**FS/Session 2020-2021**

|  |  |
| --- | --- |
| **Course Title:** | **Listening & Speaking Skills** |
| **Course Code:** | **142 ENG-2** |
| **Program:** | **Preparatory Year** |
| **Department:** | **English Skills** |
| **College:** | **Deanship of Preparatory Year** |
| **Institution:** | **Najran University** |

Table of Contents

[A. Course Identification 3](#_Toc951372)

[6. Mode of Instruction (mark all that apply) 3](#_Toc951373)

[B. Course Objectives and Learning Outcomes 3](#_Toc951374)

[1. Course Description 3](#_Toc951375)

[2. Course Main Objective 3](#_Toc951376)

[3. Course Learning Outcomes 3](#_Toc951377)

[C. Course Content 4](#_Toc951378)

[D. Teaching and Assessment 4](#_Toc951379)

[1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods 4](#_Toc951380)

[2. Assessment Tasks for Students 4](#_Toc951381)

[E. Student Academic Counseling and Support 5](#_Toc951382)

[F. Learning Resources and Facilities 5](#_Toc951383)

[1.Learning Resources 5](#_Toc951384)

[2. Facilities Required 5](#_Toc951385)

[G. Course Quality Evaluation 5](#_Toc951386)

[H. Specification Approval Data 6](#_Toc951387)

# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | |  | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | | √ | | College | | |  | Department | | | |  | Others |  |  |
| **b.** | | Required | | | | √ | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | |  | | | | |
| **4. Pre-requisites for this course** (if any)**:**  NA | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**:** | | | | | | | | | | | | | | | | |
| NA | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** |  |  |
| **2** | **Blended** | 4 | 100% |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 56 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 56 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. 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. |
|  |
| 2. Course Main Objective |
| The main objective of the course is to focus on developing listening and speaking skills as well as critical thinking/listening skills, vocabulary, and pronunciation. |

## 3. Course Learning Outcomes

| **CLOs** | | **AlignedPLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Identify main ideas and details as they listen to an authentic audio recording. |  |
| 1.2 | Produce conversations using correct pronunciation and communication strategies while using appropriate vocabulary according to the contexts |  |
|  |  |  |
| **2** | **Skills :** |  |
| 2.1 | Make inferences/prediction from context as they listen to an authentic audio recording. |  |
| 2.2 | Differentiate types of pronunciation as they listen to an authentic audio recording. |  |
|  |  |  |
| **3** | **Values:** |  |
| 3.1 | To participate (ethically) in academic tasks (interviews/presentations) while learning about the norms and strategies of presentations and interviews. |  |
| 3.2 |  |  |
| 3.3 |  |  |
| 3... |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | **Unit 1: A World of Friends** | **4** |
| 2 | **Unit 2: Making Unusual Art** | **8** |
| 3 | **Unit 3: Special Possessions** | **8** |
| 4 | **Unit 4: Creativity in Business** | **8** |
| 5 | **Unit 5: Understanding Fears and Phobias** | **8** |
| 6 | **Unit 6: Risks and Challenges** | **8** |
| 7 | **Unit 7: Only Child – Lonely Child?** | **8** |
| 8 | **Unit 8: Soccer: The Beautiful Game** | **4** |
| **Total** | | 56 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **TeachingStrategies** | **AssessmentMethods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Identify main ideas and details as they listen to an authentic audio recording. | Tutorial, pair and group work, and discussion, task-based learning: prediction, pre-, and post-assigned listening activities; scaffolding | Midterm(s),  Continuous assessment  Final Exam |
| 1.2 | Produce conversations using correct pronunciation and communication strategies while using appropriate vocabulary according to the contexts | Tutorial, Role switching; role play and pair/group work | Continuous assessment Final Exam |
|  |  |  |  |
| **2.0** | **Skills** | | |
| 2.1 | Make inferences/predictions from context as they listen to an authentic audio recording. | Tutorial, pair and group work; and scaffolding, task-based learning: filling blanks, prediction, pre-, and post-assigned listening activities etc. | Midterm(s),  Continuous assessment Final Exam |
| 2.2 | Differentiate types of pronunciation as they listen to an authentic audio recording. | Tutorial, pair and group work; and scaffolding, task-based learning: filling blanks, etc. | Midterm(s),  Continuous assessment Final Exam |
|  |  |  |  |
|  |  |  |  |
| **3.0** | **Values/Competence** | | |
| 3.1 | To participate (ethically) in academic tasks (interviews/presentations) while learning about the norms and strategies of academic presentations and interviews. | * Discussion on morals/responsibilities * Presentation on motivation/professional ethics | Continuous assessment |
| … |  |  |  |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | **Midterm** | 9 | 30 % |
| **2** | **Continuous assessment** | All along | 20 % |
| **3** | **Final exam** | 16-17-18 | 50 % |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :** |
| * Ten office hours per week * Academic Advising |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |  |
| --- | --- | --- |
| **Required Textbooks** | **Northstar 1: Listening & Speaking 3rd edition (GCC), by Polly Merdinger and Laurie Barton**. |  |
| **Essential References Materials** | **Oxford Advanced Learner’s Dictionary – A. S. Hornby** |  |
| **Electronic Materials** | **Northstar’sMyEnglishLab: Online content material** |  |
| **Other Learning Materials** | **Word files, power point, audio files, and websites’ links have been uploaded on Blackboard.**  **Other available IT tools.** |  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **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. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | One PC (Personal Computer, speakers and amplifier) per instructor |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Blackboard, E-learning, Smart Classroom and English Lab |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Effectiveness of teaching and assessment | Students and faculty members | Peer observation/ students questionnaire |
| Extent of achievement of course learning outcomes | Quality Unit/Department | Statistics |
| Quality of learning resources | Students/Department Unit | Online Observation |
|  |  |  |
|  |  |  |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes,Quality oflearning resources, etc.)

**Evaluators** (Students,Faculty, Program Leaders,Peer Reviewer, Others (specify)

**Assessment Methods**(Direct, Indirect)

# H. Specification Approval Data

|  |  |  |
| --- | --- | --- |
| **Council / Committee** | **Department Council** |  |
| **Reference No.** | **SF 41/42 -1** |  |
| **Date** | **30/8/2020** |  |