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| Institution : | University College of Science and Human Studies at Hotat Sudair, Majmaah University | |
| Academic Department : | English Department | |
| Programme : | B. A. in English | |
| Course title and code: | Listening & speaking (1) ENG 112 | |
| Specification Approved Date : | | 28 /2 / 1439 H |

**Course Specifications**

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| **Institution:** Majmaah University | **Date:** 28/2/ 1439 |
| **College/Department :** University College of Science and Human Studies at Hotat Sudair , English Department | |

**A. Course Identification and General Information**

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| 1. Course title and code:  Listening & speaking (1) ENG 112 |
| 2. Credit hours: 2 hours |
| 3. Program(s) in which the course is offered.  (If general elective available in many programs indicate this rather than list programs)  B. A. in English |
| 4. Name of faculty member responsible for the course  Reem Alrasheedi |
| 5. Level/year at which this course is offered: level 1/ year 1 |
| 6. Pre-requisites for this course (if any): |
| 7. Co-requisites for this course (if any): none |
| 8. Location if not on main campus:  Hotat Sudair collage |
| 9. Mode of Instruction (mark all that apply):  100%  \*  a. traditional classroom What percentage?  --  --  b. blended (traditional and online) What percentage?  --  --  c. e-learning What percentage?  --  --  d. correspondence What percentage?  --  --  f. other What percentage?  **Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?  The course aims to train the students to develop their speaking and listening skills so that  by the end of the course they will be able to handle specific communicative tasks. The  focus of the course will be on practical language use. Every student will perform these  tasks numerous times within the class. Extensive use will be made of audio and visual  materials to train the students to listen to language used in different situations. Intonation  drills will be covered so that students can produce language that approximates native  language rhythms. Assignments, tests, quizzes, and student’s active participation in class  individual, pair, and group activities are the tools that may be used to assess student’s  achievement of the objectives of the course. |

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| 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. Increased use of IT or web-based reference material  2. Use Web-CT for uploading material  3. Use of electronic resources:   * http://www.edufind.com/english/reading/ * http://www.englishclub.com/ reading * http://grammar.ccc.comment.edu/ reading / * http://en.wikipedia.org/wiki/English\_ reading * http://englishplus.com/ reading / * http://owl.english.purdue.edu/handouts/ reading / * http://esl.about.com/od/ reading /English\_ reading \_Help\_Rules\_ * Worksheets\_Games\_Quizzes\_Exercises.htm |

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

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| Course Description:  The course aims to train the students to develop their speaking and listening skills so that at the end of the course they will be able to handle specific communicative tasks. The focus of the course will be on practical language use. Every student will perform these tasks numerous times within the class. Extensive use will be made of audio and visual materials to train the students to listen to language used in different situations. Intonation drills will be covered so that students can produce language that approximates native language rhythms. |

**1. Topics to be Covered**

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| **List of Topics** | **No. of**  **Weeks** | **Contact Hours** |
| Introduction to the Course | 1 | 3 |
| School Daze | 2 | 6 |
| Cross-Cultural Communication | 2 | 6 |
| My Slice of the Pie | 2 | 6 |
| I Said It My Way | 2 | 6 |
| It's Not Easy Being Good | 2 | 6 |
| Scientifically Speaking | 2 | 6 |
| The Nature of Things - Environmental Concerns | 2 | 6 |
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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planed** | 30 hours | none | none | None | none | 30 hours |
| **Actual** | 30 hours | none | none | None | none | 30 hours |
| **Credit** | **Planed** | 3 hours | none | none | None | none | 3 hours |
| **Actual** | 3 hours | none | none | None | none | 3 hours |

