COURSE SPECIFICATIONS
(CS)
Ramadan 1438 H , June 2017

Institution:	Majmaah University
Academic Department :	Department of English, College of Education
Program:	B.A. English
Course title and code:	ENGL212 (Listening & Speaking2) New Course
Specification Approved Date :	17/ 06 / 1440 H

Course Specifications

Institution: Majmaah University	**Date: 12/02/2019**
College/Department : Department of English, College of Education, Majmaah	

A. Course Identification and General Information

1. Course title and code: **Listening & Speaking(ENGL212)**
2. Credit hours: 3
3. Program(s) in which the course is offered. B.A. English (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: Muhammad Iqbal Muhammad
5. Level/year at which this course is offered: Level 4
6. Pre-requisites for this course (if any):ENGL112 (Listening & Speaking 1)
7. Co-requisites for this course (if any): NA
8. Location if not on main campus:Main Campus, Majmaah University

9. Mode of Instruction (mark all that apply):

a. traditional classroom	√	What percentage?	50%
b. blended (traditional and online)	√	What percentage?	30%
c. e-learning	√	What percentage?	10%
d. correspondence		What percentage?	
f. TBL	√	What percentage?	10%

Comments:

B Objectives

This course primarily aims at developing advanced listening and speaking skills. The main objectives are:
1. Making use of academic contents
2. Organization information
3. Scaffolding instructions
4. Activating prior knowledge
5. Interacting with others
6. Cultivating critical thinking
7. Employing advanced listening and speaking strategies

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)

1. Flexibility in the selection of the text book – a book covering latest strategies of Listening and Speaking
2. Course contents to be modified in view of the latest development in listening and speaking
3. Incorporate more technology tool for improving listening and speaking

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

Course Description:

This course is designed for the undergraduate students who need to develop better listening comprehension and oral skills for academic and practical purposes. Our focus will be on critical listening to make predictions, offer clarification, distinguishing between main ideas and details in a lecture, listening for straw-man arguments, and how to refute them. The course also involves listening activities for recognizing words signaling generalizations, expression signaling analogies, noting analogies in abbreviated form, and completing statements of personal opinion from a study session conversation.

What the learners get from listening comprehension is integrated to speaking activities which focus on advanced speaking skill – sharing personal perspectives and observations at advanced level. The course prepares the students for pragmatics talks driving home the complex concepts with confirmation from the listeners and audiences.

1. Topics to be Covered		
List of Topics	**No. of Weeks**	**Contact hours**
Course Orientation	**1**	**3**
New Challenges – Critical listening and sharing personal perspectives	**2**	**6**
Cooperation and competition – Distinguishing main ideas and details and sharing personal observations	**2**	**6**

	2	6
Relationships – Listening for straw-Man arguments, refuting straw-man arguments and listening for words signaling generalization, sharing assumptions about life experiences	2	6
Health and Leisure – Listening for expressions signaling analogies and discussing effectiveness of analogies	2	6
High Tech, Low Tech – Listening for information to complete handout and explain a diagram with using language functions in speaking	2	6
Listening tests for language proficiency – Introduction to IELTS listening and speaking tasks	2	6
Speaking tests for language proficiency– Introduction to TOEFL (iBT) listening and speaking tasks	1	3
Revisions and Midterm Exams	1	3

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	**Planned**	45					45
	Actual	45					45
Credit	**Planned**	3					3
	Actual	3					3

