

ATTACHMENT 5.

Kingdom of Saudi Arabia
The National Commission for Academic Accreditation &
Assessment

T6. Course Specifications
(CS)

Course Specifications

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| Institution : King Khalid University | Date : 29th November 2016 |
| College/Department : Faculty of Languages and Translation /English Language Center ,Mahala | |

A. Course Identification and General Information

| | | | |
|---|-----|--------------------------|---|
| 1. Course title and code: Intensive English (1), Eng-011 | | | |
| 2. Credit hours : 6 | | | |
| 3. Program(s) in which the course is offered. : Computer and Engineering. (If general elective available in many programs indicate this rather than list programs) | | | |
| 4. Name of faculty member responsible for the course : Md Rezaul Karim | | | |
| 5. Level/year at which this course is offered : Level 1 | | | |
| 6. Pre-requisites for this course (if any) : Intermediate | | | |
| 7. Co-requisites for this course (if any) : Language Labs | | | |
| 8. Location if not on main campus : Main Campus/Mahala | | | |
| 9. Mode of Instruction (mark all that apply) | | | |
| a. traditional classroom | Yes | <input type="checkbox"/> | What percentage? <input type="checkbox"/> 40-50 |
| b. blended (traditional and online): | Yes | <input type="checkbox"/> | What percentage? <input type="checkbox"/> 25 |
| c. e-learning | Yes | <input type="checkbox"/> | What percentage? <input type="checkbox"/> 25 |
| d. correspondence | No | <input type="checkbox"/> | What percentage? <input type="checkbox"/> |
| f. other | | <input type="checkbox"/> | What percentage? <input type="checkbox"/> |
| Comments: | | | |

B Objectives

1. What is the main purpose for this course?

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

[Pre-Intermediate]

- To introduce students to the basic terminology of technology.
- To prepare students to communicate in real life situations.
- To enhance students aural comprehension and oral expression.
- To use the forms and constructions of basic grammatical structures.
- To enhance students proficiency level in English.
- To enable students to write different forms of composition, such as letters, recommendations, paragraphs, e-mails etc.
- To enhance students level of reading comprehension

To give practice to students in the reading skills such as: Identifying the topic sentences of paragraphs; making sense of footnoted terms; identifying and making sense of challenging parts of a text; writing notes; making use of sketches and drawings as a visual aid to reading; substituting synonyms as an aid to comprehension; and using dictionaries to expand knowledge of words and concepts.

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)

For better Communicative English Competence (CEC) students should be given chance to speak a lot whether in the class oriented activities or in some sort of general participation, such as; quizzes, debates, recitation, involvement in publishing articles, making wall magazines and so on.

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

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| Course Description: |
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| 1. Topics to be Covered | | |
| List of Topics : Listening and Speaking | No. of Weeks | Contact hours |
| Listening and Speaking | No. of Weeks | Contact hours |
| Introduction | 1 | 3 |
| Unit 1: Communication Listening skill focus: Activating background knowledge Speaking skill focus: Rephrasing on speaking | 1 | 3 |
| Unit 2: Literature Listening skill focus: Reflecting on listening Speaking skill focus: Elaborating to keep a conversation going | 1 | 3 |
| Unit 3: Life Sciences Listening skill focus: Predicting Speaking skill focus: Hesitating and taking time to think | 1 | 3 |
| Unit 4: Psychology Listening skill focus: Listening for main points Speaking skill focus: Using imprecision | 1 | 3 |
| Unit 5: Anthropology Listening skill focus: Working out unknown vocabulary Speaking skill focus: Asking for further information | 1 | 3 |
| Unit 6: Money Listening skill focus: Identifying organizing phrases Speaking skill focus: Expressing opinions | 1 | 3 |
| Unit 7: Health Listening skill focus: Intensive listening for numbers Speaking skill focus: Preparing for presentations | 1 | 3 |
| Unit 8: Social Studies Listening skill focus: Identifying the purpose of a story or example Speaking skill focus: Explaining a process | 1 | 3 |

