

ATTACHMENT 5.

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

T6. Course Specifications
(CS)

Course Specifications

Institution : King Khalid University	Date : 26th 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-012	
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 : Shahul Hameed	
5. Level/year at which this course is offered : Level 2	
6. Pre-requisites for this course (if any) : Eng 011	
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)

Course Description:

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: Environmental Studies Listening skill focus: Activating background knowledge Speaking skill focus: Rephrasing on speaking	1	3
Unit 2: Psychology Listening skill focus: Reflecting on listening Speaking skill focus: Elaborating to keep a conversation going	1	3
Unit 3: Food Science Listening skill focus: Predicting Speaking skill focus: Hesitating and taking time to think	1	3
Unit 4: Visual Arts Listening skill focus: Listening for main points Speaking skill focus: Using imprecision	1	3
Unit 5: Life Science Listening skill focus: Working out unknown vocabulary Speaking skill focus: Asking for further information	1	3
Unit 6: Social Studies Listening skill focus: Identifying organizing phrases Speaking skill focus: Expressing opinions	1	3
Unit 7: Language and Communications Listening skill focus: Intensive listening for numbers Speaking skill focus: Preparing for presentations	1	3
Unit 8: Technology Listening skill focus: Identifying the purpose of a story or example Speaking skill focus: Explaining a process	1	3

Unit 9: Marketing and Advertising Listening skill focus: Summarizing Speaking skill focus: Checking for understanding	1	3
Unit 10: Education Listening skill focus: Identifying opinions and supporting arguments Speaking skill focus: Using repetition for emphasis	1	3
Unit 11: Astronomy 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: Rethinking Travel Reading Skills: Previewing online articles, magazine articles, and academic texts; scanning graphics. Vocabulary Strategy: Skipping words.	1	3
Unit 2: Protecting Wildlife Reading Skills: Previewing newspaper articles, scanning pictographs. Vocabulary Strategies: understanding vocabulary in context – definitions .	2	6
Unit 3: The Art of Gardening Reading Skills: Scanning a text. Vocabulary Strategies: Understanding subject and object pronouns, understanding vocabulary in context – synonyms.	2	6
Unit 4: Competitions Reading Skills: Understanding the topic. Vocabulary Strategies: Understanding vocabulary in context – definitions , understanding subject pronouns.	2	6
Unit 5 : Communications Reading Skills: Understanding the main idea. Vocabulary Strategies: Understanding vocabulary in context-apposition.	2	6
Unit 7 : Experimental Science Reading Skills: Detecting sequence with sequence markers, skimming. Vocabulary Strategies: Understanding vocabulary in context-examples.	2	6

Unit 8: Secretive Behavior Reading Skills: Reviewing reading skills. Vocabulary Strategies: Reviewing vocabulary strategies.	2	6
2. Course components (total contact hours per semester): 45		

Grammar and Writing
Introduction
<p>Book 2: Unit 7: Going Away Grammar: Infinitives for reasons, It's +adjectives to.... Reading: Reading for comprehension Writing: Write a postcard.</p> <p>Book 2: Unit 8: At Home Grammar: Whose. . . ?and possessive pronouns, order of adjectives, pronouns one and ones, location expressions after pronouns and nouns Reading: KWL strategy (know-want to know-learned) Writing: Write a short article about the evening routines of the people in your group.</p> <p>Book 2: Unit 9: Things Happen Grammar: Simple present and present continuous; joining clauses with if and when Reading: : Reading for comprehension Writing: Write a question asking advice about a health problem, and write replies to your classmates' questions.</p> <p>Book 2: Unit 10: Communications Grammar: Comparative adjective more, less, and fewer Reading: Reading for main ideas Writing: Write a short article on the advantages of a means of communication.</p> <p>Book 2: Unit 11: Appearances Grammar: Questions and answer to describe people: have got, phrases with verb+-ing and prepositions to identify people Reading: Skimming for main ideas Writing: Write a fashion article describing the current "look", expressions to describe new trends.</p> <p>Book 2: Unit 12: Looking Ahead Grammar: Future with will, may, and might, present continuous and going to for the future, clauses with if, when, after, and before and the simple present to refer to the future Reading: Reading and prediction Writing: Write an article about how one of the predictions will make our lives better or worse,</p>

