

T6. Course Specifications (CS)

(112 Eng. 3

Listening and Speaking 1)

Course Specifications

Institution	Najran University	Date of Report : 15 – 3 – 1438
College/Department	College of Science and Arts / English Department	

A. Course Identification and General Information

1. Course title and code: Listening & Speaking – 1 / Eng. 112 -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: Dr. Mohammad Owais Khan T / Sahar Al-muneef			
5. Level/year at which this course is offered Level One / First Year			
6. Pre-requisites for this course (if any) None			
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: No comments			

B Objectives

1. What is the main purpose for this course?
a) Develop the students' basic skills to distinguish between different sounds in English and to speak and interact orally with others.
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)
<ul style="list-style-type: none"> Providing students with web-based exercises for extra training. Communicating with students online by uploading course related information and receiving students' feedback. Increasing students' background knowledge (background schemes) through tasks and activities. Make the students more familiar with the tasks and activities attempted through pre-listening activities. To encourage critical thinking inferring the basis of given information.

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

Course Description :

The course includes listening conversations that makes the students distinguish between the different sounds in English language. It also contains expressions used in specific daily life situations, so students will be familiar with them and know how to use them correctly and properly.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Chapter 1: Academic life around the world	2	6
Chapter 2: Experiencing Nature	2	6
Chapter3: Living to eat or eating to live.	2	6
Chapter 4: In the Community	2	6
Chapter 5: Home	2	6
Chapter 6: Cultures of the World	2	6
Chapter 7: Health	1	3
Chapter 8: Entertainment and the Media	2	6

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total

Contact Hours	3×15 weeks	-----	-----	-----	-----	45
Credit	3	-----	-----	-----	-----	3

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













3 hours

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	Recognize stressed words, reductions, main ideas and details through listening.	Cooperative Learning Discussion Lectures	Achievement tests Midterm exams Final exams Oral tests
1.2	Use new vocabulary in different situations.	Cooperative Learning Discussion Lectures Role play	Achievement tests Midterm exams Final exams Oral tests
2.0	Cognitive Skills		
2.1	Distinguish the different English sounds.	Cooperative Learning Discussion Lectures Role play	Achievement tests Midterm exams Final exams Oral tests
2.2	Use language functions.	Cooperative Learning Discussion Lectures	Achievement tests Midterm exams Final exams Oral tests
2.3	Guess the meaning from the context.	Cooperative Learning Discussion Lectures	Achievement tests Midterm exams Final exams Oral tests

3.0	Interpersonal Skills & Responsibility		
3.1	 Appreciate others' points of view and show his when participating effectively in team work.	 Discussion  Self-learning  Cooperative learning	Observation cards Online participation & Quizzes
3.2	 Bear responsibility and lead a team.	 Discussion  Self-learning  Cooperative learning	Observation cards Online participation & Quizzes
4.0	Communication, Information Technology, Numerical		
4.1	 Communicate with others in spoken and written English.	 Discussion  Self-learning  Cooperative learning	Observation cards Online participation & Quizzes
5.0	Psychomotor		
5.1	Not Applicable	Not Applicable	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	3.1	3.2	4.2	
1.1			√						
1.2			√						
2.1				√					
2.2					√				
2.3					√				
3.1						√			
3.2							√		
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	First Mid Term Examination	7	20%
2	Second Mid Term Examination	11	20%
3	Final oral Examination	16/17	50%
4	Online Participation and Quizzes	To be decided by the instructor	10%

50% of total assessment measures listening skills & 50% of total assessment measures 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

Tanka, Judith and Paul Most (2012). *Interactions 1: Listening and Speaking 1*. United Kingdom:: McGraw-Hill Education.

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

1. Blass, Laurie and Pamela Hartmann (2003). *Quest Listening and Speaking Level 1*. United Kingdom: McGraw-Hill Education.

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

1. Turnbull, Joanna (2011). *Oxford Advanced Learner's Dictionary (8th new edition)*. Oxford: University press.
2. Frazier, Laurie & Helen Solorzano (2003). *Northstar Focus on Listening and Speaking, Basic*, Second Ed. UK: Longman.

4. List Electronic Materials(eg. Web Sites, Social Media, Blackboard, etc.)

- ✚ edu.earthday.org/educators-network,
- ✚ www.teachingideas.co.uk/english/contents_speakinglistening.htm,
- ✚ www.britishcouncil.org/morocco-english-lz-links-speaking-listening.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 equipped with projectors, laptops, internet facilities and required audio/visual aids.

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

- ✚ One PC (Personal Computer) or a Laptop with internet facility for instructor.

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

- ✚ Xeroxing facilities, complete audio visual aids and Sound System.

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.
- 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.

3 Processes for Improvement of Teaching

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.

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)
 - Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

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: **Dr. Mohammad Owais Khan / T / Sahar Al-Muneef**

Signature: _____ Date Report Completed: 15/3/1438

Name of Field Experience Teaching Staff _____

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

Signature: _____ Date Received: 16 /3/1438

Reviewed & Updated by quality coordinator:

Dr. Asmaa Al-Adham