

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

COURSE SPECIFICATION

ENG. 120

Vocabulary Building

Revised 2010

Course Specification

For Guidance on the completion of this template, please refer to Internal Quality Assurance Arrangements of Handbook 2

Institution	King Saud University
College/Department	College of Arts / Department of English

A. Course Identification and General Information

1. Course title and code: ENG 120 – Vocabulary Building
2. Credit hours: 2 hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. in English
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 1level/ 1st year
6. Pre-requisites for this course (if any) None
7. Co-requisites for this course (if any) None
8. Location if not on main campus Olaisha campus & the Main campus

B Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course. By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Write the meanings of 450 newly introduced words. 2. Spell these new words. 3. Use these new words in meaningful sentences. 4. Change the part of speech of these words.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ol style="list-style-type: none"> 1. Increased use of technology (power point and data show) 2. Consistently change the list of topic to be up to date and contemporary to motivate the students

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		
Topic	No of Weeks	Contact hours
A general introduction about the course	1	1 hour
Air Travel: At the Airport/ In the Air/ propositions.	1	2 hours
Bank Accounts: Current and Deposit Accounts/ Using your Account/ Spending. Mini Topics: Argument/ Sadness/Nervousness.	1	2 hours
Books and Reading: Kinds of Books/ Reading/ explain the difference between words/ Propositions. Mini Topics: Success/Fame/.	1	2 hours
Doctors and Hospitals: Medical Staff and Patients/ Doctors' Surgeries and Hospitals. Mini topic: Pride. Quiz	1	2 hours
Education. Flats and Houses: Renting a flat/ Buying a house/ explain the Difference.	1	2 hours

1 st Midterm	1	2 hours
Spring Break	1	0 hours
Food and Restaurants: Eating out/ Entertaining at home. Mini Topics: Birth/ Childhood and Adolescence/ Death.	1	2 hours
International Relations: A Summit Meeting/ Diplomatic Relations. Mini Topics: The Telephone/ Computers. Quiz.	1	2 hours
Natural Disasters: Earthquake and Epidemic/ Fire. Shopping: Kinds of Shops/ Going Shopping. Mini Topics: Human Sounds.	1	2 hours
Television and Newspapers. Ways of Looking/Walking. Collective Nouns/Young animals/ Occupation s/ male and female	1	2 hours
2 nd Midterm	1	2 hours
Word Building: Prefixes/ Suffixes. Nouns made from verbs/ Nouns made from Adjectives/ Adjectives made from Nouns/ Adjectives made from Verbs/Verbs made from Nouns/ Verbs made from Adjectives. Problem Pairs.	1	2 hours
Review	1	2 hours

2. Course components (total contact hours per semester):			
Lectures: 20 hours	Tutorial: None	Practical/Fieldwork /Internship: 10 hours exercises and exams	Other: None

3. Additional private study/learning hours expected for students per week. (This should be an average : for the semester not a specific requirement in each week) 6 hours per week

<p>4. Development of Learning Outcomes in Domains of Learning</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; • The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
<p>a. Knowledge</p>
<p>(i) Description of the knowledge to be acquired;</p> <ol style="list-style-type: none"> 1. Meaning of 450 newly introduced words. 2. Spelling of these new words. 3. The different parts of speech of these words.
<p>(ii) Teaching strategies to be used to develop that knowledge</p> <ol style="list-style-type: none"> 1. Lectures 2. Class discussion 3. Regular class exercises 4. Visual Aids to facilitate learning
<p>(iii) Methods of assessment of knowledge acquired</p> <ol style="list-style-type: none"> 1. Quizzes 2. Midterms 3. Final written exam
<p>b. Cognitive Skills</p>
<p>(i) Cognitive skills to be developed;</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between similar words. 2. Use these words correctly in meaningful sentences
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ol style="list-style-type: none"> 1. Using dictionaries in class. 2. Group and individual work - Using similar words in different sentences. 3. Correcting students' sentences in class - grammar and meaning wise.

<p>(iii) Methods of assessment of students cognitive skills</p> <ol style="list-style-type: none"> 1. Class participation and exercises 2. Homework 3. Quizzes 4. Midterms and exams
<p>c. Interpersonal Skills and Responsibility</p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. submit written assignments in due time. 2. participate in class work and think individually at the same time.
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ol style="list-style-type: none"> 1. Lectures in which students are made aware of the significance of time management. 2. Lectures to train the students to use their newly acquired vocabulary in their communication and in everyday life. 3. Regular class exercises to practice using new vocabulary. 4. Encouraging group work as well as individual thinking. 5. Quizzes and assignments in which students improve their individual skills.
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ol style="list-style-type: none"> 1. Active class participation reflects the students' ability to keep up with the scheduled topics 2. Performance on midterms and final exams are evidence of the students' ability to recollect and synthesize information and of the development of skills in memorizing, spelling, and understanding. 3. Attending classes is very important since it is part of the students' class participation and group work. 4. Assignments should be handed on time, no exceptions. This will teach students to be punctual and respect deadlines.
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain;</p> <p>Students will be able to use online dictionaries</p>
<p>(ii) Teaching strategies to be used to develop these skills</p> <p>Students will be encouraged to make extensive use of material on the web</p>

(iii) Methods of assessment of students numerical and communication skills
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not applicable
(ii) Teaching strategies to be used to develop these skills Not applicable
(iii) Methods of assessment of students psychomotor skills Not applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Quizzes	Weeks 6, 11	10%
2	2 midterms	Weeks 8, 14	30%
3	Final exam	Week 13	60%

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

6 hours per course per week; reachable via email

E. Learning Resources

1. Required Text(s) Thomas, B J. Intermediate Vocabulary. England, Longman Group Limited , 1995.
1. Essential References
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

<p>4-.Electronic Materials, Web Sites etc http://www.englishclub.com/vocabulary/</p>
<p>5- Other learning material such as computer-based programs/CD, professional standard/regulations</p>

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Lecture rooms, laboratories, etc.)</p> <p>Lecture rooms should be large enough to accommodate the number of registered students</p>
<p>2. Computing resources</p> <p>Laptop computer - projector system</p>
<p>3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)</p> <p>None</p>

G. Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>1. Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class</p> <p>2. End of term college evaluation of course by students (to be collected by the department)</p> <p>3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better</p> <p>4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others’ students on specific points outlined by the department and the instructor being evaluated</p>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>1. Peer observation to benefit from colleagues’ objective feedback and suggestions for improvement.</p> <p>2. Class observation by a supervisor or a senior faculty member.</p>

<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences. 6. Keep up to date with pedagogical theory and practice 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <ol style="list-style-type: none"> 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Students who believe they are under graded can have their papers checked by a second reader
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> 1. Compare syllabi and course description with other universities (including those on the net) 2. Bi-annual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

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