



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

LANE- 214
LISTENING & SPEAKING-2

COURSE SPECIFICATION

SPRING SEMESTER 2016

Mr. Jalal Ben Rajab



Course Specifications

Institution: UNIVERSITY OF JEDDAH	Date of Report 22-6-1436
College/Department: FACULTY OF SCIENCES AND ARTS, KHULAIS CAMPUS, Department of English and Translation	

A. Course Identification and General Information

1. Course title and code: LANE 214 LB - KA			
2. Credit hours: 3			
3. Program(s) in which the course is offered: LANE (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: Mr. Jalel Ben Rejeb			
5. Level/year at which this course is offered: II YEAR / SEMESTER-2			
6. Pre-requisites for this course (if any): LANE 211			
7. Co-requisites for this course (if any):			
8. Location if not on main campus: KHULAIS			
9. Mode of Instruction (mark all that apply):			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="70"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			



B. Objectives

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

Overall

- Learners will speak English with sufficient accuracy and fluency so that they successfully make meanings in academic and professional setting.
- Learners will speak with intelligible pronunciation, stress and intonation.
- Learners will be able to deliver clear and focussed oral presentations.
- Learners will be able to comprehend English oral communications in terms of the central idea, supporting details and logical organization.
- Learners will be able to take notes from lectures and to summarize content.
- Learners will be able to listen for main information and details.
- Learners will be able to distinguish facts from generalizations.

Basic Listening Training

- Learners will train to listen to and recognize English sounds.
- Learners will learn to distinguish between vowels and consonants.
- Learners will be able to distinguish between content words and function words.
- Learners will be able to recognise different word families.
- Learners will be able to recognise signal words.
- Learners will train to listen to numerals.
- Learners will recognise the cardinal numerals.
- Learners will recognise ordinal numerals.

Listening for Comprehension

- Learners train to understand the overall content
- Learners train to comprehend the information
- Learners train to interpret the information
- Learners train to recognise nouns
- Learners train to recognise verbs
- Learners train to recognise adjectives
- Learners train to recognise adverbs
- Learners train to recognise conjunctions
- Learners train to recognise prepositions
- Learners train to recognise negatives
- Learners train to recognise interjections
- Learners train to recognise numerals
- Learners train to recognise possessives
- Learners train to recognise plurals
- Learners train to recognise words that do not have a one – to – one correspondence with their spellings – eg – ‘knowledge’, ‘knife’, ‘knight’, ‘diarrhoea’, ‘rough’ .

Listening for Specific Details

- Learners are trained to recognise important ideas and substance of a speech.
- Learners train to focus on factual information



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):

It is proposed that the learners be given extensive sessions on listening to material other than the prescribed text. Due to significant variations in the sound systems and the numeral patterns of Arabic and English, it is necessary that the learners be given adequate training in listening.

The learners will be required to listen to news bulletins, weather forecasts and interviews of world leaders.

Learners will be encouraged to watch the Discovery Channel and the National Geographic Channel as their programs have been known to provide useful information as well as training to the learners.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
UNIT1 –LESSON A	2	6
UNIT1 –LESSON B	2	6
UNIT2 –LESSON A	2	6
UNIT2 –LESSON A&B	2	3
UNIT2 –LESSON B	2	6
UNIT3 –LESSON A	2	6
UNIT3 –LESSON A&B		6



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	39		12			51
Credit	3					

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:
<ul style="list-style-type: none"> • A brief summary of the knowledge or skill the course is intended to develop; • A description of the teaching strategies to be used in the course to develop that knowledge or skill. • The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge: <ul style="list-style-type: none"> • Learners train to listen to English sounds. • Learners recognise the difference between vowel and consonant sounds. • Learners train to listen to words with phonemes that are not pronounced – e.g. – the unpronounced /r/ sound in the word ‘door’. • Learners train to recognise and pronounce vowel glides. • Learners recognise words. • Learners train to listen to word groups. • Learners train to create summative outlines from lectures. • Learners train to focus on the claims, content and structure of listening passages. • Learners train to interpret information. • Learners train to listen to numerals. • Learners train to deliver short informative presentations on objects. • Learners train to deliver short informative presentations on places. Learners train to deliver short informative presentations on processes.		
1.1			
1.2			
2.0	Cognitive Skills		
2.1			
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1			
3.2			
4.0	Communication, Information Technology, Numerical		
4.1			
4.2			
5.0	Psychomotor		
5.1			
5.2			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
	(i)Description of cognitive skills to be developed- I shall try to inculcate the



Cognitive Skills	<p>1.students with the basics of listening and speaking, i.e., recognizing phonemes, distinguishing between consonant and vowel sounds, understanding the structure of syllables, etc....</p> <p>(ii) Teaching strategies to be used to develop these cognitive skills- I shall give students handouts based on the basics of listening and speaking, using which they can practice every day.</p> <p>(iii) Methods of assessment of students cognitive skills- I shall assess their level by conducting periodic tests.</p>
Interpersonal Skills & Responsibility	ORGANIZING GROUP DISCUSSIONS AND DELIVERING PRESENTATIONS
Communication, Information Technology, Numerical	Listening to news bulletins, weather forecasts, interviews and business bulletins on the radio as well as on the TV.
Psychomotor	N/A



Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

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	TEST1	6	15%
2	MID-TERM TEST	10	20%
3	TEST 2	12	15%
4	Lab	2-15	10%
5	Continuous assessment (oral, classroom participation, homework etc...		10%
6	FINAL EXAM	16	30%



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):

I am available at my office for 2 hours a day, exclusively for students to interact with me. I also encourage students to ask me for any help they may require in the classroom sessions. Besides, I am available for consultations on my e-mail.

E. Learning Resources

1. List Required Textbooks:

Paul MacIntyre, Pathways 4 Listening, Speaking, and Critical Thinking

2. List Essential References Materials (Journals, Reports, etc.):

CDs of the text containing exercises for Listening and Speaking.
Extra material provided by me – TV interviews, online audio tracks and videos etc...

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc):

English Pronouncing Dictionary by Daniel Jones & OXFORD ENGLISH-ENGLISH-ARABIC DICTIONARY

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.):

<https://myelt.heinle.com/ilrn/authentication/signIn.do?inst=MYELT>

- Radio and TV interviews
- News bulletins
- Weather forecasts
- Interviews
- National Geographic commentaries
- Animal Planet commentaries

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

Audio CDs



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.):

- Classrooms
- LCD Projectors
- Interactive smart board
- Laboratory computers with installed Rosetta Stone Learning software
- CD players
- Laptop



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

CDs containing listening passages, videos downloaded from the publisher's website

2. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
Rosetta Stone English Language Learning Software

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

1. Periodical quizzes and tests
2. Classroom manoeuvres to continually assess learners' progress
3. In class interaction among learners
4. Periodical analyses of learner errors
5. Suggestions for the learners to eliminate their errors

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor:

Periodic internal as well as common tests and Quizzes.

3 Processes for Improvement of Teaching:

I periodically offer the learners a sample of their errors and my suggestions for them to eliminate them.

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)

Discussion among various team members of the faculty based on the examination results.



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

The skills coordinator may consult other teachers of the department for a continuous assessment of the learners' progress in the areas of language learning, and listening skill in particular.

Faculty or Teaching Staff: Mr. Jalal Ben Rajab

Signature: _____

Date Report Completed: 22-06-2016

Received by: _____

Dean/Department Head

Signature: _____

Date: _____