

T6. Course Specifications

(CS)

ENG. 225-3

Vocabulary 2

Course Specifications

Institution	Najran University	Date of Report : 21/3/1438
College/Department:	College of languages & translation- languages & translation Department	

A. Course Identification and General Information

1. Course title and code: Vocabulary 2: ENG 225		
2. Credit hours 03		
3. Program(s) in which the course is offered (If general elective available in many programs indicate this rather than list programs) English Program		
4. Name of faculty member responsible for the course: Samy Ibrahim Abdullah & Raisah Al-Swedan		
5. Level/year at which this course is offered 5th level/ 3rd year		
6. Pre-requisites for this course (if any) Eng-215 Vocabulary 1		
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="text"/> What percentage?	<input type="text"/>
b. Blended (traditional and online)	<input checked="" type="text"/> What percentage?	<input type="text"/> 100
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 course aims at enabling the learner to develop inferential comprehension skills using context clues to understand new vocabulary, and to enlarge productive and receptive vocabulary.

2. Briefly describe any plans for developing and improving the course that is 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)

- Increasing use of technology (power point and data show).
- Providing students with web-based exercises for extra training.

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

Course Description:

The course aims at covering all the words and phrases the student needs at pre-intermediate and intermediate levels to understand and be understood in English. It also enlarges students' receptive and productive vocabulary stock and improves their ability to infer the meaning of new vocabulary using given contextual cues. Meanwhile, it focuses on incorporating the lexical knowledge of vocabulary in reading and writing, and emphasizes the importance of relating new vocabulary to prior knowledge. It provides students with some tips and strategies that could help them improve their lexical knowledge like the use of dictionary.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
People (<i>family and friends, ages and stages</i>)	1	3
Daily life (<i>daily routines, the place where you live, around the home, everyday problems, money, health, clothes, shops and shopping, cooking and restaurants, city life, life in the country, on the road, transport</i>)	2	6
Work (<i>work: duties, pay and conditions, jobs, the career ladder</i>)	1	3
Leisure and entertainment (<i>sport: ball games, sport and leisure, cinema and theatre, Music</i>)	1	3
Communication and technology (<i>newspapers, television, on the phone, computers and the internet</i>)	2	6
Social concerns (<i>Education: school, education: university, law and order, crime, politics, Bureaucracy, Global problems</i>)	2	6
Tourism (<i>Air travel, hotels and restaurants, a sightseeing holiday in the city, holidays by the sea</i>)	2	6
Notional concepts (<i>Time, numbers, distance, size and dimension, shapes, colours and patterns</i>)	2	6

Varieties of English (<i>Notices and warnings, Vague language, Formal and informal English, Abbreviations and abbreviated words</i>)	2	6
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2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	3x 15 weeks					45
Credit	03					3

3. Additional private study/learning hours expected for students per week.	03
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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.)

Code#	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	<ul style="list-style-type: none"> Recognize the forms and meanings of words and their derivatives. 	<ul style="list-style-type: none"> Lectures Class discussion 	<ul style="list-style-type: none"> Midterm exams Final exam Achievement tests
2.0	Cognitive Skills		
2.1	<ul style="list-style-type: none"> Use context clues to figure out meanings of unfamiliar words. 	<ul style="list-style-type: none"> Lectures Class discussion 	<ul style="list-style-type: none"> Midterm exams Final exam
2.2	<ul style="list-style-type: none"> Integrate the newly learned vocabulary into reading, writing, speaking, and listening comprehension. 	<ul style="list-style-type: none"> Lectures Class discussion 	<ul style="list-style-type: none"> Midterm exams Final exam
2.3	<ul style="list-style-type: none"> Reproduce acquired vocabulary and 	<ul style="list-style-type: none"> Lectures 	<ul style="list-style-type: none"> Midterm exams

	meanings of a text in the different contexts.	• Class discussion	• Final exam
3.0	Interpersonal Skills & Responsibility		
3.1	• Participate in class work both individually and in groups.	• Cooperative learning • Problem solving • Self-learning	Observation cards Online participation & Quizzes
4.0	Communication, Information Technology, Numerical		
4.1	• Use online dictionaries to acquire new vocabulary.	• Cooperative learning • Self-learning	Observation cards Online participation & Quizzes
5.0	Psychomotor		
5.1	Not Applicable.		

