Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكــة العربيــة السعوديــة
الهيئـــة الوطنيـــة للتقـــويـم
والاعــتــمــاد الأكــاديـمــي

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)

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Course Specifications

Institution	Date of Report
Najran University	
College/Department : Faculty of Art and Science /Computer Science Department	

A. Course Identification and General Information

1. Course title and code: Title: Intensive English Program   Code: 202MATH-3 (نجل-٦١١)
2. Credit hours : 6
3. Program(s) in which the course is offered.   (If general elective available in many programs indicate this rather than list programs)   Computer Science Program
4. Name of faculty member responsible for the course   Specification Committee in Computer and English Departments
5. Level/year at which this course is offered: Level 1/ First Year
6. Pre-requisites for this course (if any)   None
7. Co-requisites for this course (if any)   None
8. Location if not on main campus   Male and Female Branches

9. Mode of Instruction (mark all that apply)
 	
     a. Traditional classroom   [✓]   What percentage? [100%]
 	
     b. Blended (traditional and online) [ ]   What percentage? [ ]
 	
     c. e-learning [ ]   What percentage? [ ]
 	
     d. Correspondence [ ]   What percentage? [ ]
 	
     f. Other [ ]   What percentage? [ ]
 	
 Comments:
 We still teach this course using traditional methods but there is a plan to transform some course contents into electronic format using E-learning

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B Objectives

1. What is the main purpose for this course?
By the end of this course student is expected to be able to:

1) Define the principle of the English language.
2) Use English language in writing and speaking.
3) Understand and analyze English text.

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)
The contents of this course are improved by a committee contained members from computer department and English department in the faculty of Science and Arts – Sharourah.

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

1. Topics to be covered		
Grammar, Reading, and Writing	**No. of Weeks**	**Contact hours**
Book 1: Unit 1: **Grammar**: Verb to be, Questions with what **Reading**: Reading different types of identification cards and documents **Writing**: Complete an application	1	4
Book 1: Unit 2: **Grammar**: Verb be in statements/ yes-no questions; Articles a, an, and the; this and these; noun plurals; questions with where ... **Reading**: Identifying names of classroom objects **Writing**: Write questions about locations	1	4
Book 1: Unit 3: **Grammar**: Possessive adjectives; verb be in statements/ yes- no questions. **Reading**: Reading a family tree **Writing**: Write questions about people	1	4
Book 1: Unit 4: **Grammar**: Simple present statements. **Reading**: Scanning for specific information **Writing**: Write an e-mail message.	1	4
Book 1: Unit 5: **Grammar**: Simple present information questions; frequency adverbs **Reading**: Answering comprehension questions **Writing**: Write a message to a Web site about yourself.	1	4
Book 1: Unit 6: **Grammar**: There's and there are; quantifiers adjectives before nouns; telling time; suggestions.	1	4

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Reading: Understanding classification **Writing**: Use prepositions for time and place: between, through, at, on, for, and from ... to		
Book 1: Unit 7: **Grammar**: Present: statements, yes-no questions, short answers, and information questions, Imperatives **Reading**: Organizing different ideas **Writing**: Write a short article giving advice about exercise; use imperatives to give advice.	1	4
Book 1: Unit 8: **Grammar**: Like to, want to, need to, and have to; questions with How much **Reading**: Looking for specific words and information **Writing**: Write a recommendation for a shopper's guide; Link ideas with because to give reasons.	1	4
Book 1: Unit 9: **Grammar**: Can and can't **Reading**: KWL strategy (know-want to know-learned) **Writing**: Write a paragraph for a Web page for tourists; use commas in lists.	1	4
Book 1: Unit 10: **Grammar**: Simple past. **Reading**: Reading journal entries with comprehension **Writing**: Write a personal journal; Order events with before, after, when, and then.	1	4
Book 1: Unit 11: **Grammar**: Simple past of be in statements, yes-no questions, and short answers; Simple past information questions. **Reading**: learning to reading letters from magazines **Writing**: Complete a funny story; Use punctuation to show direct quotations or speech.	1	4
Book 1: Unit 12: **Grammar**: Countable and uncountable nouns; How much and How many **Reading**: Reading guides (e.g. restaurant guide) **Writing**: Use adjectives to describe restaurants.	1	4
General Revision	2	8

