

ATTACHMENT 2 (i)

Field Experience Specification

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Field Experience Specification

Introduction to English Literature Lane 341

Dr. Fahd Al-Olaqi

Jan 2016

**Course Specifications
(CS)**

Field Experience Specifications

For direction on the completion of this template, refer NCAAA guidebooks or the Accreditation Management System.

Institution	University of Jeddah	Date of Report	Jan. 10, 2016
College	Faculty of Science & Arts- Khulais	Department	English & Translation
Program	B.A.	Track	8

A. Field Experience Course Identification and General Information

1. Field experience course title and code Introduction to English Literature Lane 341			
2. Credit hours (if any) 3 Hours			
3. Name and title of faculty or teaching staff member responsible for the field experience. Dr Fahd Al-Olaqi			
4. Dates and times allocation of field experience activities.			
a. Dates: __ Sep 15- Jan. 10, 2016			
b. Times: (e.g., from 8:00 am to 2:30 pm) _9:30 - 10:50 MW			
5. Level or year of the field experience. Level 5; 2016			
6. List names, addresses, and contact information for all field experience locations currently being utilized by the program.			
	Name and Address	Name of Contact Person	Contact Information (email address or mobile)
a.	Introduction Shakespeare's Life and Times The Shakespearean Canon		
b.	Shakespeare's Theatre Features of Shakespearean Drama		
c.	Shakespeare's Criticism		
d.	Macbeth		
e.	The Merchant of Venice		

B. Learning Outcomes

1. List learning outcomes for the field experience.

Upon completion of this course, students will be able to:

- Explain Shakespeare's plays and illustrate their role in literature
- Identify Shakespeare's style
- Enhance their appreciation of Shakespeare
- Demonstrate the skills of independent critical thinking
- Show self-growth as a result of the interpretation experience
- Produce academic papers that demonstrate the techniques of research writing and correct usage of the English language
- Write performance reviews, reports, journals, and/or a research paper on the literary and cultural implications of drama.
- Explore ideas through the use of journal-type writing

2. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program 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 and teaching.

The *National Qualification Framework* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column. For Program Accreditation there are four learning outcomes required for knowledge and cognitive skills. The other three domains require at least two learning outcomes. Additional learning outcomes are suggested.

First, insert the suitable and measurable learning outcomes required in each of the 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 program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	<p><i>This course will enable students to:</i></p> <p>a. Understand/Distinguish Shakespeare's tragedy, comedy, and tragicomedy in the context of his time</p> <p>b. Analyze Shakespeare's use of language and methods of character development</p> <p>c. Judge the value of Shakespeare's work</p> <p>d. Write performance reviews, reports, journals, and/or a research paper on the literary and cultural implications of Shakespeare's drama</p>	<p>For each of the domains of learning shown below indicate:</p> <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; <p>The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.</p>	<p>Performance tasks (e.g. oral presentations, analytical paper, etc.) (Optional)</p> <p><input type="checkbox"/> Quizzes/ Tests</p> <p><input type="checkbox"/> Exams</p>
1.2			
2.0	Cognitive Skills		
2.1	<p><i>This course will enable students to:</i></p> <p><input type="checkbox"/> Develop maturity in learning about themselves and others through the interpretation of Shakespeare's work</p> <p><input type="checkbox"/> Develop critical thinking skills to analyze and synthesize ideas by applying the elements of fiction in reading, examining, judging, and interpreting the literary work within their cultural and historical contexts</p> <p><input type="checkbox"/> Demonstrate the skills of independent critical thinking</p> <p><input type="checkbox"/> Criticize the human subject and its role in society</p> <p><input type="checkbox"/> Develop maturity and self-growth in learning about themselves and others through the interpretation of plays</p> <p><input type="checkbox"/> Explore ideas through the use of journal-type writing</p>	<p><input type="checkbox"/> Didactic lectures</p> <p><input type="checkbox"/> PowerPoint Presentations given by instructor (Optional)</p> <p><input type="checkbox"/> In-class practice</p> <p><input type="checkbox"/> Class discussion</p> <p><input type="checkbox"/> Assigning performance tasks (e.g. oral presentations, analytical paper, journals, etc.) (Optional)</p>	<p><input type="checkbox"/> Performance tasks (e.g. oral presentations, analytical paper, journals, etc.) (Optional)</p> <p><input type="checkbox"/> Quizzes/ Tests</p> <p><input type="checkbox"/> Exams</p>
2.2			
3.0	Interpersonal Skills & Responsibility		

