



Course Specifications

Course Title:	Listening and Speaking 1
Course Code:	Engl. 112
Program:	B. A. in English Language
Department:	English Department
College:	Science and Humanities in Al-Ghat
Institution:	Majmaah University

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A. Course Identification

1. Credit hours: 3 Hours
2. Course type a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level Two
4. Pre-requisites for this course (if any): None
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	22	50
2	Blended	10	20
3	E-learning		
4	Correspondence	8	20
5	Other	4	10

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	38
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	38
Other Learning Hours*		
1	Study	
2	Assignments	4
3	Library	
4	Projects/Research Essays/Theses	2
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description This course aims primarily to train students to develop good and effective speaking and listening skills. They will be trained to speak and listen actively and effectively for different purposes and in different social contexts. A wide range of speaking and listening strategies
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will be continuously described and emphasised throughout the course. English is a global language and students will be exposed to a variety of native and nonnative English accents. What is more, they will be trained to speak clearly, expressively and intelligibly to a wide range of English speakers and users (of various accents and cultural backgrounds). The course utilizes vast and varied audio and video-taped materials (multimodal materials) taught with a view to integrate listening and speaking with other major language skills (reading and writing). The Videos and audios will particularly help to train students on stress and connected speech features (intonation, assimilation, rhythm, etc.).

Additionally, A wide range of speaking tasks have been designed which engaged the learners in individual speaking, dialogues in pairs, group discussions and role-play. Focus is also on preparing the students for language proficiency tests such as IELTS and iBT TOEFL tests. Instructors are required to keep updated and to be context-sensitive, flexible, dynamic and to vary both teaching and evaluation strategies (integrating teaching and testing). Although the Interactions series is currently used in the course, this can change or may be supplemented by any other materials (materials selection or collation depends largely on the course philosophy, aims and outcomes).

2. Course Main Objective

1. Enable students to understand spoken English at a variety of communicative situations, especially lectures and presentations.
2. Familiarize students with the sound patterns such as stress, rhythm, intonation, reductions and tone.
3. Accustom students to the normal rate of speech of the native speakers during normal conversation.
4. Familiarize students with false start, pause, fillers and redundancies.
5. Enable students to take notes and use them in their conversation.
6. Expose students to nonnative-speaker accents (New or World Englishes accents).
7. Train students to practice "active listening", a vital communication skill.
8. Train students to listening to listen for different purposes and in different contexts.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Enlist listening/speaking strategies	
1.2	Identify main ideas and specific details from listening	
1.3	Recognize stressed words	
1...		
2	Skills :	
2.1	Get meaning from the listening text	
2.2	Speak for a purpose in various situations and contexts	
2.3	Takes notes from the lectures and presentations	
2.4	Explain inferential meanings	
3	Competence:	
3.1	Record a dialogue in pairs.	
3.2	Meet deadlines (of listening assignments and other tasks).	
3.3		
3.4		
3.5		

C. Course Content

No	List of Topics	Contact Hours
1	Course Orientation	3
2	Education and Student Life – Pre-listening, listening and post-listening	6
3	City Life – Stressed words, language functions, notes-taking	6
4	Business and money – Listening for specific details, listening and speaking teens and tens	6
5	Jobs and Profession –Getting meaning from the context, Focused listening	6
6	Lifestyles Around the World – Inference, Summarizing	6
7	Listening tests for language proficiency – Introduction to IELTS listening tasks	6
8	Speaking tests for language proficiency– Introduction to IELTS speaking tasks	3
9	Revisions and Midterm Exams	3
Total		45

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Enlist listening/speaking strategies	Presentation, discussion Online activities Listening to tracks	Observation, quizzes
1.2	Identify main ideas and specific details from listening	Exposure to online resources, presentations	Quizzes/tests/exams
...	Recognize stressed words	Pair/group work	Assignments/tests
2.0	Skills		
2.1	Get meaning from the listening text	Display on graphic organizers Charts/table Discussions	Observation/rubric
2.2	Speak for a purpose in various situations and contexts	PPP (Presentation-Practice-Production)/pair and group work	Exams Rubric for evaluation of essays
2.3	Takes notes from the lectures and presentations	PPP Multimodes Exposure to online resources	Rubric/Dropbox evaluation Exams
2.4	Explain inferential meanings	Group discussion Text reading activities	Quizzes, exams, observation
3.0	Competence		
3.1	Record a dialogue in pairs.	Guidance Groups discussions Data collection	Observation Rubric

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Interviews referencing	
3.2	Meet deadlines (of listening assignments and other tasks).	Lecturing	Being tough on deadlines.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment task 1 (Listening)	2 nd week	2%
2	Assignment 2/quiz 1 (Listening)	4 th week	2%
3	Group Speaking task	5 th week	3%
4	First midterm exam	6 th week	20%
5	Speaking assignment task 3	7 th and 8 th week	2%
6	Students presentations	9 th and 10 th week	5%
7	Second midterm exam	11 th week	20%
8	Group project (Recording Dialogues/Podcasts)	12 th and 13 th week	5%
9	Blackboard (LMS) activities evaluation	14 th and 15 th week	1%
10	Final exam	16 th week	50%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Electronic mail support

- Academic advisory by appointment or during the faculty member's office hours.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Interactions 2, Listening and Speaking, ME Gold Edition by Judith Tanks and Lida R. Baker, Publisher: McGraw Hill, Year 2007 (ISBN: 0077116526)
Essential References Materials	Listening for IELTS by Fiona Aish & Jo Tomlinson Collins English for Exams, Year 2011 ISBN 9780007423262
Electronic Materials	Improve your IELTS Listening and Speaking Skills CD2 (MacMillan, 2007) URL: http://libguides.westvalley.edu/esl http://jckvmi.jimdo.com http://www.eslpartyland.com/teachers/nov/listen.htm www.listen-and-write.com/ www.rong-chang.com/listen.htm
Other Learning Materials	Blackboard (LMS), University website

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be large enough to accommodate the number of registered students •
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptop computer • projector system •
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Central Printer. • Scanner •

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
End of term college evaluation of course by students (to be collected by the department)		
End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better		
Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each students on specific points outlined by the department and the instructor being evaluated		

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	