### ATTACHMENT 5.

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**T6. Course Specifications**

**(CS)**

**Course Specifications**

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| Institution **Umm Al-Qura University Date 9/4/1939** |
| College/ Department **Al-Qunfudhah University College** **English Department** |

A. Course Identification and General Information

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| 1. Course title and code: **Listening and Speaking1** **# 2814120-3** |
| 2. Credit hours **3** |
| 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 **Morad Yasin Deab Alrefo** |
| 5. Level/year at which this course is offered |
| 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)  a. traditional classroom What percentage? 100%  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?  To boost listening comprehension, of course. Our ultimate goal is to help students understand native English speakers, not only for the mere purpose of comprehension, but also so they may respond accordingly and interact with others. [Without listening comprehension, there can be no conversation, no communication.](https://twitter.com/intent/tweet?url=http%3A%2F%2Fbit.ly%2FI3F7zr&text=%22Without%20listening%20comprehension%2C%20there%20can%20be%20no%20conversation%2C%20no%20communication.%22)  Now listening comprehension involves a lot more than simply understanding the vocabulary and expressions used. Students must also be able to understand the speaker’s accent and grasp his or her meaning and intention. [So, it is clear to see that in the ESL classroom we simply do not listen for the sake of listening.](https://twitter.com/intent/tweet?url=http%3A%2F%2Fbit.ly%2FI3F7zr&text=%22So%2C%20it%20is%20clear%20to%20see%20that%20in%20the%20ESL%20classroom%20we%20simply%20do%20not%20listen%20for%20the%20sake%20of%20listening.%22) We listen with a purpose. And what exactly is this purpose? Well, there can be several, so as you plan a listening activity, make sure the purpose is clear. |
| 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)  weekly IT Lab sessions  Listening activates |

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

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| Course Description:  An introductory course designed to enhance the speaking and listening skills of non-native English speakers. Emphasis is on pronunciation, stress, rhythm, and intonation patterns of American English. Oral communication, listening comprehension, and vocabulary development are stressed. Students build their skills through instruction and intensive practice |

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| 1. Topics to be Covered | | |
| Academic Life Around the World | No. of  Weeks | Contact hours |
| Experiencing Nature | 2 |  |
| Living to Eat, or Eating to Live? | 2 |  |
| In the Community | 2 |  |
| Home | 2 |  |
| Cultures of the World | 2 |  |
| Health | 2 |  |
| Entertainment and the Media | 2 |  |
| Social Life | 2 |  |

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| 2. Course components (total contact hours and credits per semester): | | | | | | |
|  | Lecture | Tutorial | Laboratory  or Studio | Practical | Other: | Total |
| Contact  Hours | 3 hrs |  |  |  |  |  |
| Credit |  |  |  |  |  |  |

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| 3. Additional private study/learning hours expected for students per week. 2 |

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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.) |

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| Code  # | NQF Learning Domains  And Course Learning Outcomes | Course Teaching  Strategies | Course Assessment  Methods |
| 1.0 | Knowledge | | |
| 1.1 | Memorize, recall, and define, specialized  English vocabulary for listening and speaking purposes | Traditional classroom lecture;  group activities; class  discussions; demonstrations  using models and visual aids | Quiz, exam, oral  presentation,  . |
| 1.2 | Memorize, recall, and define, specialized  English grammar for listening and speaking purposes. | Traditional classroom lecture;  group activities; class  discussions; demonstrations  using models and visual aids | Quiz, exam, oral  presentation  . |
| 2.0 | Cognitive Skills | | |
| 2.1 | Summarize and explain key concepts related  to specialized English vocabulary and  grammar for listening and speaking purposes. | Traditional classroom lecture;  group activities; class  discussions; demonstrations  using models and visual aids | Quiz, exam, oral  presentation, |
| 2.2 |  |  |  |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | Show self-reliance when working independently | individual/ performance tasks | Performance tasks (e.g. oral presentations) |
| 3.2 |  |  |  |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | Demonstrate learning through pair work and  group work activities | Opening discussion sessions | In-class tests,  progress tests. |
| 4.2 | Express opinion and share viewpoints | Discussion giving students more opportunities to speak and freely to express personal thoughts, views, and experience on listening speaking and skills | Performance tasks (e.g. oral presentations) (optional)  Written/ oral feedback |
| 5.0 | Psychomotor | | |

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| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
|  | Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.) | Week Due | Proportion of Total Assessment |
| 1 | Mid-Term Exam |  | 20% |
| 2 | Participation, homework, quizzes |  | 10% |
| 3 | Attendance |  | 10% |
| 4 | Final exam |  | 60% |
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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) |

E Learning Resources

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| 1. List Required Textbooks   Diamond edition /interaction listening/ speaking 1  Judith Tanka  Paul Most  Jimi Hanreddy  Listening / Speaking Strand Leader  Mc Graw Hill |
| 2. List Essential References Materials (Journals, Reports, etc.) |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) |
| 4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

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.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)  Library that can fit 60 -70 students.  Computer labs that can be filled with up-to 30 students  Lecture rooms, laboratories with 40 seats |
| 2. Computing resources (AV, data show, Smart Board, software, etc.) |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  A printer, scanner & photocopier. |

G Course Evaluation and Improvement Processes

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  student survey |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department  The assessment tasks and other work that students produce in the course of their study is a valuable source of information about your teaching and curriculum design. There are many ways to use students' work in both self- and peer-evaluation, for purposes such as developing teaching skills, refining curriculum, diagnosing problem areas and providing evidence of effective teaching. |
| 3 Processes for Improvement of Teaching  Improve the educational experiences provided by the instructor and identify the professional educational need to further develop the capacity to teach well. |
| 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)  Peer rating/grading  Reviewing with a staff member |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  None |

Name of Course Instructor: \_Morad Yasin Deab Alrefo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Report Completed: 30/12/2017\_\_\_\_\_\_\_\_\_\_\_\_

Program Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_