

**ATTACHMENT 5.**

**Kingdom of Saudi Arabia**

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

**T6. Course Specifications  
(CS)**

**English Language Skills (1)  
ENGL 1001**

**October 2018**

## Course Specifications

Institution	<b>King Saud University</b>	Date	October 2018
College/Department: <b>Community College/Common First Semester</b>			

### A. Course Identification and General Information

1. Course title and code: <b>English Language Skills (1)</b>	<b>Code: NGL 1001</b>
2. Credit hours: <b>6 CH</b>	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>Common First Semester (All Programs)</b>	
4. Name of faculty member responsible for the course: <b>Dr. Omar Jabak</b>	
5. Level/year at which this course is offered: <b>Level 1 (Common First Semester)</b>	
6. Pre-requisites for this course (if any): <b>none</b>	
7. Co-requisites for this course (if any): <b>none</b>	
8. Location if not on main campus: <b>Community College , Salah Eddine Street, Malaz Riyadh, Saudi Arabia</b>	

### B Objectives

1. What is the main purpose for this course?  The main purpose of the course is to introduce students to the four basic skills of the English language, namely reading, writing, listening and speaking at beginners' level through blended learning methods ( classroom instruction and online activities ).
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)  Instructors are encouraged to utilize the podium and smart board available in each classroom along with the iTools (interactive software tools) of the textbooks which allow the contents of the books to be accessed offline. Besides, instructors are also encouraged to help students access

the website of the textbooks in order to benefit from the various activities and exercises available there. The Common First Year has also provided an extremely useful website ([www.elsdonline.com](http://www.elsdonline.com)) where students can access the contents of their textbooks and train themselves in the various components and skills of the English language, hence improving their English. To follow up the progress of the students, a summary test at the end of each unit is given to students which comprises the various components of each unit.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

The students of the **Associate Degree Program** will take this Beginner English course at the first level. The course will cover the four basic language skills (Listening, Speaking, Reading, and Writing). Equal distribution of time is maintained to take care of the different skills. By the end of this course, students are expected to gain competence in spoken and written English with equal emphasis on grammar. Topics dealt with in the course are selected from everyday life to provide the students with real life situations. The course components are:

- Audio conversations graded in terms of length, content, and structure
- Students' Book
- Activity Book
- Teacher's Book

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
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<b>Intro Level</b>						
<b>1. Reading and Writing</b>						
- Social Psychology : What kind of person are you?					1	12
- Education : Do students spend too much time in school?					1	12
- Cultural Studies : When do we eat special food?					1	12
- Sociology : How do you have fun?					1	12
- Architecture : What is your favorite room?					1	12
- Health Sciences: How do you change an unhealthy habit?					1	12
<b>2. Listening and Speaking</b>						
- Social Psychology : What are you interested in?					1	12
- Education : What makes a good school?					1	12
- Cultural Studies : How do you choose your food?					1	12
- Sociology : What makes something fun?					1	12
- Architecture : What makes a good home?					1	12
- Health Sciences: What do you do to stay healthy?					1	12
<b>Level 1</b>						
<b>1. Reading and Writing</b>						
- Business : What is a good job?					1	12
- Global Studies : Why do people immigrate to other countries?					1	12
- Sociology : Why is vacation important?					1	12
- Physiology : What makes you laugh?					1	12
- Psychology : How do sports make you feel?					1	12
- Ethics: How much information do people need?					1	12
<b>2. Listening and Speaking</b>						
- Business : How can you find a good job?					1	12
- Cultural Studies : Why do we study other cultures?					1	12
- Sociology : What is the best kind of vacation?					1	12
- Physiology : What makes you laugh?					1	12
- Psychology : Why do we enjoy sports?					1	12
- Philosophy: When is honesty important?					1	12
<b>2. Course components (total contact hours and credits per semester):</b>						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	180	none	none		none	180

Credit	90					90
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3. Additional private study/learning hours expected for students per week. Students are expected and encouraged to dedicate at least 3 hours a week to studying and revising the topics covered in class per week.	3
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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"> <li>• A brief summary of the knowledge or skill the course is intended to develop;</li> <li>• A description of the teaching strategies to be used in the course to develop that knowledge or skill;</li> </ul> <p>The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.</p>			
On the table below are the five NQF Learning Domains, numbered in the left column.			
<p><b>First</b>, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). <b>Second</b>, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. <b>Third</b>, 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. (Courses are not required to include learning outcomes from each domain.)</p>			
Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	<p>Intro textbooks</p> <ul style="list-style-type: none"> <li>- Basic vocabulary</li> <li>- Ability to recognize topics and main ideas</li> <li>- Ability to write simple sentences</li> <li>- Simple present</li> <li>- Word families and collocations</li> <li>- Scanning for names, dates and times</li> <li>- Capitalization and punctuation</li> <li>- Using the dictionary</li> <li>- Subject and object pronouns</li> <li>- Taking notes</li> <li>- Giving opinions</li> </ul>	<p>Traditional teaching + use of smart boards + online practice</p>	<ul style="list-style-type: none"> <li>- Homework</li> <li>- Worksheets</li> <li>- Quizzes</li> <li>- Summary tests</li> <li>- Two midterm tests</li> <li>- Final exam</li> </ul>

