National Commission for Academic Accreditation & Assessment

Course Specification

Institution : Al-Majmaa University

College/Department : College of science and humanities at Hawtat sidair / Department of English Language

A Course Identification and General Information

1. Course title and code: ENG 126   English 1 (computer)
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) **B.A. In English**
4. Name of faculty member responsible for the course: **Arwa Al-Mofawez**
5. Level/year at which this course is offered: **Level   2**
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**

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.:

The course aims to train the students to develop their computing skills. This course designed to improve students' production and recognition of spoken English, The students will be given the opportunity to hear , and speak so that they might be able to communicate in the computing field meaningfully, appropriately, and comfortably. The focus of the course will be on computing practical language use, so that by the end of the course they will be able to handle specific communicative tasks.

2**. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)**

- Listening to conversations that are more related to students' study topics.
-Learn new computing vocabulary with their definitions.
-Classes include the ideal number of students.

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

List of Topics	No of Weeks	Contact hours
1 Topics to be Covered		
Chapter One : Everyday uses of computers	2	3
Chapter Two: Types of computers	2	3
Chapter Three : Parts of a computer	2	3
Chapter Four: Keyboard and mouse	2	3
Chapter five: Interview :student	2	3
Chapter six: Input devices.	2	3

Chapter seven: output devices	2	3
Chapter eight: Storage devices.	2	3

2- Course components (total contact hours per semester):				
Lecture: 24 Hours	Tutorial:	Laboratory 12	Practical/Field work/Internship 10 hours class exercises and writing assignment	Other:

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

None

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;

- A description of the teaching strategies to be used in the course to develop that knowledge or skill;

- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

The course provides integrated computing skills (productive and receptive) necessary for basic communication in both oral and written forms of the language. Emphasis on systematic learning of vocabulary and grammar. The course ensures the coverage of common and useful language related topics of general interest with which the students are expected to be familiar with. It encourages students to develop sub-skills such as listening for gist or for specific information and use new vocabulary in a meaningful context. On completion of the course students should have reasonable ability in listening and speaking.

(ii) Teaching strategies to be used to develop that knowledge:

1-Pre-listening strategies to prepare students.
2- Listening to recorded conversations about computer
3- Group discussion and problem solving
4-Asking students individually about computing staff.
5-Instructor pauses on main points.

(iii) Methods of assessment of knowledge acquired

1- Class exercises and out-of- class listening and speaking tasks.
2- Mid terms
3- final exam

b. Cognitive Skills

(i) Description of cognitive skills to be developed:

1-Undestand spoken computing English at a variety of communicative situations
2-Upply this by speaking about different topics about computer in different communicative situation.
3-Show an ability to produce spoken language that has an acceptable level of clarity.
4-The ability to understand the essence of computing English language in different situations and the ability to find the correct answer.

(iii) Methods of assessment of students cognitive skills

1- Every student will perform the tasks numerous times within the class

2-Class participation

3- Home assignments.

4- Midterms.

5-Final exam.

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

1- Students can complete the tasks due time.
2- Students can participate in class discussion and think critically.
3- Students can act responsibly and ethically in carrying out individual as well as group projects.
4- Students will use the necessary skills to communicate.

(ii) Teaching strategies to be used to develop these skills and abilities

1- Lectures in which students are made aware of the significance of time management

2- Discussion with student on ethical behaviour in conducting research.
3- Group work for students to work together in correcting each other's mistake

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

1- Active class participation reflects the students ability to keep up with the schedule.
2- Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information.
3- Supervision of in-class group work in order to oversee students' interaction and ability to work together.

d. Communication, Information Technology and Numerical Skills	
(i) Description of the skills to be developed in this domain. 1- Students will be able to use available web links for practice.	
(ii) Teaching strategies to be used to develop these skills Students will be encourage to make extensive use of material on the web such as listening to different programs and topics available in all communication means e.g T.V, Radio, Internet	
e. Psychomotor Skills (if applicable)	
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable	
(ii) Teaching strategies to be used to develop these skills Not Applicable	
(iii) Methods of assessment of students psychomotor skills Not Applicable	

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1st midterm	Week 4	25
2	Participation (home and class assignment)	All along	10
3	2nd midterm	Week 8	25
4	Final test	Week	40

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week) 10 hours per week

E Learning Resources

1. Required Text(s) . *Basic English for computing* **. EricH. Glending, John McEwan.**
2. **Essential References** N/A
3- **Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)** N/A
4-.Electronic Materials, Web Sites etc : Any related Web site
5- Other learning material such as computer-based programs/CD, professional standards/regulations: N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate the number of registered students.
2. Computing resources **None**

3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

Laboratories with the whole equipment which are necessary for the listening course.

G   Course Evaluation and Improvement Processes

1- Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1- Mid-term 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 controlled 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 observation to benefit from colleagues' objective feedback and suggestion for improvement.
2- Class observation by supervisors

3- Processes for Improvement of Teaching:

1- Training sessions.
2- Workshops to facilitate the exchange of experience a mong faculty member.
3- Regular meeting where problem are discussed and solutions given
4- Discussion of challenges in the classroom with colleges and supervisors.
5- Encouragement of 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 (eg. 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- Checking marking of a sample of examination papers either by a resident or visiting faculty member.
2-Student who believe they are under graded can have their papers checked .

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

1- Compare syllabus and course description with other universities (including those on the net)

2- Biannual meeting of faculty member to discuss improvement.

3- Have a curriculum review committee to review the curriculum periodically and suggest improvement.