**Kingdom of Saudi Arabia**

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

**Course Specification**

**English Language ( 1101 Najm )**

**2009- 1430**

**Course Specification**

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| **Institution:**  King Saud University |
| **College;** College of applied studies and community services  **Department;** Health & Science  Programming  Accounting |

**A Course Identification and General Information**

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| **1. Course title and code:** 1101 Najm  1103 Najm |
| **2. Credit hours:** 1101 Najm 9 hours per week  1103 Najm 3 hours per week |
| 3. Program(s) in which the course is offered.(If general elective available in many programs indicate this rather than list programs)Medical Secretary Diploma - Medical Records – ProgrammingAccounting - Nursing – X Ray Technician - lab Technician |
| **4. Name of faculty member responsible for the course**  1- Basma AlRugaib 2- Monera AlSultan  3- Gada AlDuaihi 4- Nouf AlBattah |
| **5. Level/year at which this course is offered:** LEVEL ( 1 ) |
| **6. Pre-requisites for this course (if any):**  None |
| **7. Co-requisites for this course (if any) :** None |

**B Objectives**

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| 1. Summary of the main learning outcomes for students enrolled in the course:  1) This Course enable students to understand spoken and written English and use it in their daily life.  2) To provide students with comprehensive knowledge of English skills( reading, writing, listening and speaking) |
| 2. Course development plans:  1) Coordinating between the faculty members who teach this course to exchange experience and information.  2) Students will use a variety of resources. |

**C. Course Description;** (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

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| 1 Topics to be Covered | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact**  **hours** |
| **Theme 1 ( Education )** | 1 | 9 |
| **Theme 2 ( Daily life)** | 1 | 9 |
| **Theme 3 ( work and Business)** | 1 | 9 |
| **Theme 4( Science and nature)** | 1 | 9 |
| **Theme 5 (The Physical world)** | 1 | 9 |
| **Theme 6 ( Culture and civilization)** | 1 | 9 |
| **Theme 7 (They made our world)** | 1 | 9 |
| **Theme 8 ( Art and Literature)** | 1 | 9 |
| **Theme 9 ( Sports and Leisure** | 1 | 9 |
| **Theme 10( Nutrition and Health)** | 1 | 9 |

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| 2 Course components (total contact hours per semester): | | | | |
| **Lecture:**  15 weeks  9 hours per week | **Tutorial:**  None | **Laboratory**  None | **Practical/Field work/Internship**  None | **Other:** |

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| **4. Development of Learning Outcomes in Domains of Learning**  **For each of the domains of learning shown below indicate:**   * A brief summary of the knowledge or skill the course is intended to develop; * A description of the teaching strategies to be used in the course to develop that knowledge or skill; * The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned. |
| **a. Knowledge** |
| (**i) Description of the knowledge to be acquired**:   * Understanding the grammatical rules of the foreign language and form basic English sentence * Identify the component of a sentence pattern. * Students will use a range of relevant vocabulary that is related to different themes. * Understanding short texts in English . * Write simple English sentences * Understanding a short talks in English(words –sentences ) * Produce a clear ,coherent oral presentation at the end of each theme. |
| **(ii) Teaching strategies to be used to develop that knowledge:**   * Cooperative learning. * The lecture. * Worksheets. * Assignments. |
| **(iii) Methods of assessment of knowledge acquired:**   * Distribute worksheet for Grammar and vocabulary. * Students write the new words in a sentence. * Reading Quiz : Reading orally with correct intonation and fluency * Exams |

