Kingdom of Saudi Arabia
King Saud University
College of Languages and Translation
Quality Unit

COURSE SPECIFICATION
NAJM 108

Communication Skills for Engineers

2010/2011

<table>
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<th>Institutional Information</th>
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<tr>
<td><strong>Institution:</strong></td>
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<tr>
<td><strong>College/Department:</strong></td>
</tr>
</tbody>
</table>

A Course Identification and General Information

1. **Course title and code:** Communication Skills for Engineers. NAJM 108

2. **Credit hours:** Three

3. **Program(s) in which the course is offered:**
   - English Language
   - College of Engineering

4. **Name of faculty member responsible for the course:** Ridha Al ARFI

5. **Level/year at which this course is offered:** Post-Preparatory Year Students

6. **Pre-requisites for this course (if any):**
   Students must have completed KSU’s Preparatory Year (Technical Writing)

7. **Co-requisites for this course (if any):**
B) Objectives

1. This course is intended for engineering students. It consists of selected units, based on authentic topical materials from different sources, which offer a wide variety of communication practice in various skills notably writing. The course aims at developing the various communication skills through a series of tasks and classroom activities, as well as homework and assignments that encourage engineering students to combine their knowledge of English with their technical knowledge needed in their future careers for a good professional conduct.

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)

- An increased use of smart board technology would certainly be a serious advantage, both in communicating with the students and having access to worldwide web course material supplements

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>No of Weeks</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Introduction: Engineering: What is it all about?</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Unit 2: An engineering student</td>
<td>2&amp;3</td>
<td>3</td>
</tr>
<tr>
<td>Unit 3: Correspondence: Business letters</td>
<td>4&amp;5</td>
<td>3</td>
</tr>
<tr>
<td>Unit 4: Curriculum vitae and career profiles.</td>
<td>6&amp;7</td>
<td>3</td>
</tr>
<tr>
<td>Unit 5: Applying for a job</td>
<td>7&amp;8</td>
<td>3</td>
</tr>
<tr>
<td>Mid-term exam 1</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>
2. Course components (total contact hours per semester):

<table>
<thead>
<tr>
<th>Lectures: 15 = 45 hours</th>
<th>Tutorial: 0</th>
<th>Practical/Fieldwork/Internship: nil</th>
<th>Other: nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations: 4 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

Students are advised to study for their writing class 1 hour at least a day, which makes a total of 5 hours a week in which they are asked to review what has been discussed in class and write similar model essays.

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

The course aims at developing the various communication skills through a series of tasks and classroom activities as well as assignments that encourage engineering students to combine their knowledge of English with their technical knowledge needed for a good professional conduct.

Learners’ outcome is evaluated through oral presentations of essays and composition in class as well as two mid-term exams (out of 40) and a final one (out of 60).
### a. Knowledge

(i) Description of the knowledge to be acquired
- To develop the students’ writing ability in general
- To introduce students to writing techniques including CVs, business letters, reports etc.
- To bring students to produce their own written material.
- To combine the linguistic knowledge with the technical knowledge needed by engineers in their future careers.

(ii) Teaching strategies to be used to develop that knowledge
The units selected are based on authentic and topical materials from different sources, which serve as starting points for discussing the writing tasks. The students are introduced to the topic through pre-writing activities, including brainstorming for ideas, paragraph analysis and organizational skills practice. The students then move to writing activities, which include a model paragraph analysis and a paragraph/composition assignment. This is followed by are followed by post-writing activities, which include editing, paraphrasing and rewriting. The units are followed by a glossary of technical words and vocabulary, mainly acronyms which are essential in the field of engineering.

(iii) Methods of assessment of knowledge acquired
- Quizzes, 2 mid-term tests and 1 final exam.

### b. Cognitive Skills

(i) Cognitive skills to be developed
The ability to write independently cohesive and coherent paragraphs/compositions including different types of business letters, CVs and reports that can be applied to the various branches of engineering.