	<ul style="list-style-type: none"> <li>- Listening for examples</li> <li>- Listening for reasons</li> <li>- Prefixes and suffixes</li> <li>- Agreeing and disagreeing</li> <li>- Compound nouns</li> <li>- Prepositions of location</li> </ul> <p>Level 1 textbooks</p> <ul style="list-style-type: none"> <li>- Writing a main idea and supporting sentences</li> <li>- Verbs + infinitives</li> <li>- Skimming for the main idea</li> <li>- Word roots</li> <li>- Writing compound sentences with but and so</li> <li>- Simple past</li> <li>- Reading charts, graphs and tables</li> <li>- Modifying nouns</li> <li>- Using correct paragraph structure</li> <li>- Identifying the topic sentence in a paragraph</li> <li>- Parts of speech</li> <li>- Writing a topic sentence</li> <li>- Sentences with when</li> <li>- Identifying supporting sentences and details</li> <li>- The prefix un-</li> <li>- Writing supporting sentences and details</li> <li>- Prepositions of location</li> <li>- Listening for key words and phrases</li> <li>- Asking for repetition and clarification</li> <li>- Words in contexts</li> <li>- Should, shouldn't; it's +adj+ infinitive</li> <li>- Presenting information from notes</li> <li>- Understanding numbers and dates</li> <li>- Suffixes -ful; -ing</li> <li>- Be going to</li> <li>- Introducing topics in presentations</li> <li>- Listening for specific information</li> <li>- Making notes with word webs</li> <li>- Using body language</li> </ul>		
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	<ul style="list-style-type: none"> <li>- Gerunds as subjects and objects</li> <li>- Asking for and giving opinions</li> <li>- Intonation in questions</li> </ul>		
1.2			
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	<p>Cognitive skills to be developed</p> <ul style="list-style-type: none"> <li>- Reading comprehension;</li> <li>- Linguistic competence;</li> <li>- Linguistic performance.</li> </ul>	<ul style="list-style-type: none"> <li>- questions</li> <li>- peer assessment</li> <li>- guided discussions</li> <li>- guided dialogues</li> <li>- presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Homework</li> <li>- worksheets</li> <li>- quizzes</li> <li>- summary tests</li> <li>- two midterm tests</li> <li>- final exam</li> </ul>
2.2			
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<ul style="list-style-type: none"> <li>- Respect for classmates' questions and opinions;</li> <li>- Respect for the teacher;</li> <li>- Observation of classroom conduct.</li> </ul>	None	None
3.2			
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	<ul style="list-style-type: none"> <li>- Written communication according to the topics covered;</li> <li>- Oral communication such as questions, answers, dialogues and presentations.</li> </ul>	<ul style="list-style-type: none"> <li>- Students should prepare the exercises at the end of each unit at home.</li> <li>- Students should prepare presentations on some selected topics.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of written quizzes, tests and exam.</li> <li>- Assessment of presentations and communication skills</li> </ul>
4.2	Oral communication according to presentations and discussions given by students		
<b>5.0</b>	<b>Psychomotor</b>		
5.1	None	None	None
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)								
	1.1	1.2		2.1		3.2		4.1	
1.1	/	/		/					
2.1	/								

6. 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	Homework, assignments and activities	Throughout the semester	5%
2	Quizzes, summary tests	At the end of each unit	5%
3	First term exam	7 <sup>th</sup>	25%
4	Second term exam	12 <sup>th</sup>	25%
5	Final exam	16 <sup>th</sup>	40%

#### 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)

Number of office hours per week: 5 hours

#### E Learning Resources

##### 1. List Required Textbooks

1. Q: Skills for Success, SPECIAL EDITION, READING AND WRITING, INTRO, Kevin McClure and Mari Vargo, 2016, Oxford University Press
2. Q: Skills for Success, SPECIAL EDITION, LISTENING AND SPEAKING, INTRO, Kevin McClure and Mari Vargo, 2016, Oxford University Press



<p>3. Q: Skills for Success, SPECIAL EDITION, READING AND WRITING, 1, Kevin McClure and Mari Vargo, 2016, Oxford University Press</p> <p>4. Q: Skills for Success, SPECIAL EDITION, LISTENING AND SPEAKING, 1, Kevin McClure and Mari Vargo, 2016, Oxford University Press</p>
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <p>None</p>
<p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <p>None</p>
<p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <ul style="list-style-type: none"> <li>- <a href="http://WWW.elsdonline">WWW.elsdonline</a></li> <li>- <a href="http://WWW.iqspecialedition.com">WWW.iqspecialedition.com</a></li> </ul>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> <li>- <a href="http://www.engVid.com">www.engVid.com</a></li> </ul>

#### F. Facilities Required

<p>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.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <p>One classroom to accommodate around 40 students.</p>
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <p>A podium with a smart board and one data show projector.</p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p>Resource Learning Center at the Department of Arts and Education</p>

#### G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p>
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<ul style="list-style-type: none"><li>- A questionnaire prepared by the lecturer on the content and usefulness of the textbooks.</li><li>- A questionnaire prepared by the administration on the lecturer, course and other related procedures.</li><li>- Peer observation to enhance teaching.</li></ul>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>A survey on the course objectives, teaching methods and lecturers is conducted by the university online for the students before they can see their results.</p>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"><li>- Using various teaching methods;</li><li>- Making use of extracurricular activities;</li><li>- Engaging students in the teaching process by asking them to give presentations and enact or roleplay dialogues.</li></ul>
<p>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)</p> <p>Asking a colleague to mark some test and exam pamphlets to ensure fairness and objectivity.</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"><li>- A committee assigned by the department has to revise and develop the course periodically or when necessary.</li></ul>

Name of Instructor: **Dr. Omar Osman Jabak**

Signature: \_\_\_\_\_

Date Report Completed: October, 2018

Program Coordinator: Dr. Ahmad Al-Zahrani

Signature: \_\_\_\_\_

Date Received: \_\_\_\_\_