



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:Majmaah University
Academic Department :Department of English.....
Program:Bachelor of English
Course title and code:	Culture and Society ENGL 323
Specification Approved Date :	

Course Specifications

Institution: Majmaah University	Date: February 9, 2019
College/Department : Department of English Language	

A. Course Identification and General Information

1. Course title and code: ENGL 323																				
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) Bachelor of English																				
4. Name of faculty member responsible for the course:																				
5. Level/year at which this course is offered: level 7																				
6. Pre-requisites for this course (if any):																				
7. Co-requisites for this course (if any):																				
8. Location if not on main campus:																				
9. Mode of Instruction (mark all that apply):																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input type="text"/></td> <td style="width: 30%;">What percentage?</td> <td style="width: 25%; text-align: center;"><input type="text" value="% 70"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="% 20"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="% 10"/></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>f. other</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> </table>	a. traditional classroom	<input type="text"/>	What percentage?	<input type="text" value="% 70"/>	b. blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text" value="% 20"/>	c. e-learning	<input type="text"/>	What percentage?	<input type="text" value="% 10"/>	d. correspondence	<input type="text"/>	What percentage?	<input type="text"/>	f. other	<input type="text"/>	What percentage?	<input type="text"/>
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Comments:																				

B Objectives

Students who actively participate in all aspects of the course will be able to:

- understand the uniqueness of the sociological imagination and sociological perspectives as compared to other disciplines, junk and pop science, and common sense
- apply the sociological imagination to everyday situations
- apply three of the major sociological paradigms to any given social situation
- define and apply over 200 sociological concepts
- have a beginning understanding of sociological theory and methods, including being able to read, understand, and critique simple sociological studies
- explain social order, identity and the self, intimacy and families, deviance, social organizations and institutions, social class inequalities, race and ethnicity, sex and gender, and social change
- sociologically analyze the relationship between themselves and their society.

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-Consistently change the list of reading of the works and ensure that they have complete exposure to culture/society link examples.

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

This course provides an introduction to the study of culture and society, both as background knowledge for language students and as preparation for later-year courses, especially in BA courses in Cultural Studies. Students of language are strongly encouraged to take this course. The primary focus is aspects of society, culture will be presented both in traditional as well as modern contexts. By the end of the semester students will be familiar with some of the central issues of society and culture and with some of the main approaches to study them. Teaching will combine lectures, tutorials and video presentations.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
<ul style="list-style-type: none"> • Culture refers to the shared knowledge, attitudes and behaviors that give each society its coherence, identity and distinctive way of life. Culture is demonstrated by the beliefs, customs, values, norms, rules, laws, governance, arts, technologies and artefacts that people generate and use as they interpret meaning from their world and solve present and future problems. Culture is dynamic and undergoes change, and is therefore not static. • Cultural continuities and changes within societies and cultures. 	1	3
<ul style="list-style-type: none"> • Intercultural understanding and communication. 	1	3



<ul style="list-style-type: none"> ● Social Inclusion and Exclusion ● Social Conformity and Nonconformity 	2	6
<ul style="list-style-type: none"> ● Belief Systems and Ideologies 	2	6
<ul style="list-style-type: none"> ● Power The ability or capacity to influence or persuade others to a point of view or action to which they would not normally agree. ● Exercising power is important in initiating or preventing change. 	2	6
<ul style="list-style-type: none"> ● Gender Socially constructed differences between females and males. ● Gender refers to the socially constructed differences between females and males. Social life – including family life, roles, work, behavior and other activities – is organized around the dimensions of this difference. Gender also refers to the cultural ideals, identities and stereotypes of masculinity and femininity and the sexual division of labor in institutions and organizations. Gender reflects the value a society places on these social constructs, which are particular and unique to a society 	3	9
<ul style="list-style-type: none"> ● Identity refers to the sense of self and can be viewed from a personal, social and cultural level. Identity is formed over a period of time and is the result of interactions at the micro and macro levels of society. An identity has dimensions or layers that create a sense of inclusion in a group or culture. Contributing factors to one’s identity may be gender, sexuality, family, class, ethnicity, beliefs, social status, group membership and national pride. 	2	6
<ul style="list-style-type: none"> ● Globalization is the process of integration and sharing of goods, capital, labor, services, knowledge, leisure, sport, ideas and culture between countries. Globalization is evidenced in the emergence of global patterns of consumption and consumerism; the growth of transnational corporations; global sport; the spread of world tourism; and the growth of global military and economic systems. Globalization is assisted by technologies and media integration, resulting in an increasing consciousness of the world as a single place 	1	3

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45					45
	Actual	45					45



Credit	Planned	3					3
	Actual	3					3

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

7

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	Understand Culture is one of the two or three most complicated words in the English language because it includes the SYMBOLIC and MATERIAL domains.	Lectures	Quizzes
1.2	Culture is a whole way of life, material, intellectual and spiritual, including symbolic behavior in a community's everyday life.	Class discussion	Midterms
1.3	Explain different attitudes about culture and society.	Close reading and text analysis	Final exam
2.0	Cognitive		
2.1	1. The ability to think critically and analytically	Lectures/teaching students how to read attentively and critically	Class participation



2.2	The ability to apply different critical approaches to the study of culture and society.	Class discussions/teaching students to think independently and engage in group discussions	Presentations
2.3	The ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument	Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor	Research papers/ Group assignments
3.0	Interpersonal Skills & Responsibility		
3.1	1. Ability to research issues of culture and society.	Lectures in which students are made aware of the significance of time management	Active class participation reflects the students' ability to keep up with the scheduled topics.
3.2	2. Ability to write research papers.	Discussions with students on ethical behavior in conducting research	Attending classes is very important since it is part of the students' class participation and group work.
4.0	Communication, Information Technology, Numerical		
4.1	1-. The ability to search the web	Encourage students to make extensive use of material on the web	Allot marks for the use of web-based material in students' presentations. .
4.2	2- The ability to use data show in their presentations	Encourage students to consult the specialist in the computer lab for help on web based material	Distribute rubric at beginning of assignment so students know what they will be evaluated on
5.0	Psychomotor		
5.1	Not-applicable		
5.2			

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	Participation and Quizzes	All Along	10%
2	First Mid-term	7	20%
3	Second mid-term	12	20%
4	Final	15	50%

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)

Office hours and Whatsapp and e- mail.

Learning Resources

Society and Culture: Preliminary and HSC

By Kate Thompson, Emma Davidge, Marshall Leaver, Terry Lovat, Nicole Martirena, Phil Webster /

Copyright Year: 2016 / ISBN-13: 9780170365505.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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.)

Lecture rooms should be large enough to accommodate the number of registered students.



1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
2. Technology resources (AV, data show, Smart Board, software, etc.) Computer , data show and internet
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. 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 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's students on specific points outlined by the Department and the instructor being evaluated
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.....
3. Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues 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 (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. Students who believe they are under graded can have their papers checked by a second reader

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:

Signature: Date Specification Completed:

Program Coordinator:

Signature: Date Received:

