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| Institution : | Majmaah university | |
| Academic Department : | Human resource | |
| Programme : | Diploma | |
| Course title and code: | NGL 110 | |
| Specification Approved Date : | | …./ … / …… H |

**Course Specifications**

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| **Institution: Majmaah University** | **Date: 10/2/2018** |
| **College/Department : Community College/ Human Resources** | |

**A. Course Identification and General Information**

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| 1. Course title and code: English Language Skills NGL 110 |
| 2. Credit hours: 7 |
| 3. Program(s) in which the course is offered.  (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course  Ibrahim Oteir |
| 5. Level/year at which this course is offered: level 1 |
| 6. Pre-requisites for this course (if any): no |
| 7. Co-requisites for this course (if any): no |
| 8. Location if not on main campus:  Community College |
| 9. Mode of Instruction (mark all that apply):  35%%  \*  a. traditional classroom What percentage?  35  \*  b. blended (traditional and online) What percentage?  30  \*  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 at introducing students to:  1- Learn English language using the four language skills (reading, writing, listening speaking) |

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| 2. Briefly describe any plans for developing and improving the course that are being implemented. Using videos to illustrate some concepts.  Using some learning websites. |

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

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| Course Description:  This course discusses the basics of English language using the four English language skills. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| **Please call me** | **1** | **7** |
| **What do you?** | **2** | **7** |
| **How much is it?** | **3** | **7** |
| **I really like hip-hop** | **4** | **7** |
| **I come from a big family** | **5** | **7** |
| **How often do you exercise?** | **6** | **7** |
| **We had a great time!** | **7** | **7** |
| **Let’s celebrate** | **8** | **7** |
| **Ok. No problem** | **9** | **7** |
| **What’s this for?** | **10** | **7** |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planed** | **100** |  |  |  |  | **100** |
| **Actual** | **100** |  |  |  |  | **100** |
| **Credit** | **Planed** | **7** |  |  |  |  | **7** |
| **Actual** |  |  |  |  |  |  |

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| 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 | | | |
| **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** | Familiarizing students with the four English language skills | Brainstorming, discussion, group and pairwork, questionings | Exams, quizzes, observations |
| **1.2** | Enabling students communicate with English native speakers | Brainstorming, discussion, group and pairwork, questionings | Exams, quizzes, observations |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | Ability to understand the speech and comprehension short paragraphs | brainstorm,  Scaffolding,  Group work,  pair work | Observations, Midterm exams, Assignments, |
| **2.2** | Ability to write simple sentences and speak them correctly | brainstorm,  Scaffolding,  Group work,  pair work | Observations, Midterm exams, Assignments, |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | Students can complete both oral and writing assignments in due time | Assignment, social, effective | Observations, exams, Assignments,  quizzes |
| **3.2** | Students can participate in class discussions and think critically | Discussion, questioning | Observations, Midterm exams, Assignments, |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Use of PowerPoint and laptop – projector systems | Task-based | Observations, Midterm exams, Assignments,  Final Exam |
| **4.2** | Students should have the skill to communicate orally | Discussion, affective, social | Observations, exams |
| **5.0** | **Psychomotor** | | |
| **5.1** |  |  |  |
| **5.2** |  |  |  |

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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** | Midterm Exam-1 | Middle of the term | 15% |
| **2** | Participation/attendance | All **a**long | 5% |
| **3** | Assignments/Quizzes | weekly | 5% |
| **4** | Midterm Exam-2 | Week 13 | 15% |
| **5** | Final | Week 15 | 60% |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  | **100%** |

**D. Student Academic Counseling and Support**

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| 1 hour per week |

**E Learning Resources**

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| 1. List Required Textbooks  Interchange 1 fourth edition  With Jonathan Hull and Susan Proctor |
| 2. List Essential References Materials (Journals, Reports, etc.)  none |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  [www.204.pair.com/ebaack](http://www.204.pair.com/ebaack)  [www.io.com](http://www.io.com/)  <http://owl.english.purdue.edu/>  [www.better.english.com](http://www.better.english.com/) |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

**F. Facilities Required**

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| Loud speakers, data show, white board |
| **1. Accommodation**   * Lecture rooms well equipped with teaching aids * Language labs * Library   Conference hall |
| **2. Computing resources**   * Laptop computer * Multimedia projector system   Computer lab |
| **3. Other resources**  D2L |

**G Course Evaluation and Improvement Processes**

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| 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 |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  1. Peer evaluation to asses 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 the exchange of experiences amongst faculty members  3. Regular meetings where problems are discussed and solutions are 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  1. Check marking of a sample of examination papers either by a resident or visiting faculty member  2. Arrang**e** with another institution to have two common test items included on an exam and compare marks given  3. 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: Ibrahim Otair**

**Signature: …………………………. Date Specification Completed: 10/2/2018**

**Program Coordinator: Dr. Mohammad Naimah**

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