



# Course Specifications

Institution:	Majmaah University
Academic Department :	English
Programme :	Preparatory Year Program
Course :	PENG 121
Course Coordinator :	Dr. Ahmad Al-Rumih
Programme Coordinator :	Dr. Ahmad Al-Rumih
Course Specification Approved Date :	.... / ... / ..... H



## A. Course Identification and General Information

1 - Course title :	PENG 111	Course Code:	PENG 121.
2. Credit hours :	<b>6</b>		
3 - Program(s) in which the course is offered:	.....		
4 – Course Language :	<b>English</b>		
5 - Name of faculty member responsible for the course:	<b>Dr. Ahmad Al-Rumih</b>		
6 - Level/year at which this course is offered :	<b>Between age 18 and 21</b>		
7 - Pre-requisites for this course (if any) :	<ul style="list-style-type: none"> <li>• <b>PENG 111</b></li> </ul>		
8 - Co-requisites for this course (if any) :	<ul style="list-style-type: none"> <li>• .....</li> </ul>		
9 - Location if not on main campus :	<b>Preparatory Year Building</b>		
10 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<b>70 %</b>
B - Blended (traditional and online)	<input type="checkbox"/>	What percentage?	..... %
D - e-learning	<input checked="" type="checkbox"/>	What percentage?	<b>30 %</b>
E - Correspondence	<input type="checkbox"/>	What percentage?	..... %
F - Other	<input type="checkbox"/>	What percentage?	..... %
Comments :	.....		

## B Objectives

What is the main purpose for this course?

**The purpose of this course is to enable students to comprehend spoken English in extended conversation containing some unfamiliar words in familiar contexts, participate in increasingly extended conversations about topics beyond survival or routine activities, differentiate between fact and fiction in simplified reading material and some authentic material using a variety of word analysis skills to determine the meaning of new words, and organize relevant ideas and appropriate details into one or more clearly organized paragraph in a report or personal correspondence.**

Briefly describe any plans for developing and improving the course that are being implemented :

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## C. Course Description

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Low Intermediate listening and speaking skills Level 3	7	105
Low Intermediate reading and writing skills Level 3	7	105
Intermediate listening and speaking skills Level 4	7	105
Intermediate reading and writing skills Level 4	7	105

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
<b>Contact Hours</b>	<b>210</b>	.....	.....	.....	.....	210
<b>Credit</b>	<b>6</b>	.....	.....	.....	.....	6

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

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#### 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
<b>1.1</b>	Learn to communicate clearly and effectively.	Using teaching aids: pictures, videos, written posters, and practical demonstration.	Peer and group interviews Performance assessment
<b>1.2</b>	Develop good ESL reading, writing, speaking and listening skills	Using skimming and scanning techniques in reading. Molding listening input for student's comprehension. Giving students task to do in pairs and in groups in the target language to improve their speaking. Help them write about interesting topics	Quizzes Midterm and final exams
<b>1.3</b>	Improve and expand on their vocabulary, comprehension, conversation and pronunciation skills.	Focusing on high frequency words along with relevant vocabulary. Encouraging conversations in the target language when negotiating ideas and expressing opinions.	Speaking Exams on each level
<b>2.0</b>	<b>Cognitive Skills</b>		
<b>2.1</b>	Demonstrate understanding of face-to-face speech in Standard English at a normal pace and with some repetition.	Classroom explanations of vocabulary.	Speaking tests on each level
<b>2.2</b>	Use prediction strategies to understand new vocabulary in context.	Listening to conversations concerning relevant topics.	Reading assignments Portfolios
<b>2.3</b>	Identify main ideas and supporting details or examples in familiar reading passages.	Using the skimming and scanning techniques.	Quizzes, midterm and Exams
<b>2.4</b>	Use previously learned strategies of previewing and prediction on reading materials on familiar topics.	Using Clues for reading comprehension.	Reading assignments in class using extra reading materials





	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>2.5</b>	Summarizing and guessing meaning from Context	Giving students familiar texts to work on.	
<b>2.6</b>	Write related sentences to form paragraphs reflecting different patterns of organization: time, order of importance, and space, by using distinct groups of transition words and prepositions.	Whole-class illustration, Modeling.	Writing assignments  portfolios
<b>2.7</b>	Expand and combine simple sentences by adding modifying words, clauses, and phrases	Teaching grammar rules, brainstorming and using examples.	Quizzes Midterm and final exams
<b>2.8</b>	Edit and proofread one's own reading to apply appropriate rules of grammar and mechanics of writing and make appropriate word choice.	Illustration and modeling	Writing assignments
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
<b>3.1</b>	Demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively.	Pair and group work discussions of topics included in the syllabus. Role-play in a classroom setting.	Peer interviews
<b>3.2</b>	Listen carefully and respectfully to others' viewpoints; articulate their own ideas and questions clearly; and situate their own ideas in relation to other voices and ideas.	Pair and group work discussions of topics included in the syllabus.	Speaking exams and interviews with the teacher
<b>3.3</b>	Be able to prepare, organize, and deliver an engaging oral presentation.	Practice individually, in pairs and in groups.	Giving presentations to class.
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
<b>4.1</b>	<b>Non-Applicable</b>	.....	.....
<b>5.0</b>	<b>Psychomotor</b>		
<b>5.1</b>	<b>Non-Applicable</b>	.....	.....



## 5. Schedule of Assessment Tasks for Students during the Semester:

	Assessment task	Week Due	Proportion of Total Assessment
1	Quiz 1 Level 3	4	3.33\ 100
2	Quiz 2 Level 3	7	3.33\ 100
3	Quiz 3 Level 3	10	3.33\ 100
4	Level 3 Speaking Test	10	7.5
5	Level 3 Written Test	10	22.5
6	Quiz 1 Level 4	12	3.33\ 100
7	Quiz 2 Level 4	14	3.33\ 100
8	Quiz 3 Level 4	16	3.33\ 100
9	Level 4 Speaking Test	17	10
10	Final Written Test	18	40

### D. Student Academic Counseling and Support

The staff member along with the Academic Counseling committee offer advice to students in their office hours.

### E. Learning Resources

#### 1. List Required Textbooks :

- Level 3 Direct English Course Book
- Level 3 Direct English Verbal Communication Book
- Level 3 Direct English Workbook
- Level 3 Direct English Companion Book
- Level 3 CDs
- Keep Writing 1
- Level 4 Direct English Course Book
- Level 4 Direct English Work Book
- Level 4 Direct English Companion Book





<ul style="list-style-type: none"><li>• <b>Level 4 CDs</b></li><li>• <b>Keep Writing 2</b></li></ul>
<b>2. List Essential References Materials :</b> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
<b>3. List Recommended Textbooks and Reference Material :</b> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
<b>4. List Electronic Materials :</b> <ul style="list-style-type: none"><li>• <b>Smart boards</b></li><li>• <b>Computers</b></li><li>• <b>Projectors</b></li><li>• <b>TVs</b></li></ul>
<b>5. Other learning material :</b> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>

## **F. Facilities Required**

<b>1. Accommodation</b> <ul style="list-style-type: none"><li>• <b>Lecture Room for 20 students</b></li><li>• <b>Laboratories</b></li><li>• <b>Fourteen hours every week</b></li><li>• <b>Desks</b></li></ul>
<b>2. Computing resources</b> <ul style="list-style-type: none"><li>• <b>Computers</b></li><li>• <b>Laptops</b></li><li>• .....</li></ul>
<b>3. Other resources</b> <ul style="list-style-type: none"><li>• <b>Library</b></li><li>• .....</li><li>• .....</li></ul>

## **G Course Evaluation and Improvement Processes**

<b>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:</b> <ul style="list-style-type: none"><li>• <b>Confidential Online Surveys</b></li><li>• .....</li></ul>
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<ul style="list-style-type: none"><li>• .....</li></ul>
<b>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :</b> <ul style="list-style-type: none"><li>• <b>Observations and assistance from colleagues.</b></li></ul>
<b>3 Processes for Improvement of Teaching :</b> <ul style="list-style-type: none"><li>• <b>Workshops on Teaching Methods</b></li><li>• <b>Regular meetings</b></li><li>• .....</li><li>• .....</li></ul>
<b>4. Processes for Verifying Standards of Student Achievement</b> <ul style="list-style-type: none"><li>• .....</li></ul>
<b>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :</b> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>

**Course Specification Approved**  
**Department Official Meeting No ( ..... ) Date ... / ... / ..... *H***

**Course's Coordinator**

**Name :** .....  
**Signature :** .....  
**Date :** .../ ... / ..... *H*

**Department Head**

**Name :** .....  
**Signature :** .....  
**Date :** .../ ... / ..... *H*