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

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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** | To Understand the core concepts, approaches, classification/taxonomy, functions and implications of Language Learning Strategies (LLS). | Lectures | Class participation |
| **1.2** | To Get acquainted with the most common taxonomies and classifications of LLS, especially Oxford's taxonomy (strategy inventory of language). | Class discussions | Quizzes |
| **1.3** | To Expand language awareness by examining sophisticated or nonstandard examples of language, which makes students more aware of the norms of language us Reflect on their own learning strategies, and make use of the strategies usually employed by good/successful language learners. | Communicative drills | Class presentations based on outside activities |
| **1.4** | To Reflect on their own learning strategies and make good use of strategies employed by successful language learners. | Collaborative learning/Team work | Midterms: open ended questions/quizzes |
| **1.5** | To Understand the applications of LLS to EFL (Strategy Training) | Class exercises | Home Assignments |
| **1.6** | To Think critically, scientifically, and analytically. | Class exercises | Final Examination |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | To Improve students’ cognitive and metacognitive understanding and awareness. | Lectures | Class participation |
| **2.2** | To Improve students’ cognitive and metacognitive strategies and skills. | Class discussions | Quizzes |
| **2.3** | 1. Enable students to choose the strategies that help them in their studies. | Communicative drills | Class presentations based on outside activities |
| **2.4** | Deepen students’ practical educational horizons | Collaborative learning/Team work | Midterms: open ended questions/quizzes |
| **2.5** | 1. To Develop critical thinking skills crucial to success in the academic world. | Class exercises | Home Assignments |
| **2.6** | To Encourage greater responsibility and self-direction in the learner. | Class exercises | Final Examination |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | Students can complete computer assignments in due time | 1. Students are made aware of the significance of time management in teaching learning process | 1. Active class participation reflects the students ability to keep up with the computer schedule effectively |
| **3.2** | Students can participate in class discussion and could think independently | Discussions | 2. The habit of doing home work will certify to the student’s ability to fulfil assignments and respect deadlines |
| **3.3** | Students can act responsibly in carrying out individual as well as group assignments | Individual counselling | 3. Performance on midterms and final exams are evidence of the student’s ability to recollect and |
| **3.4** | Students have the important skills to communicate, listen, negotiate, and evaluate their strengths and | Group work and pair work | Instructor’s assessment |
| **3.5** | Students have the important skills to communicate, listen, negotiate, and evaluate their strengths and of interest to stimulate the free expression of ideas in structured as well as open discussion. | Group work and pair work | Instructor’s assessment |
| **3.6** | **.....................................................................** | .................. | .................. |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | To Use of electronic journals and data basis | Encourage students to make extensive use of material on the web | 1. Allocate marks for the use of web-based material in students' presentations. |
| **4.2** | To Use of PowerPoint and laptop – projector systems | 2. Encourage students to consult the specialist in the computer lab for help on web-based material | 2. Distribute rubric at beginning of assignment so students know what they will be evaluated on |
| **4.3** | To Use of communicative drills | 3. Demand the use of PowerPoint when giving presentations | Appreciate the responsive students and encourage the slow learners to come forward and participate. |
| **4.4** | .to Experience predicting skills | 4. Demonstrate and give blog and module assignments and coach students in how to carry them out | .................. |
| **4.5** | **.....................................................................** | .................. | .................. |
| **4.6** | **.....................................................................** | .................. | .................. |
| **5.0** | **Psychomotor** | | |
| **5.1** | **Not Applicable** | Not Applicable | Not Applicable |
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| **5. Schedule of Assessment Tasks for Students During the Semester** | | | |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | 1st midterm | Middle of term | 20 % |
| **2** | Participation | All **a**long | 10 % |
| **3** | Quizzes | All **a**long | 5 % |
| **4** | Home Assignments | All along | 5 % |
| **5** | 2nd midterm | Week 13 | 20 % |
| **6** | Final | Week 14 | 40 % |
| **7** |  |  |  |
| **8** |  |  |  |

**D. Student Academic Counseling and Support**

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| 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)  1 hour per course per week |

**E Learning Resources**

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| 1. List Required Textbooks  tapestry 3 Listening and Speaking 3   * Cohen, A.D. (1995). *Second Language Learning and Use Strategies: Clarifying the Issues*. National Language Resource Center (University of Minnesota – USA). * O’Malley, J.M., & Chamot, A.U. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge University Press. * Wenden, A.L. (1991). *Learner Strategies for Learner Autonomy*. Englewood Cliffs: Prentice Hall. |
| 2. List Essential References Materials (Journals, Reports, etc.)  none |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   * http://www.edufind.com/english/reading/ * http://www.englishclub.com/reading * http://reading.ccc.comment.edu/reading/ * http://en.wikipedia.org/wiki/English\_reading * http://englishplus.com/reading/ * http://owl.english.purdue.edu/handouts/reading/ * http://esl.about.com/od/englishgrammar/English\_reading\_Help\_Rules\_   Worksheets\_Games\_Quizzes\_Exercises.htm (Interesting) |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  none |

**F. Facilities Required**

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| 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.)  Enough seats with electronic devices in each classroom |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   * Lecture rooms well equipped with teaching aids * Language labs * Library   -Conference hall |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)   * Laptop computer * Multimedia projector system   -Computer lab |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   * Data show to facilitate going over student papers in class |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching  Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class  2. End of term college evaluation of course by students ( to be collected by the department)  3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  1. Peer evaluation to assess ability of faculty members to work with their colleagues,  2. Class observations by supervisors |
| 3. Processes for Improvement of Teaching  1 Training sessions  2. Workshops to facilitate experience exchange among faculty members  3. Regular meetings to discuss and solve problems  4. Discussion of challenges in the classroom with colleagues and supervisors  5. Encouraging faculty members to attend professional development conferences  6. Keep up to date with pedagogical theory and practice  7. 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)  1. Check marking of a sample of examination papers either by a resident or visiting faculty member  2. Arrange with another institution to have two common test items included on an exam and compare marks given  3. Double-check papers by a second reader in case of students who believe they are underrated. |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  1. Compare syllabi and course description with other universities (including those on the net)  2. Bi-annual meetings of faculty members to discuss improvement  3. Have a curriculum review committee to review the curriculum periodically and suggest improvements |

**Name of Course Instructor: …Reem Alrasheedi**

**signature: reem Date Specification Completed: …28/ 2/ 1439………………**

**Program Coordinator: Dr. Murad Al.Shboul**

**Signature: ………………………….. Date Received: ………………………………......**