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| **b. Cognitive Skills** |
| **(i) Cognitive skills to be developed**   * The ability to read simple texts. * The ability to recognize vocabulary items weather its isolated or in a sentence. * Enable the students to use the language in real life situations.. * The ability to write short paragraphs. * Figuring out the sentence patterns of a sentence. * The ability to guess the meaning from the context * The ability to understand from lectures given in English. * The ability to scan and skim reading passages for information. |
| **(ii) Teaching strategies to be used to develop these cognitive skills:**   * + The students are kept onboard by making sure that they understand the topic under discussion. * They are encouraged and guided to guess the meaning of the difficult words from the context. * They are given exercises testing on their understanding of the content.   + Class discussions / teaching a range of activities leading to free use of grammar.   + Lectures / teaching students how to read attentively, understand clearly, and use vocabulary in a meaningful context, reinforcing students’ understanding of grammar items through grammar exercises, teaching collocations. |
| **(iii) Methods of assessment of students cognitive skills**  Quizzes, tests and exams testing their grammar, their vocabulary and reading skills are given throughout the course duration. |
| **c. Interpersonal Skills and Responsibility** | | |
| ***(i) Description of the interpersonal skills and capacity to carry responsibility to be developed***  1-communiating personal ideas and thoughts.  2- Responding to class discussion.  3- Developing teamwork skills.  4- Students will be able to participate actively and effectively in cooperative group.  5- Students show respect to their classmate's opinion. | | |
| ***(ii) Teaching strategies to be used to develop these skills and abilities***  -Divide the students into groups to share their understanding for a reading text which allow the excellent students to help the weak ones.  - Free discussion. | | |
| ***(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility***  - in each theme students will discuss various questions about themselves which help them to connect the main theme with their life and experience. | | |
| |  | | --- | | **d. Communication, Information Technology and Numerical Skills** | | ***(i) Description of the skills to be developed in this domain.***  1-Additional activities are assigned on the internet to enhance student's learning.  2- Students will use the teacher's web page to check the links posted.  3-Encourage students to use the net to help them developing their English skills. | | ***(ii) Teaching strategies to be used to develop these skill:***  Students will be referred to some related links to practice each skills separately. | | ***(iii) Methods of assessment of students numerical and communication skills***  Students will be given an assignment on an exercises related to listening, grammar or writing on a specific link .Then they discuss the answers in the class. |   **e. Psychomotor Skills** |
| **(i) Description of the psychomotor skills to be developed ;**   * It permits the students to * practice writing new vocabulary. * improve their listening skills. * create new sentences. * develop the spelling.   + Participates in group working.   + Identify parts of speech and punctuation marks.   + Develop listening comprehension.   + Students pay attention to sounds and accents.   + Develop oral fluency.   + Improve their listening and speaking skills.   + Students learn sentence patterns and vocabulary. |
| **(ii) Teaching strategies to be used to develop these skills and abilities**  1. Presentation.  2. What then? (Extending a story);  The teacher writes the beginning of the story on the board. Then each student comes to the board and adds one sentence.  3. Scrambled sentences;  The teacher prepares flashcards. The students work in groups to arrange the words in order.  4. Executing commands;  The teacher reads some sentences and the students act. e.g. Sara, go to the board, write your name..etc.  5. A sound game;  The teacher writes a sound on the board, then she reads some words and if the students hear this sound they raise their hands.  6. Debates and discussion groups;(Who am I)  The teacher asks the students to write out subjects they would like to debate.  7. Guessing games;(Who am I)  The teacher asks one student to think about a well known person. The rest of the class asks yes/no questions and guesses who it is.  8. Twenty question game;  One student leaves the room while the others decide on an object in the classroom. The student comes back asks 20 questions to discover what the object is.  9. Drawing pictures;  The teacher can call on individuals to draw on the board. The other students practice at their seats. |
| **( iii ) Methods of Assessment of students Psychomotor Skills;**   * Worksheets (yes\no) questions & True or false Questions. * Ask Oral Questions * Students feel that the teacher is listening to them and respecting their opinions. * The teacher corrects mistakes in pronunciation and grammar only if the student's meaning is unintelligible or ambiguous (In case of presentation). |

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| **5. Schedule of Assessment Tasks for Students During the Semester** | | | |
| **Assessment** | **Assessment task (eg. essay, test, group project, examination etc.)** | **Week due** | **Proportion of Final Assessment** |
| 1 | 1st Mid |  | 20 |
| 2 | 2nd Mid |  | 20 |
| 3 | Quiz |  | 5 |
| 4 | Presentation |  | 5 |
| 5 | Class work |  | 10 |
| 6 | Final |  | 40 |

**D. Student Support**

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| **1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)**   1. Weakly office hours. 2. Exam error analysis in class. 3. Feed back for each student. 4. Teacher's web page. 5. Teacher's e-mail. |

**E. Learning Resources**

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| **1. Required Text(s);**  1- Starting skills in English ( reading and writing)  2- Starting skills in English ( vocabulary and grammar  3- Starting skills in English ( listening and speaking) | |
| **2. Essential References**;  Dictionary | |
| **3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)**  See web support for this book:  [www.skillsinenglish.com](http://www.skillsinenglish.com) | |
| **4-.Electronic Materials, Web Sites etc**   1. Check teacher`s web site. 2. Resources:  * Reading strategies:   <http://www.learner.org/jnorth/Read20best.html>   * Learn English voc:   <http://www.learnenglish.de/vocabulary/buildings.htm>   * Parts of speech:   <http://www.cityu.edu.hk/elc/quiz/partspee.htm>   * Grammar exercises:   [http://www.english.hilfen.de/en/exercises-list/alle grammar.htm](http://www.english.hilfen.de/en/exercises-list/alle%20grammar.htm)   * Paragraph writing:   <http://esl.about.comlod/writingintermediate/a/paragraphs.htm>   * Pronunciation:   <http://funeasyenglish.com/amarican-english-pronunciation.htm> | |
| **5- Other learning material such as computer-based programs/CD, professional standards/regulations;**  None | |
| **F. Facilities Required** | |
| 1. Accommodation | lecture rooms |
| 2. Computing resources | None |
| 3. Other Resources | Tape recorder , CD player, projectors |

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| **G. Course Evaluation and Improvement Processes** | |
| 1. Strategies for Obtaining Student Feedback on Quality of Teaching | Evaluation Questionnaire |
| 2. Other Strategies for Evaluation of Teaching | observations and assistance from colleagues, independent assessment of standards achieved by students, independent advice on assignment tasks. |
| 3. Processes for Improvement of Teaching | Workshops on teaching methods, review of recommended teaching strategies. |
| 4. Processes for Verifying Standards of Student Achievement | None |
| 5. Action Planning for Improvement | * Coordinate between faculty members to exchange experiences * Search for websites related to syllabus. |