## ATTACHMENT 2 (e)

**Course Specifications**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Course Specifications (CS)**

## Course Specifications

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Institution **King Saud University**

Date of Report **12-8-1438**

College/Department: **College of applied studies and community services**/English Department

**A. Course Identification and General Information**

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| --- |
| 1. Course title and code: **1102 Najm** |
| 2. Credit hours: **9 hours per week** |
| 3. Program(s) in which the course is offered.(If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course: Marima Alahmed  |
| 5. Level/year at which this course is offered: **LEVEL** | **(** | **2** | **)** |
| 6. Pre-requisites for this course (if any) **:1101 Najm** |
| 7. Co-requisites for this course (if any**)None** |
| 8. Location if not on main campus: **Olysha** |
| 9. Mode of Instruction (mark all that apply) |  |  |  |
| a. Traditional classroom √√ |  |  | What percentage? 40% |
| b. Blended (traditional and online |  |  | What percentage? 5% |
| c. e-learning√ |  |  | What percentage? 50% |
| d. Correspondence√ |  |  | What percentage? 5% |
| f. Other |  |  | What percentage? |
| Comments: |  |  |  |

**B Objectives**

1. What is the main purpose for this course?

1. **Students will be able to read a wide range of texts to build an understanding of texts and acquire new information.**
2. **Students will use English to communicate fluently.**
3. **Students will use grammatical rules to construct meaningful sentences and paragraphs. 4- Students will develop their ability in listening to native speakers through listening to topics that relates to everyday life andexperience.**

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)

**-- Students are allowed to submit their homework thru email, that will make them familiar with computers and internet as tools of communication.**

* **Increase the usage of dictionary in order to improve the student'svocabulary.**
* **Assigning students into groups to practice and improve their capability in presentations.**
1. **Course Description (Note: General description in the form to be used for the Bulletinor**

**handbook should be attached)**

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| --- |
| 1. Topics to be Covered |
| List of Topics | No. of Weeks | Contact Hours |
| **Unit1( Getting to Know you )Headway** | 1 | 9 |  |
| **Unit2( The way we live )Headway** | 1 | 9 |
| **Unit3 ( It all went wrong )Headway** | 1 | 9 |
| **Unit4( let’s go shopping )Headway** | 1 | 9 |
| **Unit5( What do you want to do? )Headway** | 1 | 9 |
| **Unit6( Tell me! What’s it like? )Headway + Unit 5 ( Comparing Services) ESP Book** | 1 | 9 |
| **Unit7( Fame )Headway+****Unit 6 ( office systems) ESP Book** | 1 | 9 |
| **Unit8( Do’s and don’ts )Headway + Unit 7 ( Phone messages) ESP Book** | 1 | 9 |
| **Unit9( Going places )Headway+ Unit 8 ( Appointments) ESP Book** | 1 | 9 |
| **Unit10**( Scared to death )Headway | 1 | 9 |

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| --- |
| 2. Course components (total contact hours and credits per semester): |
|  | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact Hours | 15 weeks9 hours per week | None | None | None |  |  |
| Credit |  |  |  |  |  |  |

3. Additional private study/learning hours expected for students per week.

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

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 LearningOutcomes** | **Course Teaching Strategies** | **Course Assessment Methods** |
| **1.0** | **Knowledge** |
| 1.1 | **-Lectures****-Group Discussions****-Researches****-Web Search****-E podium** |  |  |
| 1.2 |  |  |  |
| **2.0** | **Cognitive Skills** |
| 2.1 | **-Exercises****-Reading (individual- groups)****-Speak English in the class to improve their English language)** |  |  |
| 2.2 |  |  |  |
| **3.0** | **Interpersonal Skills & Responsibility** |
| 3.1 | **Group Discussions****- Give students chances to be leaders in the discussions**.**-Give each student the chance to try and correct her mistake.** |  |  |
| 3.2 |  |  |  |
| **4.0** | **Communication, Information Technology, Numerical** |
| 4.1 | **References (dictionaries-books-internet)** |  |  |
| 4.2 |  |  |  |
| **5.0** | **Psychomotor** |
| 5.1 | **-Do some exercises on the blackboard (students)****-Homework****-Presentations** |  |  |
| 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 |
| **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 |

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**اﻟﮭﯿﺌــــﺔ اﻟﻮطﻨﯿــــﺔ ﻟﻠﺘﻘـﻮﯾــﻢ**

**واﻻﻋـــﺘــﻤـــﺎداﻷﻛــﺎدﯾــﻤــــﻲ**

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| 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 DeepenSome 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,antidotalnotes,artwork,KWLcharts,andconceptmapping.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 andsmall group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guestspeakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learningactivities. |
| 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 | Writing paragraphs (Write about yourself- Describe a city) |  | 5 |
| 2 | Oral Presentation |  | 5 |
| 3 | Quiz |  | 5 |
| 4 | 1st midterm |  | 20 |
|  |  |  |  |
| 5 | 2nd midterm |  | 20 |
| 6 | Participation |  | 5 |
| 7 |  |  |  |
| 8 |  |  |  |

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1. **Student Academic Counseling andSupport**

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)

## LearningResources

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| --- |
| 1. List Required Textbooks:1. **New Headway Plus** (Pre-intermediate Student’s & Work Book ) by John and LizSoars.
2. **Business Goals 2** (Student’s Book) by G. Knight Mark O’Neil B.Hayden.
3. **Infotech English for computer users** (Student's Book) by Santiago Remacha Esteras.
 |
| 2. List Essential References Materials (Journals, Reports, etc.)Dictionary |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)See web support for this book: [www.skillsinenglish.com](http://www.skillsinenglish.com/) |
| 1. ListElectronicMaterials(eg.WebSites,SocialMedia,Blackboard,etc.)
	1. Check teacher`s web site. 2- Resources:
		* Reading strategies: [http://www.learner.org/jnorth/Read20best.htm](http://www.learner.org/jnorth/Read20best.html)l
		* Learn English voc. : <http://www.learnenglish.de/vocabulary/buildings.htm>
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* + Parts of speech: <http://www.cityu.edu.hk/elc/quiz/partspee.htm>
	+ Grammar exercises:

[http://www.english.hilfen.de/en/exercises-list/alle grammar.htm](http://www.english.hilfen.de/en/exercises-list/allegrammar.htm)

* + Paragraph writing: <http://esl.about.comlod/writingintermediate/a/paragraphs.htm>
	+ Pronunciation: <http://funeasyenglish.com/amarican-english-pronunciation.htm>

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

# None

## FacilitiesRequired

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.)

Lecture rooms-E-podium

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**G Course Evaluation and Improvement Processes**

2.Computingresources(AV,datashow,SmartBoard,software,etc.)

SmartBoard

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

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| --- |
| 1 Strategies for Obtaining Student Feedback on Effectiveness of TeachingEvaluation Questionnaire |
| 2 Other Strategies for Evaluation of Teaching by the Program/Department InstructorObservations and assistance from colleagues, independent assessment of standards achieved by students, independent advice on assignment tasks. |
| 3 Processes for Improvement of TeachingWorkshops on teaching methods, review of recommended teaching strategies. |
| 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)None |

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

-Coordinate between faculty members to exchange experiences

-Search for websites related to syllabus.

## Faculty or Teaching Staff: Mariam Alahmed

**Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date ReportCompleted:12-8-1438Receivedby:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dean/DepartmentHead**

**Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**