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	1.3	2.1	2.2	2.4	3.1		4.1	
1.1			√							
2.1				√						
2.2					√					
2.3						√				
3.1							√			
4.1									√	

5. 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	Midterm Exam 1	7	20%
2	Midterm Exam 2	11	20%
3	Final Exam	16/17	50%
4	Online participation & Quizzes	To be decided by the instructor	10%

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)

Teaching staff member is available 10 hours per week for student consultations (office hours, in addition to (6)hours for academic advising

Besides:

1. Students are divided according to their levels among faculty members for academic counseling and consultation.
2. Names of distinguished students are given to a particular faculty member for guidance and academic counseling.
3. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.
4. Complaints and suggestion file is assigned to a particular committee faculty member for discussion and problem solving.
5. Academic Advising icon is activated online through the University gate.
6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.
7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system).

E. Learning Resources

1. List Required Textbooks
1. Redman, Stuart. (2011). <i>English Vocabulary in Use, Pre-intermediate and intermediate</i>, Cambridge: CUP.
2. List Essential References Materials (Journals, Reports, etc.)
1. Sagala, Jennifer (2006). <i>Longman Photo Dictionary of American English</i>. UK: Longman Group Limited.
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
1. Redman, Stuart and Lawrence J. Zwier (2010). <i>Vocabulary in Use Intermediate</i>. UK: Longman Group Limited.
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
<ul style="list-style-type: none"> • http://www.schoolhousetech.com/vocabulary/ • http://www.englisch-hilfen.de/en/exercises_list/alle_words.htm • http://www.vocabulary.com/ • http://esl.fis.edu/vocab/index.htm

- <http://esl.fis.edu/vocab/index.htm>

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

All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references.

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 should be large enough to accommodate for the number of registered Students.
- Lecture rooms should be equipped with projectors, laptops, internet facilities and required audio visual aids.

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

- Laptop / Desktop computer
- Internet facility

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

None

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Students' questionnaire evaluating teaching staff member and courses.
- Indirect Course Learning outcomes effectiveness assessment questionnaire by students.
- Assessment of Electronic learning effectiveness questionnaire by students.
- Feedback of students' acquisition of taught material in the previous lectures.
- Exam Paper Evaluation by students.
- Meetings with students

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- Self-evaluation report.
- Peer evaluation.
- Program Head evaluation report.
- Peer review of marks on corrected exam papers.
- Revision of exam paper marks' sheets.

<ul style="list-style-type: none"> - Revision of Random corrected exam papers. - Review of exam papers by Measurement & Assessment Committee. - Review of course report by a committee of staff members. - Course Specification Updating & Review by Internal Review Committee in collaboration with Staff members.
<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> 1. Regular meetings with teaching staff members where problems are discussed and solutions given 2. Discussion of challenges in the classroom with colleagues and supervisors. 3. Encouragement of faculty members to attend professional development conferences, seminars, workshops & training programs. 4. Keep up-to-date with pedagogical theory and practice 5. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results.
<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>Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee.</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> 1. Course report, including data that are periodically completed and reviewed, is one of the most important procedures to verify course effectiveness. It also includes an improvement plan set depending on the points of weakness mentioned in the different items of the report.

Name of Instructors: Samy Ibrahim Abdullah & Raisah Al-Swedan

Signature: _____ Date Report Completed: 21/3/1438

Name of Field Experience Teaching Staff _____

Program Coordinators: Dr. Hussien Habtour & T./ Looloo Al-Raimy

Signature: _____ Date Received: 21/3/1438

Reviewed & Updated by quality coordinator:

Dr. Asmaa Al-Adham