



Course Specification

— (Bachelor)

Course Title: **Waystage Listening & Speaking 1 A2**

Course Code: **ENGL1111**

Program: **University Preparatory Program**

Department: **English Department**

College: **University Preparatory Program**

Institution: **Dar Al Uloom University**

Version: **4th**

Last Revision Date: **September 2024**

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A. General information about the course:

1. Course Identification

1. Credit hours

3

2. Course type

- A. ☒ University ☐ College ☐ Department ☐ Track ☐ Others
- B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (First Year Semester 2)

4. Course general Description:

This course integrates listening and speaking skills and builds on the foundation provided by the level C courses. The course provides instruction and practice on listening strategies like listening for general information and detail, guessing word meaning from context. The speaking section of the course attempts to develop presentation skills such as format, organization, body language and eye contact. Students practice conversations and role-plays in order to build on their skills.

5. Pre-requirements for this course (if any):

ENGL0002

6. Pre-requirements for this course (if any):

ENGL1112, ENGL1113

7. Course Main Objective(s):

- Develop student's ability to take organized notes on lectures and listening passages and identify and distinguish main ideas from supporting details.
- Develop effective oral communication skills through a variety of general conversations and role-plays.
- Deliver oral presentations employing good organization, clarity, body language and eye contact.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		





3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding. At the end of the course, the student is expected to be able to:			
1.1	recognize the meaning and a good range of vocabulary items, including related word forms, collocations, synonyms, suffixes, etc. related to current topics such as business, marketing, psychology, technology, sociology, and environmental science.	K1	Classroom Instruction, Pair Work, Differentiation, Cooperative learning	Mid-Term, Final Exam





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.2	Identify and accurately reproduce a variety of grammatical structures and forms such as the present continuous, past continuous, past simple, future tense, past tense, modals, and comparative and superlative adjectives.		Classroom Instruction, Pair Work, Differentiation, Cooperative learning	Mid-Term, Final Exam
...				
2.0	Skills			
2.1	Demonstrate good communication skills while orally interacting with peers through different speaking activities, including conducting and presenting survey results to the class, asking for and giving examples, giving advice, and performing a panel discussion, on topics related to the book themes (e.g. business, marketing, psychology, technology, sociology, and environmental science.)	S1	Classroom Instruction, Pair Work, Differentiation, Cooperative learning	CA Project





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.2	Use listening skills, including identifying key words and main ideas, analyzing supporting details, predicting, and understanding cause and effect, to understand 4-5 minute audio scripts on topics related to book themes.	V2	Classroom Instruction, Pair Work, Differentiation, Cooperative learning	Mid-Term, Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate responsibility of own learning and interact positively with peers while engaged in individual, pair, and group work.	V2	Class discussions, collaborative teaching, group and pair activities	Analyzing attendance percentages, and using a graded rubric and ongoing observation to assess students' contribution to class activities and tasks
3.2				

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction Unit 1: Business and Marketing	6
2.	Unit 2: Psychology	6
3.	Unit 3: Social Psychology	6
4.	Unit 4: Technology	3
5.	Unit 5: Sociology	6
6.	Unit 6: Behavioral Science	6
7.	Unit 7: Environmental Science	6
8.	Unit 8: Public Health	3





9.	Review	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	CA Project	15	10%
2.	Online Practice	All Semester	20%
3.	Mid-term Exam	9	20%
4.	Participation and attendance	All Semester	10%
5.	Final Exam	17	40%
	Total		100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Q-Skills (Listening and Speaking)
Supportive References	Q-Skills Classroom Presentation
Electronic Materials	https://www.oxfordlearnersbookshelf.com/ https://q3ese.oxfordonlinepractice.com/app/
Other Learning Materials	Q- Skills Classroom Presentation

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom that can accommodate up to 30 students.
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> ▪ Laptop ▪ Quick Internet Connection ▪ Relevance distance learning software (Microsoft Teams) ▪ Whiteboard ▪ IWB ▪ Projectors ▪ Amplifies & Speakers
Other equipment (depending on the nature of the specialty)	N/A



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	HOD, UPP Council & Students	Class observation, student surveys, peer observation
Effectiveness of Students assessment	Teachers & coordinators	Analysis of course reports
Quality of learning resources	Faculty & Students	Surveys
The extent to which CLOs have been achieved	Department Council	Analysis of course reports
Other	N/A	N/A

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	