

T.6 Course Specifications

(CS)

Listening and Speaking 3

(ENG. 212-3)

Course Specifications

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| Institution: Najran University | Date of Report: 19/3/1438 |
| College/Department: College of Science & Arts / English Department | |

A. Course Identification and General Information

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|---|-------------------------------------|------------------|-----------------------------------|
| 1. Course title and code: Listening and Speaking 3 (ENG 212-3) | | | |
| 2. Credit hours : 3 Hours | | | |
| 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: Rageeb Shams Al-Dien Ftima Hamad | | | |
| 5. Level/year at which this course is offered: Level 3 / 2nd Year | | | |
| 6. Pre-requisites for this course (if any) ENG122- Listening and Speaking 2 | | | |
| 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? | <input type="text" value="100%"/> |
| c. E-learning | <input type="checkbox"/> | What percentage? | <input type="checkbox"/> |
| d. Correspondence | <input type="checkbox"/> | What percentage? | <input type="checkbox"/> |
| f. Other | <input type="checkbox"/> | What percentage? | <input type="checkbox"/> |
| Comments: Listening and Speaking courses are taught in language labs. | | | |

B Objectives

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| 1. What is the main purpose for this course? |
| This course aims at improving the students' upper-intermediate listening and speaking competence and the ability to understand listening passages and expresses them correctly & fluently. |
| 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) |
| 1. Increase the use of technology (power point and data show). |
| 3. Consistently update the list of topics to motivate the students to acquire new ideas. |
| 4. Use of different methods to improve the speaking and listening ability, such as prepared presentations, spontaneous speeches, and role play. |

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

Course Description:

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| The course tackles the study of various topics through which the students improves his listening and speaking skills at the upper-intermediate level. The topics imitate real life situations to help the students to understand and participate in daily life conversations easily & fluently. Being an integrated course, it fully prepares the students through modern content, intensive vocabulary development, and online assignments to improve their vocabulary, listening, and speaking skills. |
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| 1. Topics to be Covered | | |
|--|--------------|---------------|
| List of Topics | No. of Weeks | Contact Hours |
| Chapter One : New Challenges | 3 | 9 |
| Chapter Two: Cooperation and Competition | 3 | 9 |
| Chapter Three: Relationships | 3 | 9 |
| Chapter Four: Health and Leisure | 2 | 6 |
| Chapter Five: High Tech, Low Tech | 3 | 9 |
| Revision | 1 | 3 |

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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 | 3 | ----- | ----- | ----- | ----- | 3 |

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| 3. Additional private study/learning hours expected for students per week. | 3 per week |
| 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 | Identify the methods of accurately receiving and interpreting messages, new lexis and syntactic structures. | - Lecturing - Discussion - Cooperative learning | - Midterm exams - Final exams. |
| 1.2 | Identify the main ideas of upper-intermediate level passages & topics through listening. | - Lecturing - Discussion - Cooperative learning | - Midterm exams - Final exams. |
| 2.0 | Cognitive Skills | | |
| 2.1 | Respond to different semi real life situations. | - Lecturing - Problem solving - Discussion - Cooperative learning | - Achievement tests - Midterm exams - Final exams. |
| 2.2 | Draw personal conclusions and opinions and express them in correct spoken English. | - Lecturing - Problem solving | - Achievement tests - Midterm exams |

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| | | - Discussion - Cooperative learning | - Final exams. |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | Complete the required assignments within a given time. | - Cooperative learning - Self-learning | Observation cards Online participation & Quizzes |
| 3.2 | Participate effectively in group work through listening, negotiation, and evaluation of strengths and weaknesses as group members. | - Cooperative learning - Self-learning | Observation cards Online participation & Quizzes |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | Introduce presentations with good usage of grammar and pronunciation. | - Cooperative learning - Self-learning | Observation cards Online participation & Quizzes |
| 4.2 | Use websites to communicate accurately in spoken language. | - Cooperative learning - Self-learning | Observation cards Online participation & Quizzes |
| 5.0 | Psychomotor | | |
| 5.1 | NA | | |

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) | | | | | | | |
|--------------|--|-----|-----|--|-----|-----|-----|-----|
| | 1.2 | 1.3 | 2.2 | | 3.1 | 3.2 | 4.1 | 4.2 |
| 1.1 | | √ | | | | | | |
| 1.2 | | √ | | | | | | |
| 2.1 | | | √ | | | | | |
| 2.2 | | | √ | | | | | |
| 3.1 | | | | | | √ | | |
| 3.2 | | | | | √ | | | |
| 4.1 | | | | | | | √ | |
| 4.2 | | | | | | | | √ |

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 | Midterm written Exam 1 | 7 | 20% |
| 2 | Midterm Oral Exam 2 | 11 | 20% |

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|---|--------------------------------|---------------------------------|-----|
| 3 | Final Oral examination | 16/17 | 50% |
| 4 | Online participation & Quizzes | To be decided by the instructor | 10% |
| 30 % measuring listening skills and 70% measuring speaking skills. | | | |

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

- **Hanreddy, Jami and Elizabeth Whalley (2012). *Mosaic 1. Listening and Speaking*. United Kingdom: McGraw-Hill Education.**

2. List Essential References Materials (Journals, Reports, etc.)

- **Preiss, Sherry (2003). *NorthStar Listening and Speaking Advanced, 2nd Edition*. US: Longman.**

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- **Alemi, Minoo & Mohammad Hassanzadeh (2011). *Topic-based Listening and Speaking: An Intermediate to Upper-Intermediate Course book*. US: Warner-Lambert.**

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| <ul style="list-style-type: none"> • Harmer, Jeremy & Carol Lethaby (2006). <i>Just Listening & Speaking, Upper Intermediate Level, American English Edition</i>. Singapore: Marshall Cavendish. |
| <p>4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)</p> <p>http://www.englishclub.com/speaking/presentations.htm http://www.thoracicrad.org/assets/downloads/education/presentation.pdf http://www.englishclub.com/ http://www.english-at-home.com/ http://www.teachingenglish.org.uk/try/speaktry/speaking_activities.shtml http://esl.wikidot.com/listening-speaking</p> |
| <p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references.</p> |

F. Facilities Required

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| <p>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.)</p> |
| <p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <p>Language labs that are designed to include around 40 students.</p> |
| <p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <p>Data show & smart board.</p> |
| <p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none"> • Online access is also needed in labs. |

G Course Evaluation and Improvement Processes

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| <p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> - 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. |
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| <p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ul style="list-style-type: none"> - Self-evaluation report. - Peer evaluation. - Program Head evaluation report. - Peer review of marks on corrected exam papers. - Revision of exam paper marks' sheets. - 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> <ol style="list-style-type: none"> 1. Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee. |
| <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: **Rageeb Shams Al-Dien & Ftima Hamad**

Signature: _____ Date Report Completed: 19/3/1438

Name of Field Experience Teaching Staff _____

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

Signature: _____

Date Received: 21/3/1438

Course specification reviewed & Updated by quality coordinator:

Dr. Asmaa Al-Adham