3. Additional private study/learning hours expected for students per week. | 2 |

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	Identify main ideas and specific details	Presentation, discussion Online activities Listening to tracks	Observation, quizzes
1.2	Recognize true and false statements	Exposure to online resources, presentations	Quizzes/tests/exams
1.3	Identify language functions	Pair/group work	Assignments/tests
2.0	**Cognitive Skills**		
2.1	Pragmatic understanding of opinion	Display on graphic organizers Charts/table Discussions	Observation/rubric
2.2	Taking notes during listening passages	PPP (Presentation-Practice-Production)/pair and group work	Exams Rubric for evaluation of essays
2.3	Making inferences when listening to informal conversation and listening passages	PPP Multimodes Exposure to online resources	Rubric/Dropbox evaluation Exams
2.4	Explain speaker's feelings and intentions	Group discussion Text reading activities	Quizzes, exams, observation
3.0	**Interpersonal Skills & Responsibility**		
3.1	Record a dialogue/making a podcast in pairs	Guidance Groups discussions Data collection Interviews referencing	Observation Rubric
3.2			
4.0	**Communication, Information Technology, Numerical**		
4.1	Making blogs	Blackboard (LMS) blogs Google blogs	Observation Rubric
4.2	Practice online listening/speaking tests	Using internet resources	Assignments evaluation
5.0	**Psychomotor**		

5.1			
5.2			

| **5. Schedule of Assessment Tasks for Students During the Semester**			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.) Open to change	**Week Due**	**Proportion of Total Assessment**
1	Assignment task 1 (Listening)	2nd week	2%
2	Assignment 2/quiz 1 (Listening)	4th week	2%
3	Group Speaking task	5th week	3%
4	First midterm exam	6th week	10%
5	Speaking assignment task 3	7thand 8th week	2%
6	Students presentations	9th and 10th week	5%
7	Second midterm exam	11th week	10%
8	Group project (Recording Dialogues/Podcasts)	12th and 13th week	5%
9	Blackboard (LMS) activities evaluation	14th and 15th week	1%
10	Final exam	16th week	60%

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)

2 hours a week. Besides, there is a separate arrangement of students' counselling through a Student Advisor

E Learning Resources

1. List Required Textbooks
   Mosaic 1, Listening and Speaking, ME Gold Edition by Jami Hanreddy and ElizabethWhalley
   Publisher: McGraw Hill, Year 2008 (**ISBN 10: 0077116550 – ISBN 13: 9780077116552**)

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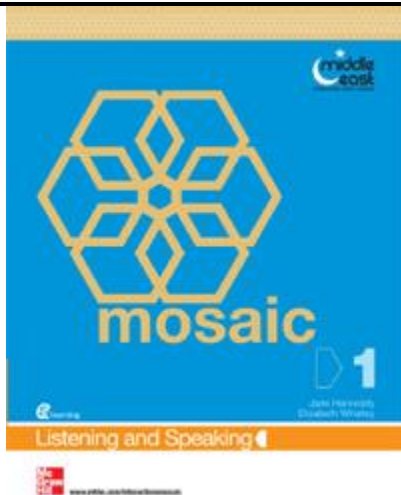
2. List Essential References Materials (Journals, Reports, etc.)

The Official Guide to the TOEFL Test, 5th Edition, (ISBN 10: 9781260011210)

Listening for IELTS by Fiona Aish& Jo Tomlinson Collins English for Exams, Year 2011
ISBN 9780007423262

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
   1. Improve your IELTS Listening and Speaking Skills CD2 (MacMillan,2007)
   2. URL: **http://libguides.westvalley.edu/esl**
   3. **http://jckvmi.jimdo.com**
   4. **http://www.eslpartyland.com/teachers/nov/listen.htm**
   5. **www.listen-and-write.com/**
   6. **www.rong-chang.com/listen.htm**

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

Blackboard (LMS), University website

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.)
- Number of seats 30
- 5 Computer labs with 24 seats in each
- Internet access

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classrooms and computer labs

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Projectors
- Smartboard
- Internet access

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
- Classroom feedback
- Online feedback by students on the University Website
- Questionnaires

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Peer Review
- Opinion of the students
- Faculty Members feedback

3. Processes for Improvement of Teaching
- Seminars
- Training programs by the University
- Revisions in the light of feedback

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)

- Quality documents/evaluation
- Summative and formative assessment
- Grade system and re-checking
  - Prescribed reports

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- **Discussion in the WhatsApp Group of Department of English**
- **Review Committees**
- **Discussions with quality supervisors**

Name of Course Instructor: Muhammad Iqbal Muhammad

Signature: …………..……………. **Date Specification Completed:** 17/06/2018

Program Coordinator: Dr. AiedElenizi

Signature: ……………………….. **Date Received:** …………………………......