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| Unit 9: Earth Science Listening skill focus: Summarizing Speaking skill focus: Checking for understanding | 1 | 3 |
| Unit 11: Math and Technology Listening skill focus: Identifying opinions and supporting arguments Speaking skill focus: Using repetition for emphasis | 1 | 3 |
| Unit 12: Law Listening skill focus: Identifying key words to understand details Speaking skill focus: Managing conversation | 1 | 3 |
| Revision | 2 | 6 |
| 2. Course components (total contact hours per semester): 45 | | |
| 1. Topics to be covered | | |
| Reading | No. of Weeks | Contact hours |
| Unit 1: The Sociology of Food Reading Skills: Previewing online articles, magazine articles, and academic texts; scanning graphics. Vocabulary Strategy: Skipping words. | 1 | 3 |
| Unit 2: Technology in Movies Reading Skills: Previewing newspaper articles, scanning pictographs. Vocabulary Strategies: understanding vocabulary in context – definitions . | 2 | 6 |
| Unit 3: Sports Psychology Reading Skills: Scanning a text. Vocabulary Strategies: Understanding subject and object pronouns, understanding vocabulary in context – synonyms. | 2 | 6 |
| Unit 5: Global Community Reading Skills: Understanding the topic. Vocabulary Strategies: Understanding vocabulary in context – definitions , understanding subject pronouns. | 2 | 6 |
| Unit 6: Business Etiquette Reading Skills: Understanding the main idea. Vocabulary Strategies: Understanding vocabulary in context-apposition. | 2 | 6 |
| Unit 8 : Ethics in Education Reading Skills: Detecting sequence with sequence markers, skimming. Vocabulary Strategies: Understanding vocabulary in context-examples. | 2 | 6 |

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| 2. Course components (total contact hours per semester): | 45 | |

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| Grammar and Writing |
| Introduction |
| <p>Book 1: Unit 1: All about you Grammar: The verb be with I, you and we in statements... Reading: Different types of identification cards and documents Writing: Complete an application.</p> <p>Book 1: Unit 2: In Class Grammar: The verb be with he, she and they in statements... Reading: Classroom conversations Writing: Write questions about locations</p> <p>Book 1: Unit 3: Favorite People Grammar: Possessive adjectives.... Reading: : A family tree Writing: Write questions about people</p> |
| <p>Book 1: Unit 4: Everyday life Grammar: Simple present statements, yes-no questions.... Reading: A magazine article Writing: Write an e-mail message about a classmate.</p> <p>Book 1: Unit 5: Free Time Grammar: Simple present information questions, frequency adverbs Reading: A magazine article Writing: Write a message to a Website about yourself</p> <p>Book 1: Unit 6: Neighborhoods Grammar: There's and There are, quantifiers, adjectives before noun, telling time Reading: A variety of classified ads from a local newspaper Writing: Write an ad for a bulletin board. Use prepositions for time and place.</p> |
| <p>Book 1: Unit 7: Out and about Grammar: Present continuous statements. Reading: An article about the benefits of walking Writing: Write a short article giving advice about exercise.</p> |

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| <p>Book 1: Unit 8: Shopping Grammar: Like to, want to, need to, and have to. Reading: An article about famous shopping. Writing: Write a recommendation for a shopper's guide.</p> | |
| <p>Book 1: Unit 9: A wide world Grammar: Can and can't Reading: A page from a travel Web site. Writing: Write a paragraph for a Web page..</p> | |
| <p>Book 1: Unit 10: Busy lives Grammar: Simple past statements. Reading: Ashley's journal. Writing: Write a personal journal.</p> | |
| <p>Book 1: Unit 11: Looking back Grammar: Simple past of be in statements. Reading: A letter telling a funny story. Writing: Write a short article about a snack food or traditional dish for a tourist pamphlet.</p> | |
| <p>Book 1: Unit 12: Fabulous food Grammar: Countable and uncountable nouns. Reading : A restaurant guide. Writing: Write a question about a personal problem.</p> | |
| <p>Book 2: Unit 1: Making Friends Grammar: Review of simple present and present of be in questions and statements. Reading: How to improve your conversation skills. Writing: Write an article giving advice on how to improve something.</p> | |
| <p>Book 2: Unit 2: Interests Grammar: Verb forms after can/can't, love, like, etc Reading: A web page for hobby groups Writing: Write an e-mail.</p> | |
| <p>Book 2: Unit 3: Health Grammar: Simple present and present continuous. Reading: A leaflet about stress. Writing: Write a question asking advice about a health problem,</p> | 2 |
| <p>Book 2: Unit 4: Celebrations Grammar: Future with going to. Reading: An article about wedding traditions. Writing :Write a letter to the editor</p> | |

