	**Final exam**	16	50 marks

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) *** Ten office hours per week.**

E. Learning Resources

1. List Required Textbooks **New Total English (Intermediate) Students' Book By** Rachael Roberts Antonia Clare And JJ Wilson **New Total English (Intermediate) Workbook By** Antonia Clare And JJ Wilson Anthony Cosgrove
2. List Essential References Materials (Journals, Reports, etc.) • **Oxford Advanced Learner's Dictionary – A.S. Hornsby** • www.pearsonlongman.com/newtotalenglish
3. List Electronic Materials, Web Sites, Face book, Twitter, etc. Class lecture notes & dictionary **Pearson's MyEnglishLab Plus Vocabulary Trainer: Online content material** • www.newtotalenglish.vocabtrainer.net
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. • **Word files, Power points, 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 is equipped with projectors, laptops, internet facilities and required audio aids. (CD and speakers); seating arrangement for 20-25 students.**
2. Technology resources (AV, data show, Smart Board, software, etc.) *** One PC (Personal Computer, speaker and amplifier) 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 *** Edugate 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**
3. Processes for Improvement of Teaching • **Peer Observation, reports, feedback, workshop programs and training sessions.**
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) *** 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 & sciences**
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. *** Internal and external review process.**

Name of Course Instructor: <u>MUHAMMAD MUQEET</u>

Signature: _____   Date Specification Completed: Sept. **5/5/1439**

Program Coordinator: _____

Coordinator

Dr. M. Nazim

Signature: 　　　　　　　　　　　　　　　Date Received: _____