

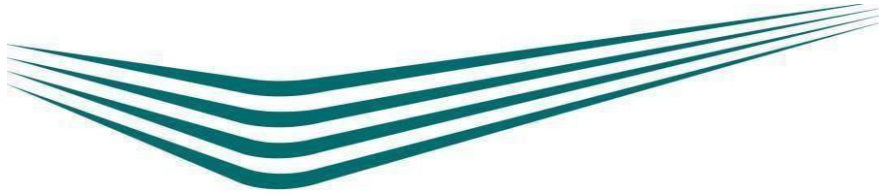


**ATTACHMENT 5.**

**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: <b>Dar Al-Uloom University</b>	Date: <b>06/06/2019</b>
College/Department: <b>University Preparatory Program / English</b>	

### A. Course Identification and General Information

1. Course title and code: <b>Oral Communication II / Engl-1121</b>
2. Credit hours : <b>3</b>
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"> <li>➤ <b>College of Architecture</b></li> <li>➤ <b>College of Interior Design</b></li> <li>➤ <b>College of Graphics Design</b></li> <li>➤ <b>College of Law</b></li> <li>➤ <b>College of Business – Human Resource</b></li> <li>➤ <b>College of Business – Finance and Banking</b></li> <li>➤ <b>College of Business – Marketing</b></li> </ul>
4. Name of faculty member responsible for the course : <b>Stephen Heath</b>
5. Level/year at which this course is offered: <b>Level A / Final Semester at UPP</b>
6. Pre-requisites for this course (if any) <b>Level B (Engl-1111) or IELTS 4</b>
7. Co-requisites for this course (if any) <b>Engl-1122 and Engl-1123 (Recommended)</b>
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

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> <li>• Employ listening strategies for general understanding and detail.</li> <li>• Develop effective oral communication skills through a variety of general conversations and role-plays.</li> <li>• Deliver oral presentations employing good organisation, clarity, body language and eye-contact.</li> <li>• Use visuals to predict content, ask for opinions, check for information</li> <li>• Listen for attitude, use problem/solution organizations, and use imperatives to persuade.</li> <li>• Use sign posting language, introduce examples and express general believes.</li> <li>• Identify cause and effect and take turns in discussion, use adverbs and emphasis.</li> <li>• Learn to predict the content and talk about past events and time.</li> <li>• Identify rhetorical questions, learn about proposing and expanding an idea</li> <li>• Understand counter arguments and explanations. Learn to link ideas.</li> <li>• Understand lecture organization, outline a topic and explain how something is used.</li> </ul>
<p>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)</p> <p>Keeping in view the nature and the objective of the course, the following points may help in developing listening and speaking skills of the students.</p> <ol style="list-style-type: none"> <li>1. Students will be instructed to have both individual and group presentations in the class</li> <li>2. Students will have face to face meetings among themselves and with the instructor.</li> <li>3. Students will be provided with a lot of opportunity by simulating different kinds of situations</li> <li>4. Students will be motivated to ask questions in order to have rebutting ability.</li> </ol>

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

**Course Description:**

Following on from ENGL-111, students will use their vocabulary resources, syntactic knowledge and idiomatic expressions developed to support students in functioning confidently in more challenging academic content. In this second level, there will be a greater focus on effective listening and speaking strategies in using English in extended academic lectures, talks, reports, and radio programs. The importance of non-verbal, verbal communication and intercultural communication will be emphasized in one-to-one, small group and large group communication settings. Practice activities on pronunciation, intonation patterns, and stress placement at the phrase/sentence level and above will be a feature of this course. Suitable appropriate authentic resources and materials – in both e-learning and paper format - will be used to support trainees in taking responsibility for their own learning.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Unit 1: Food from the Earth	1	3
Unit 2: Communication	1	3
Unit 3: Cities	1	3
Unit 4: The Body	1	3
Unit 5: Challenges	1	3
Unit 6: Transitions	1	3
Unit 7: Luxuries	1	3
Unit 8: Nature	1	3
Unit 9: Life in the Past	1	3

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

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	27					27
Credit	3					3

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

3

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
<b>1.0</b>	<b>Knowledge</b>		
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
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	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.
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	4.1 The learner will be able to demonstrate their oral communication skills by analysing specific and everyday topics then describing individually and by discussing them in a group or an interview setting. Assessed using a rubric.	In-class speaking task and Final Exam	Speaking Assessment
4.2	The learner will be able to demonstrate their oral communication skills by analysing specific and everyday topics and discussing them in an interview setting. Assessed using a rubric.	In class discussions, pair and group speaking activities, and presentations	Speaking Exam
<b>5.0</b>	<b>Psychomotor</b>		

5.1	N/A		
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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 7	20%
2	Speaking	Continuous	20%
3	Listening	Continuous	20%
4	Final Exam	Week 14	40%
5	<b>TOTAL</b>		<b>100%</b>

#### D. Student Academic Counselling and Support

<p>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)</p> <p>10 hours a week (students are free to reach the office of the concerned teacher during office hours).</p>
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#### E. Learning Resources

<p><b>1. List Required Textbooks</b> World English 2 Textbook World English 2 Workbook</p>
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <p>There are no other journals or reports needed for the course.</p>
<p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc.)</p> <p>There are no other journals or reports needed for the course.</p>
<p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p><a href="http://dictionary.cambridge.org/">http://dictionary.cambridge.org/</a> <a href="http://www.thesaurus.com/">http://www.thesaurus.com/</a> <a href="http://www.grammar-monster.com/">http://www.grammar-monster.com/</a></p>

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

Projector

Internet

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: Stephen Heath

Signature:



Date Report Completed: 06/06/2019

Name of Field Experience Teaching Staff:

Program Coordinator: Dr. Akbar

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

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