Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي

National Center for Academic Accreditation and Evaluation

ATTACHMENT 5

T6. COURSE SPECIFICATIONS (CS)

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

Education Evaluation Commission

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: **142 ENG-2 Listening & Speaking Skills**
2. Credit hours: **2 hours**
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 Team**
5. Level/year at which this course is offered: **Level 1**
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)   [√]   What percentage?   [**%90**]

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

    d. correspondence   [   ]   What percentage?   [   ]

    f.   other   [   ]   What percentage?   [   ]

Comments:

B Objectives

1. What is the main purpose for this course?
- **This main purpose of this course is to focus on developing listening and speaking skills as well as critical thinking/listening skills, vocabulary, and pronunciation.**

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)

- **Encouraging innovative learning tools: engaging learners in blended learning through MyEnglishLab;**
- **Using the latest teaching methods side by side with the teaching strategies suggested by the textbook;**
- **Encourage development of listening strategies such as predicting, asking for clarification, using non-verbal cues that increase the chances for successful listening.**
- **Utilizing Internet/library resources;**
- **Training teachers through workshops;**
- **Benefitting from listening teaching staff/students feedback.**

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

Course Description:

- **This course (i.e. *Northstar 1 Listening and Speaking* 3rd edition (GCC)) helps students develop their English listening and speaking skills and enables them to succeed in college level courses and to achieve their academic as well as language and personal goals in order to meet the challenges of the 21st century. The course engages and motivates students to listen to new, short, updated contemporary, authentic discourse with a view of demonstrating understanding. The course also emphasizes development of academic discussion through pre-listening activities, and develops comprehension skills through post-listening activates, with a focus on identifying main ideas and details and on pronunciation, intonation, stress patterns; and on vocabulary through using the same creatively in similar contexts. In addition, it develops critical thinking/listening skills through activities that engage students in logical thinking: predicting information and making inferences. The course also encourages the use of English communicatively through academic discussion as well as through task-based learning; and to improve speaking fluency skills with careful attention to pronunciation elements, students participate in more communicative oral activities such as discussions, pair and group work, role playing, interviews, etc,**

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Unit 1: A World of Friends	1	4
Unit 2: Making Unusual Art	2	8
Unit 3: Special Possessions	2	8
Unit 4: Creativity in Business	2	8
Unit 5: Understanding Fears and Phobias	2	8
Unit 6: Risks and Challenges	2	8
Unit 7: Only Child – Lonely Child?	2	8
Unit 8: Soccer: The Beautiful Game	1	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	4 hours/week	N/A	N/A	N/A	N/A	56 hours
	Actual	4 hours/week	N/A	N/A	N/A	N/A	56 hours
Credit	Planned	2 hours	N/A	N/A	N/A	N/A	2 hours
	Actual	2 hours	N/A	N/A	N/A	N/A	2 hours

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**		
	➢ **State the main ideas in an authentic**		

		Tutorial, pair and group work, and discussion, task-based learning: prediction, pre-, and post-assigned listening activities; scaffolding	FMT, SMT and Final Exam. (Listening Skill)
1.1	audio recording		
1.2	➢ Recall the specific details in an authentic audio recording		
2.0	**Cognitive Skills**		
2.1	➢ Predict information from context as they listen to an authentic audio recording.	Tutorial, pair and group work; and scaffolding, task-based learning: filling blanks, etc.	FMT, SMT and Final Exam. (Listening Skill)
2.2	➢ Recognize important/key words or information in an authentic audio recording		
2.3	➢ Differentiate types of pronunciation, intonation and stress in an authentic audio recording		
3.0	**Interpersonal Skills & Responsibility**		
3.1			
3.2			
4.0	**Communication, Information Technology, Numerical**		
4.1	➢ Produce short conversations using communication strategies	Role switching; role play and pair/group work	Continuous

			assessment, FMT, SMT and Final Exam. (Speaking Skill)
4.2	➢ **Speak at a reasonable speed, using correct pronunciation, intonation and stress.**	**Role play; role switching**	
4.3	➢ **Use vocabulary in an appropriate context**	**Tutorial, pair and group work; role play**	
5.0	**Psychomotor**		
5.1			
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
4			
5			
6			
7			

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 • **NorthStar 1: Listening & Speaking 3rd edition (GCC), by Polly Merdinger and Laurie Barton**
2. List Essential References Materials (Journals, Reports, etc.) • **Oxford Advanced Learner's Dictionary – A. S. Hornby**
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. • **Northstar's MyEnglishLab: Online content material**
4. 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 is equipped with projectors, laptops, internet facilities and required audio aids. (CD and Speakers); seating arrangements for 20-25 students.**
2. Technology resources (AV, data show, Smart Board, software, etc.)   • **One PC (Personal Computer, speakers 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 programmes 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 & Science**
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   • **Internal and external review process.**

Name of Course Instructor: **Dr. Khaled Nasser Ali**

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

Program Coordinator: _____

Signature:

Coordinator

\ Dr. M. Nazim   Date Received: _____