



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Course Specifications

Institution: Umm Al-Qura University	Date: 3/2/2021
College/Department: Al Jamoum University College	

A. Course Identification and General Information

1. Course title and code: Listening and Speaking 2 (2-2309109)			
2. Credit hours: 2.0			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Media			
4. Name of faculty member responsible for the course: Faculty members of English- Al-Jamoum University College			
5. Level/year at which this course is offered: Level 4/year 2			
6. Pre-requisites for this course (if any): Listening and Speaking 1 (2-2309108)			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: Al-Jamoum University College			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: The course is offered online now due to the pandemic.			

B Objectives

1. What is the main purpose for this course?

Listening and Speaking 2 is an extension to Listening and Speaking 1. The course focuses on the functional aspect of the English language with the aim of developing the students' speaking, listening and critical thinking skills in both academic and everyday contexts. The students are given various communicative tasks and perform a variety of listening and speaking tasks throughout the semester. Intonation drills will be covered so that students can produce language that approximates native language rhythms. Extensive use will be made of audio and visual materials to familiarize the students with the spoken English in different situations. The listening and speaking tasks train students to understand spoken English and distinguish the message and tone, and enable students to speak at different kinds of functions using appropriate conventional language.

Listening and speaking are integrated courses hence one cannot be separated from the other. Students must successfully complete the prerequisite Listening and Speaking 1 (2309108-2) before enrolling in this course. Students are also required to successfully pass this course Listening and Speaking (2) in order to enroll in Listening and Speaking 3 (2309111-2).

1. 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)

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

Course Description:

Listening and Speaking 2 (2-2309109) is an extension to Listening and Speaking 1. The course is directed to students of Media. It runs in the second semester of every year. The course is offered in 16 weeks. The main textbook *Interactions 2: Listening and Speaking* consists of ten units about a variety of topics such as Education, Business and money, jobs, and Language and communication. The book provides various tasks that focus on developing listening and speaking skills, vocabulary and critical thinking. The tasks include listening for main ideas and details, note taking, pronunciation such as stress, intonation and reduction as well as standardized tests listening strategies. The speaking tasks include discussions about different general topics such as social networking and academic topics such as academic honesty. The book also provides real-world tasks that teach students the appropriate language used in different situations such as how to order in a restaurant, how to describe locations.

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1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Orientation Chapter One: Education and Student Life Chapter Two: City Life Chapter Three: Business and Money Chapter Four: Jobs and Professions Chapter Five: Lifestyles around the World	15 weeks	2 hours per week

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	2 hours per week (16 weeks)					2 hours per week (16 weeks)
Credit	2.0					2.0

2. Additional private study/learning hours expected for students per week.	2
Students need to work at least 2 hours weekly for the specified number of weeks for the course.	

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	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> Students will be able to build their English vocabulary and idiomatic repertoire. Students will be able to use a sufficient range of vocabulary and idiomatic expressions to communicate on a range of topics. 	<ul style="list-style-type: none"> Use of dictionaries Encouraging students to use the new vocabulary A variety of vocabulary exercises. 	<ul style="list-style-type: none"> Vocabulary multiple choice items in quizzes, midterm and final exams. Continuous assessment of the use of vocabulary through classroom exchanges and group discussions throughout the semester. Assessment of the students' ability to use vocabulary in oral presentations on relevant topics.
2.0	Cognitive Skills		
2.1	<p><u>Listening and speaking and Critical thinking:</u></p> <ul style="list-style-type: none"> Students will be able to understand English dialogues and distinguish the message and tone Students will be able to speak at different kinds of functions using appropriate conventional language Students will be able to produce language that approximates native language rhythms Students will be able to present topics orally in English. Students will be able to get meaning from context. Students will be able to interpret gestures, tone, and body language. Students will be able to recognize signposts in a speech or lecture. 	<ul style="list-style-type: none"> An integrative approach to teaching language skills. A variety of exercises 	<ul style="list-style-type: none"> Various listening comprehension tasks in quizzes, midterm and final exams. Continuous assessment of students' ability to listen to English texts throughout the semester. Continuous assessment of students' speaking ability in tasks and assignments throughout the semester. Oral presentation on a relevant topic. Continuous assessment of students' critical thinking through classroom exchanges, group discussions, tasks and assignments throughout the semester.
3.0	Interpersonal Skills & Responsibility		
3.1	<p><u>Pragmatics and Social communication:</u></p> <ul style="list-style-type: none"> Students will be able engage in discussions and interact in English. Students will be able to use speech acts and formulaic expressions appropriately. 	<ul style="list-style-type: none"> Encouraging active engagement in English Explicit teaching of speech acts and formulaic expressions and encouraging students to use them in roleplay and other activities. 	<ul style="list-style-type: none"> Continuous assessment of student's ability to communicate in English through classroom exchanges and group discussions. Continuous assessment of the use of speech acts and formulaic expressions through a variety of exercises and assignments throughout the semester. Oral presentation assessment with a focus on clear message delivery.
4.0	Communication, Information Technology, Numerical		
4.1	<u>Numerical skills:</u>	<ul style="list-style-type: none"> Explicit teaching 	

	<ul style="list-style-type: none"> Students will be able to work with tables and graphs, describe data, and conduct surveys. 	<ul style="list-style-type: none"> of how to interpret information from tables and graphs and conduct surveys. Giving students the opportunity to practice through a variety of exercises. 	<ul style="list-style-type: none"> Continuous assessment through classroom exchanges, group discussions and assignments.
5.0	Psychomotor		
5.1	Not applicable		

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	Coursework (including quizzes, assignments, presentations and participation)	All semester	20%
2	Midterm exam	7 or 8	20%
3	Final exam	16	60%

D. Student Academic Counseling and Support

<p>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) four office hours a week. Email</p>

E Learning Resources

<p>1. List Required Textbooks Judith, T. & Baker. L. (2016). <i>Interactions Two: Listening & Speaking</i>, diamond Edition. New York: McGraw-Hill. (Middle Eastern Edition)</p>
<p>2. List Essential References Materials (Journals, Reports, etc.) None</p>
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. A collection of audio recordings</p>

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

None.

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Language laboratories/classrooms with internet access.

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Data show or smart board
- Computer
- Speakers

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None.

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

End of term college evaluation of course by students

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

The University evaluation of the course

3. Processes for Improvement of Teaching

Teachers are encouraged to attend workshops and professional development conferences.

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)

- By the end of the semester, instructors submit a course report for every group they have taught.
- Check marking of a sample of examination papers either by a resident or visiting faculty member.
- 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.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____



Program Coordinator: _____

Signature: _____

Date Received: _____