1. Topics to be covered (Lab)		
Listening and Speaking	**No. of Weeks**	**Contact hours**
Unit 1 Listening skill focus: Reflecting on listening Speaking skill focus: Asking for help with vocabulary	1	2
Unit 2 Listening skill focus: Activating background knowledge 1 Speaking skill focus: Reflecting on speaking	1	2

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Unit 3 Topic: Plants; bees Listening skill focus: Activating background knowledge 2 Speaking skill focus: Asking for clarification vocabulary	1	2
Unit 4 Listening skill focus: Predicting Speaking skill focus: Taking time to think	1	2
Unit 5 Listening skill focus: Listening for main ideas Speaking skill focus: Clarifying	1	2
Unit 6 Listening skill focus: Working out unknown vocabulary Speaking skill focus: Asking for further information	1	2
Unit 7 Listening skill focus: Identifying speculative language Speaking skill focus: Using expressions to show interest	1	2
Unit 8 Listening skill focus: Listening for specific information Speaking skill focus: Elaborating	1	2
Unit 9 Listening skill focus: Identifying sequencers Speaking skill focus: Saying percentages and fractions	1	2
Unit 10 Listening skill focus: Summarizing Speaking skill focus: Giving presentations	1	2
Unit 11 Listening skill focus: Listening for examples Speaking skill focus: Giving opinions and responding to opinions	1	2
Unit 12 Listening skill focus: Identifying important points Speaking skill focus: Rephrasing to check understanding	1	2
Revision	2	4

3. Additional private study/learning hours expected for students per week. Office hours: 2 Hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into

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the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.
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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.
Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Remember English language Grammar	Lecture	Achievement test
1.2	Memorize the principles of reading, writing, and speaking in English language.	Lecture	
2.0	**Cognitive Skills**		
2.1	Understand and analyze different English language text,	Discussion Problem Solving	Achievement test Assignments
2.2	Evaluate English language text and conversations.	Discussion Problem Solving	Achievement test Assignments
3.0	**Interpersonal Skills & Responsibility**		
4.0	**Communication, Information Technology, Numerical**		
5.0	**Psychomotor**		

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information	demonstrate, calculate, illustrate, interpret, research, question, operate,

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Technology, Numerical	appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested *verbs not to use* when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.
Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

	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	8th week	20%
2	Alternative Evaluation Methods (Quizzes, Assignments, and Home work)	Over the semester	20%
3	Attendance		10
4	Final Examination	End of Semester	50

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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) Office Hours

E. Learning Resources

1. List Required Textbooks   McCarthy, Michael. <u>Touchstone (1) Student's Book.</u> Dubai: Cambridge and Obeikan, 2009.
2. List Essential References Materials (Journals, Reports, etc.)
2. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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.) Classrooms for 20-30 students with data show

2. Computing resources (AV, data show, Smart Board, software, etc.) Classrooms and laboratories Should include data show and speakers.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

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G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching: ✓ Distribution of a questionnaire for students to know how to achieve the goals in the theoretical and practical side.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor:
  ✓ Discussions with colleagues who specialize in teaching methods and means of learning.
  ✓ Self-evaluation of the performance of the teacher.
  ✓ Discussions with other colleagues who taught this course.

3 Processes for Improvement of Teaching
  ✓ Diagnose weaknesses and turn them into strengths.
  ✓ Discussions about the decision and methods of teaching
  ✓ Study the needs of the labor market of college graduates

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)

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

Faculty or Teaching Staff: Specification Committee in Computer and English Departments

Signature: _____   **Date Report Completed:** _____

Received by: _____   **Dean/Department Head**

Signature: _____   **Date:** _____