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| <p>Book 2: Unit 5: Growing up</p> <p>Grammar: Review of simple past in questions.</p> <p>Reading: An interview with Bill Drake.</p> <p>Writing: Write interview questions to ask a classmate.</p> | |
| <p>Revision</p> | 2 |
| <p>2. Course components (Total contact hours per semester) : 90</p> <p>Grand Total of contact hours: 180 hours</p> <p>3. Additional private study / learning hours expected for students per week.</p> <p>2 Hours Additional private study</p> | |

| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy | | | |
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| On the table below are the five NQF Learning Domains, numbered in the left column. | | | |
| <p>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.)</p> | | | |
| Code # | NQF Learning Domains And Course Learning Outcomes | Course Teaching Strategies | Course Assessment Methods |
| 1.0 | Knowledge | | |
| 1.1 | <p>To acquire the rules of spelling and pronunciation.</p> <p>To know different forms of writing.</p> | <p>Teachers use different teaching methods according to the needs, environment and standard of the students. However, the following strategies can be applied in the classroom teaching:</p> <p>Activities-based teaching</p> <p>Writing Strategy : Guided,</p> | <p>(i) Methods of assessment of knowledge acquired :</p> <p>Homework assignments, quizzes, progress tests, final</p> |

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| | | Controlled and Free | exam |
| 1.2 | To acquire the basic grammatical structures of English. To identify different stress and intonation patterns. | Reading Strategy : Silent Reading, Model Reading, Reading Aloud and Shared Reading Listening Strategy: Listen-Think-Pair-Share, Questioning, Role-play. Speaking strategy: Students will be given opportunities to speak in the classroom. | Homework assignments, quizzes, progress tests, final exam |
| 2.0 | Cognitive Skills | Strategies To Develop | |
| 2.1 | The main cognitive skills to be developed in this course are: a. Comprehension: At the end of the course students will be able to interpret facts and explain the new information in their own way. b. Analysis: Students will gather knowledge about identifying different components of sentences. In process of “self-evaluation”, students will be able to correct their own errors. c. Application: Students are expected to use the information in context, they will be able to use technology concepts in their practical classes and real life situations. | Comprehension exercises Correction of pronunciation Group work for discussion, Pair work for practice Communicative methods Deductive/ Inductive teaching for grammar Language games for practice of rules | (i) Methods of assessment of students cognitive skills Homework assignments Quizzes Progress Tests Final Examination |

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| | <p>d. Synthesis: Students will use old ideas to create new ones. They will be able to relate knowledge from several areas. From examples given they will be able to generalize rules.</p> <p>e. Evaluation: Students will be able to assess value of theories and presentation, verify the authenticity of grammar rules.</p> | | |
| 2.2 | | | |
| 3.0 | <p>Interpersonal Skills & Responsibility : Description of the interpersonal skills and capacity to carry responsibility to be developed:</p> <p>Peer observation and corrections, group work, expressing subjective and creative ideas, development of argumentative skills</p> | | |
| 3.1 | <p>Teaching strategies to be used to develop these skills and abilities :</p> <p>Students will be encouraged to engage in pair work, and peer conversations. Group work will be planned and arranged to facilitate their argumentative skills.</p> | | |
| 3.2 | <p>Methods of assessment of students interpersonal skills and capacity to carry responsibilities:</p> | <p>Tests, interviews, presentations</p> | |
| 4.0 | <p>Communication, Information Technology, Numerical</p> | | |
| 4.1 | <p>Description of the skills to be developed in this domain :</p> <p>Students will be encouraged to use internet, E-learning and different language learning software.</p> | <p>(ii) Teaching strategies to be used to develop these skills:</p> <p>Different types of group activities are arranged</p> | <p>iii) Methods of assessment of students numerical and communication skills :</p> <p>Self and Peer Evaluation Student Presentation</p> |