list ideas with first, second, next ,and finally.	
Book 3: Unit 1: The way we are Grammar: Manner adverbs vs. adjectives, adverbs before adjectives and adverbs, adjectives prefixes Reading: Reading biographies Writing: Write a short description of yourself.	
Book 3: Unit 2: Experiences Grammar: Present perfect statements, present perfect and simple, past questions and answers Reading: Reading blogs Writing: Describing an exciting experience.	
Book 3: Unit 3: Wonders of the world Grammar: Superlatives Reading: Reading about world records Writing: Write a paragraph about a human or natural wonder in your country.	
Book 3: Unit 4: Family Life Grammar: Verbs let, make ,help, have ,get ,want, ask, and tell. Reading: Reading personal diaries. Writing: Write about a memory from your childhood: Use past and present time markers.	
Book 3: Unit 5: Food Choices Grammar: Review of countable and uncountable nouns: Quantifiers a little, a few, very little, and very few: too, too much ,too many ,and enough Reading: Popular foods Writing: Write a short article about a snack food or traditional dish for a tourist pamphlet.	
Book 3: Unit 6: Managing Life Grammar: The future with will, going to ,the present continuous, and the simple present. Reading : Finding definitions Writing: Write a question about a personal problem.	
Book 3: Unit 7: Relationship Grammar: Subject relative clauses, Object relative clauses, Phrasal verbs. Reading: Reading a website Writing: Write a short article about three friends and the things you have in common.	
Book 3: Unit 8: What if Grammar: Use wish + past form of verb to talk about wishes for the present or future: Conditional sentences with if clauses Reading: Vacation Writing: Write an article on the changes you could take a great vacation over again.	
Book 3: Unit 10: What's Up Grammar: Present perfect continuous vs. present perfect. Reading: Reading reviews	2

Writing: Write a review of a TV show, book, etc.... ,	
Book 3: Unit 11: Impressions Grammar: Modal verbs. Reading: Reactions and opinions Writing : Write a letter to the editor	
Book 3: Unit 12:In the News Grammar: The simple past passive Reading: Reading news reports Writing: Write a report on class survey results about keeping up with the news.	
Revision	2
2. Course components (Total contact hours per semester) : 90 Grand Total of contact hours: 180 hours	
3. Additional private study / learning hours expected for students per week. 2 Hours Additional private study	

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	To acquire the rules of spelling	Teachers use different teaching methods	(i) Methods of

	and pronunciation. To know different forms of writing.	according to the needs, environment and standard of the students. However, the following strategies can be applied in the classroom teaching: Activities-based teaching Writing Strategy : Guided, Controlled and Free	assessment of knowledge acquired : Homework assignments, quizzes, progress tests, final 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	Comprehension exercises Correction of pronunciation Group work for discussion, Pair work for practice Communicative methods	(i) Methods of assessment of students cognitive skills Homework assignments Quizzes Progress Tests Final Examination

	<p>to correct their own errors.</p> <p>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.</p> <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>	<p>Deductive/ Inductive teaching for grammar</p> <p>Language games for practice of 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	Description of the skills to be developed in this domain : Students will be encouraged to use internet, E-learning and different language learning software.	(ii) Teaching strategies to be used to develop these skills: Different types of group activities are arranged	iii) Methods of assessment of students numerical and communication skills : Self and Peer Evaluation Student Presentation 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									

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%
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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

E Learning Resources

Rivers, Susan. Touchstone (2) Student's Book. Dubai: Cambridge and Obeikan, 2009. **(Units 7-12)**

Rivers, Susan. Touchstone (2) Workbook. Dubai: Cambridge and Obeikan, 2009. **(Units 7-12)**

McCarthy, Michel. Touchstone (3) Student's Book. Dubai: Cambridge and Obeikan, 2010.

McCarthy, Michel. Touchstone (3) Workbook. Dubai: Cambridge and Obeikan, 2010.

Blackwell, Angela. Open Forum (2) Academic Listening and Speaking. Oxford: Oxford University Press, 2006.

Blass, Laurie. Well Read 2. Oxford: Oxford University Press, 2008.

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

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.)
<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
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
. Accommodation (Lecture rooms, laboratories, etc.)
A. Lecture Desk with drawers or cabinets: 1 (For the Teacher)
B. Number of seats : 25 (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: _____

Signature: _____ Date Report Completed: _____

Name of Field Experience Teaching Staff _____

Program Coordinator:___Ahlullah Siddiqui

Signature: Ahlullah Siddiqui Date Received: 5th April 2016