3.1	<input type="checkbox"/> Show self-reliance when working independently. <input type="checkbox"/> Cooperate in pair/ group activities and display teamwork skills. <input type="checkbox"/> Display a professional commitment to ethical practice on a daily basis. <input type="checkbox"/> Value people for what they are, not how they look.	<input type="checkbox"/> Encouraging group/pair discussions <input type="checkbox"/> Assigning individual/ group/pair performance tasks <input type="checkbox"/> Emphasizing the importance of respecting others and valuing their thoughts	Performance tasks (e.g. oral presentations, analytical paper, etc.) (Optional)
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	This course will enable students to: <ul style="list-style-type: none"> <input type="checkbox"/> Cooperate in pair/ group activities and display teamwork skills <input type="checkbox"/> Express opinion and share viewpoints <input type="checkbox"/> Provide examples to relate theory to application <input type="checkbox"/> Conduct an online research <input type="checkbox"/> Manage basic computer skills <input type="checkbox"/> Write an analytical paper on a literary topic <input type="checkbox"/> Give an academic PowerPoint presentation (Optional) 	<input type="checkbox"/> Opening discussion sessions <input type="checkbox"/> Asking for examples <input type="checkbox"/> Asking for ideas and suggestions <input type="checkbox"/> Giving students more opportunities to speak and freely express personal thoughts <input type="checkbox"/> Offering students the opportunity to exchange thoughts, views, and experience <input type="checkbox"/> Offering students opportunities to discuss the topics they researched in papers and presentations <input type="checkbox"/> Teaching basic online researching skills (Optional) <input type="checkbox"/> Referring students to on-campus learning centres and to self-study resources	<input type="checkbox"/> Performance tasks (e.g. oral presentations, analytical paper, journals, etc.) (Optional) <input type="checkbox"/> Written/oral feedback
4.2			
5.0	Psychomotor		
5.1	1- Reading certain literary works and analytical essays to taste and identify elements of appreciation in English Literature.	Practical and discussion sessions.	Short Examination which include group work
5.2			
Suggested Learning Outcome Verb, Assessment, and Teaching Methods (to be moved to the end as attachment, or in the help icons)			

Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

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:

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.

C. Description of Field Experience Activity

1. Describe the major student activities taking place during the field experience.
2. List required assignments, projects, and reports.
a.
b.
c.
d.

3. Follow up with students (Describe what arrangements are made to collect student feedback?).

4. Insert a field experience flowchart for responsibility and decision-making (including a provision for conflict resolution).

5. Supervisory Responsibilities (Check appropriate boxes).

	Field Teaching Staff	Program Faculty and Teaching Staff
Student Activities		
a. transport to and from site		
b. demonstrate learning outcome performance		
c. completion of required tasks, assignments, reports, and projects		
Supervision Activities		
a. field site – safety		
b. student learning activities		
c. learning resources		
d. administrative (attendance)		
Planning Activities		
a. student activities		
b. learning experiences		
c. learning resources		
d. field site preparations		
e. student guidance and support		
Assessment Activities		
a. student learning outcomes		
b. field experience		
c. field teaching staff		
d. program faculty and teaching staff		
e. field site		
f. learning resources		

b. Explain the student assessment process.

c. Explain the resolution of differences process (If the field teaching staff and the program faculty and teaching staff share responsibility for student assessment, what process is followed for resolving differences between them?)

D. Planning and Preparation by the Program

1. Identification of Field Locations

List Requirements for Field Site Locations (IT, equipment, labs, rooms, housing, learning resources, clinical)	List Safety Standards	List Specialized Criteria
a.		
b.		
c.		
d.		
e.		
Explain the decision-making process used to determine appropriate field experience locations.		

2. Identification of Field Staff and Supervisors

List Qualifications	List Training Required (if any)
a.	
b.	
c.	
d.	

3. Identification of Students

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
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a.		
b.		
c.		
d.		
Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.		

4. Safety and Risk Management by the Program

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
a.			
b.			
c.			
d.			
Explain the decision-making process used to protect and minimize safety risks.			

E. Evaluation of the Field Experience

1. Describe the evaluation process and list recommendations for improvement of field experience activities by:

a. Students
Describe evaluation process

List recommendations for improvement

b. Supervising staff in the field setting
Describe evaluation process

List recommendations for improvement

c. Supervising faculty from the institution
Describe evaluation process

List recommendations for improvement

e. Others—(e.g. graduates, independent evaluator, etc.)
Describe evaluation process

List recommendations for improvement

2. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Processes	Start Date	Completion Date	Person Responsible
a. Online student survey	There are usually three to four meetings per semester that deal with reviewing course effectiveness and planning for improvement.			
b. Optional workshops for instructors provided by the university to enhance the quality of teaching. . Regular departmental meetings to ensure the effectiveness of the teaching-learning process	There are usually three to four meetings per semester that deal with reviewing course effectiveness and planning for improvement.			
c.				
d.				
e.				

Name of Instructor: **Dr. Fahd al-Olaqi**

Signature: _____

Date Report Completed: **Jan. 10, 2016**

Name of Field Experience Teaching Staff _____

Program Chair/ Coordinator: _____

Signature: _____

Date Received: _____