(ii) Teaching strategies to be used to develop these cognitive skills
- Learner-centred approach: Learners are introduced to the general topic of the unit. The students are introduced to the topic through brainstorming for ideas, related to the topic. The students then move to working through the booklet interacting with the teacher as well as the other classmates. Writing activities, include a model paragraph analysis and a paragraph/composition assignment. This is followed by post-writing activities, which include
editing, and rewriting similar or sample letters, CVs, reports etc.
-Tutoring to improve students’ performances and encourage them to further sustain their interest and motivation.
-Recommended relevant supplementary sources and specialized websites

(iii) Methods of assessment of students cognitive skills
- Written tests along with continuous monitoring and oral presentations
-Classroom discussion through pair work and group work.
-Homework (Weekly assignments)

**c. Interpersonal Skills and Responsibility**

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
-The ability to communicate in the field of engineering-The self-learning ability through reading, speaking and writing.

(ii) Teaching strategies to be used to develop these skills and abilities
Communicative interactions (pair work and group work) in the classroom
Self-learning ability can be enhanced through assigning to the students tasks taken from course material.

(iii) Methods of assessment of students’ interpersonal skills and capacity to carry responsibilities.
Continuous class attendance and participation (asking questions, adding information...) Sample paragraphs
Written drills mainly Personal CVs, letters, interviews, reports, etc...

**d. Communication, Information Technology and Numerical Skills**

(i) Description of the skills to be developed in this domain.
-Information Technology is yet to be fully used. A significant first step has been taken this year, through the use of smart boards –which implied the use of internet.

-Numerical skills are irrelevant to the course since it relies mainly on personal efforts in dealing with productive skills.
- Developing communication skills is particularly enhanced.
(ii) Teaching strategies to be used to develop these skills

Communication skills are enhanced through classroom participation and small group work. Students are encouraged to voice their opinions and suggestions. Expressing knowledge in writing is also encouraged.

(iii) Methods of assessment of students numerical and communication skills

The different aspects of writing skills (sentence construction, use of specific expressions commonly used in different types of business letters, CVs, reports, interviews etc... technical vocabulary accuracy) are assessed through written tests, where appropriate.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required

Concerns mostly emphasis on clarity of speech by teachers and students alike.

(ii) Teaching strategies to be used to develop these skills

Teacher’s clear speech and an appropriate use of linguistic and paralinguistic features in addition to recent and authentic materials.

(iii) Methods of assessment of students psychomotor skills

Through observing students’ verbal and non-verbal performances in class participation.

5. Schedule of Assessment Tasks for Students During the Semester

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment task (e.g. essay, test, group project, examination etc.)</th>
<th>Week due</th>
<th>Proportion of Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Weekly assignments from course material</td>
<td>Beginning of each week</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Mid-Term Test I out of 20 marks</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Mid-Term Test II out of 20 marks</td>
<td>10</td>
<td>20%</td>
</tr>
</tbody>
</table>
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)

10 office hours

E. Learning Resources

**Required Textbook**: A booklet available at the college photocopy centre.

**Reference books**:

- Business words: essential business vocabulary by Dreide, H.W and Herd, C (1992)
- English for Technical Communication by Hutchinson, T and Waters, A (1997)

Glossary of technical terms and useful expressions (Linking words)

3- Recommended Books and Reference Material (Journals, Reports, etc.) (Attach List)

Longman Dictionary of Contemporary English (recommended)

4-. Electronic Materials, Web Sites etc.

Some recommended websites:
- [http://www.buzzle.com/articles/technical-writing-examples.html](http://www.buzzle.com/articles/technical-writing-examples.html)

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

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.)

Classrooms can accommodate about 30 students and are equipped with smart boards.

1. Accommodation (Lecture rooms, laboratories, etc.)
   Regular classrooms with one-seater chair-tables

2. Computing resources

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

G. Course Evaluation and Improvement Processes

1- Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- In order to have access to their final results, students have to complete, at the end of each term, a Deanship of Quality-designed confidential electronic evaluation form about effectiveness of teaching.
- Students’ direct feedback to the teacher.

2- Other Strategies for Evaluation of Teaching by the Instructor or by the Department

   The Department monitoring of teacher’s performance
   Peer to peer review

3- Processes for Improvement of Teaching

   Identifying weakness (if any) in implementing the current teaching strategies and working on overcoming them.

   Expanding knowledge about more effective teaching and learning strategies, and attending seminars and workshops, when available, on the subject matter

   Benefiting from colleagues’ experience

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)

   Check marking by an independent faculty member of a sample of students’ written exams
5- Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Setting forth a work plan based on the results of students’ feedback
Keeping the course up-to-date, keeping in mind students’ needs and objectives.