

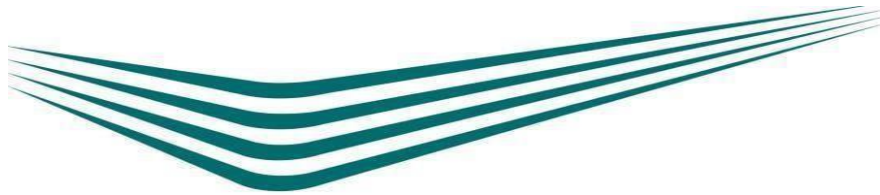


ATTACHMENT 5.

Kingdom of Saudi Arabia

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

**Course Specifications
(CS)**



جامعة دار العلوم
Dar Al Uloom University
لعلوم توابك العصر

Course Specifications

Institution: Dar Al-Uloom University	Date: 27-12-2019
College/Department: University Preparatory Program / English	

A. Course Identification and General Information

1. Course title and code: Threshold Integrated English Language B1 / ENGL-1122			
2. Credit hours : 2			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
<ul style="list-style-type: none"> ➤ College of Business – Human Resource ➤ College of Business – Finance and Banking ➤ College of Business – Marketing 			
4. Name of faculty member responsible for the course : Mr. Majid Ali, Course Coordinator			
5. Level/year at which this course is offered:		Level A / Final Semester at UPP	
6. Pre-requisites for this course (if any)		Level B (Engl-1112 and Engl-1113) or IELTS 4	
7. Co-requisites for this course (if any)		Engl-1121 and Engl-1123 (Recommended)	
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input type="checkbox"/> YES	What percentage?	<input type="text" value="100"/>
b. blended (traditional and online)	<input type="checkbox"/> No	What percentage?	<input type="text" value="0"/>
c. e-learning	<input type="checkbox"/> No	What percentage?	<input type="text" value="0"/>
d. correspondence	<input type="checkbox"/> No	What percentage?	<input type="text" value="0"/>
f. other	<input type="checkbox"/> No	What percentage?	<input type="text" value="0"/>
Comment			

B Objectives

1. What is the main purpose for this course?

- Engl-122 is an integrated skills course that teaches and tests academic and essential skills for students who will exit at a B1 Level of the CEFR:
- Employ micro and macro-reading skills for both fluency and accuracy.
- Produce a summary (report writing), which is organised, concise, well-developed including interpreting tables and graphs for report writing.
- Enable students apply critical thinking through analysing charts and organizing information in writing accordingly.
- Enable students to demonstrate and practice their skimming, scanning and detailed reading skills.

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)

Keeping in view the nature and the objective of the course, the following points may help in developing reading and writing skills of the students by teaching from a textbook and communicative approach. More reading and writing tasks to help students improve their reading and writing skills on IELTS based questions.

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

This course will cover each of the four skills tested in the IELTS test: Reading and Writing Task one. Using a textbook, classroom activities, and practice tests, students will be exposed to a variety of strategies in order to improve their IELTS score and make them familiar with the format and design of the exam. A variety of test-taking skills will be taught and practiced.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Unit 1: Great Places to be	3	6
Unit 3: Getting from A to B	3	6
Unit 5: Animal World	3	6
Unit 7: Literacy Skills	3	6
Unit 9: Every Drop Counts	3	6

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total

Contact Hours	15 x 2					30
Credit	2					2

3. Additional private study/learning hours expected for students per week.	3
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

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. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	The learner will be able to identify the meaning and word family of vocabulary and apply it in a variety of everyday topics.	Textbook exercises/Drilling, Lectures, Group or Pair work Lectures	In class practice, Mid-term and Final Exam.
1.2	The learner will be able to identify and use a variety of complex grammatical forms related to specific and everyday topics.	Textbook exercises/Drilling, Lectures, Group or Pair work Lectures	In class practice, Mid-term and Final Exam.
2.0	Cognitive Skills		

2.1	The learner will be able to analyse and evaluate a range of reading strategies such as skimming, scanning and detailed reading depending on their reading purpose to answer questions.	Classroom Instruction, Group Work, Discussions.	In class practice, Mid-term and Final Exam.
2.2	The learner will be able to listen to an audio script as a recording and evaluate general and specific details, assessed using a rubric.	Lectures, Peer Checking, Predictions and analysis of recorded audio extracts and exercises.	In class practice, Mid-term and Final Exam.
3.0	Interpersonal Skills & Responsibility		
4.0	Communication, Information Technology, Numerical		
4.1	The learner will be able to analyse data and write or fill in a 120-150-word summary of a given Pictographic, assessed using a descriptive rubric.	Classroom Instruction, Drafting, Proofreading, Discussions.	In class practice, Writing tasks, Mid-term and Final Exam.
5.0	Psychomotor		

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	Midterm Exam	Week 6	20%
2	Writing Tasks	Continuous	20%
3	Listening	Continuous	10%
4	Reading	Continuous	10%
5	Final Exam	Week 14	40%
	TOTAL		100%

D. Student Academic Counselling 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)

10 hours a week (students are free to reach the office of the concerned teacher during office hours).

E. Learning Resources

1. List Required Textbooks

Complete IELTS, Guy Brook Heart and Vanessa Jakeman

World English 2 Textbook (Reference)

World English 2 Workbook (Reference)

2. List Essential References Materials (Journals, Reports, etc.)

There are no other journals or reports needed for the course.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc.)

There are no other journals or reports needed for the course.

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

<http://dictionary.cambridge.org/>

<http://www.thesaurus.com/>

<http://www.grammar-monster.com/>

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

Additional materials available on LMS

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Lecture rooms/Classrooms for up-to 25 students
2. Computing resources (AV, data show, Smart Board, software, etc.) Smart Board Amplifier and speakers Projectors
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Whiteboard Dais

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Course evaluation
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Lesson Observations Weekly Meetings
3 Processes for Improvement of Teaching Lesson Observations Weekly Meetings Continuous Professional Development Workshops
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) * Cross checking of assignments, homework and exam copies * QA Committee check Mid-Term & Final Exams of a sample of students
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. * Time to time analysis of the course material by the subject experts (Course Coordinators). * Monthly course meeting * Departmental meetings

* End of semester course review

Name of Instructor: Mr. Naceur, Ms Dalal

Signature: *Majid*

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Date Report Completed: **27/12/2019**

Name of Field Experience Teaching Staff: Majid Ali

Program Coordinator: Dr. Akbar Ali

Signature: _____

Date Received: _____