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| | | | Group work and Pair work in the class room Quizzes |
| 4.2 | | | |
| 5.0 | Psychomotor | | |
| 5.1 | | | |
| 5.2 | | | |

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

| Course LOs # | Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications) | | | | | | | |
|--------------|--|-----|--|-----|--|-----|--|-----|
| | 1.1 | 1.2 | | 2.1 | | 3.2 | | 4.1 |
| 1.1 | | | | | | | | |
| | | | | | | | | |
| 2.1 | | | | | | | | |
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6. 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 | Assignment on each unit | Week 1-6 Week 8-12 | included in progress tests |
| 2 | Test-1 | Week 7 | 25% |
| 3 | Test-2 | Week 13 | 25% |
| 4 | Final Examination | Week 15-16 | 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)

Class hours, tutorial hours, schedule of 7 office hours

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E Learning Resources

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| <p>McCarthy, Michel. <u>Touchstone (1) Student's Book</u>. Dubai: Cambridge and Obeikan, 2009. (Units 1-12)</p> <p>McCarthy, Michel. <u>Touchstone (1) Workbook</u>. Dubai: Cambridge and Obeikan, 2009. (Units 1-12)</p> <p>McCarthy, Michel. <u>Touchstone (2) Student's Book</u>. Dubai: Cambridge and Obeikan, 2010.</p> <p>McCarthy, Michel. <u>Touchstone (2) Workbook</u>. Dubai: Cambridge and Obeikan, 2010.</p> |
| <p>Blackwell, Angela. <u>Open Forum (1) Academic Listening and Speaking</u>. Oxford: Oxford University Press, 2006.</p> |
| <p>Blass, Laurie. <u>Well Read 1</u>. Oxford: Oxford University Press, 2008.</p> |
| <p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> |
| <p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> |

F. Facilities Required

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| <p>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.)</p> |
| <ul style="list-style-type: none"> • Electronic Materials, Web sites etc. |
| <ul style="list-style-type: none"> • Other learning material such as computer-based programs/ CDs |
| <p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> |

. Accommodation (Lecture rooms, laboratories, etc.)

A. Lecture Desk with drawers or cabinets: 1 (For the Teacher)

B. Number of seats : 35 (Max)

C. OHP

D. Projector: 1 Fixed on the ceiling of the class room for using laptop/notebook.

E. Speakers fixed on the wall: Specially needed for Listening practice classes and listening tests.

F. Voice recording and playing equipments and software.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1. Questionnaires
2. Interviews

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

1. Class room observation
2. Discussion within the group of faculty members teaching the course
3. Asking for others opinion
4. Peer evaluation among the teachers

3 Processes for Improvement of Teaching

1. Workshops, E- learning workshop for the faculty members.
2. Training Programs; arranging seminars on teaching

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)

To maintain the impartiality of checking the answer scripts, the final examination scripts can be rechecked by other teachers who will be known as second examiner

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

Meetings will be arranged on two stages among the course teachers to discuss the effectiveness of course plan. They will decide on points which may enhance the progress of the students. The Director or the Chairman is invited in these meetings.

Name of Instructor: Md Rezaul Karim

Signature: _____

Date Report Completed: 29/11/2016

Name of Field Experience Teaching Staff :

Program Coordinator: Khalid Asiri

Signature: Khalid Asiri

Date Received: 29th November, 2016