

# National Commission for Academic Accreditation & Assessment

## Course Specification

Institution: <b>Najran University</b>
College/Department: <b>College of Arts and Science, English Department</b>

### A Course Identification and General Information

1. Course title and code: <b>Linguistics Texts – Eng 102</b>
2. Credit hours: <b>3 hours</b>
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)  <b>B.A in Special Education</b>
4. Name of faculty member responsible for the course <b>Ismail Mohammed Rushwan</b>
5. Level/year at which this course is offered: <b>level 1</b>
6. Pre-requisites for this course (if any): <b>none</b>
7. Co-requisites for this course (if any): <b>none</b>
8. Location if not on main campus: <b>Uraisa Campus</b>

### B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. <b>By the end of this course, the students will be able to do the following things:</b> <ol style="list-style-type: none"><li><b>To consolidate the reading skills acquired in secondary school.</b></li><li><b>To develop and extend students' lexical repertoire to provide them with vocabulary for self-expression, self-reflection and critical analysis.</b></li><li><b>To equip students with reading skills such as previewing , using a dictionary , skimming and scanning.</b></li><li><b>Using background knowledge to interact with a text and using a graphic organizer.</b></li><li><b>Organizing events in narrative texts , reading tables and improving reading speed.</b></li><li><b>Talk about their abilities.</b></li></ol>
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)

- a. increase use of IT and web-based materials.
- b. using **YouTube** to download suitable videos for listening.

**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		
List of Topics	No of Weeks	Contact hours
Unit 1: Hello everybody!	1	3
Unit 2: Meeting People	1	3
Unit 3 : The world of work	1	3
Unit 4: Take it easy	1	3
Unit5: Where do you live?	1	3
Unit 6: Can you speak English?	1	3
Unit 7 : Then and now	1	3
Unit 8 : How long ago?	1	3
Unit 9: Food you like!	1	3
Unit 10: Bigger and Better	1	3
Unit 11:looking Good	1	3

2 Course components (total contact hours per semester):

Lecture: <b>33 hours</b>	Tutorial: <b>none</b>	<b>33 hours</b>	Practical/Field work/Internship: <b>none</b>	Other: <b>none</b>
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3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

**None**

#### 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

- a. Emphasizing the basic communicative structures of English with greater emphasis on reading comprehension.
- b. Developing reading skills to facilitate reading comprehension for students to become successful independent readers.
- c. Using texts of diverse topics in compliance with Islamic culture.

###### (ii) Teaching strategies to be used to develop that knowledge

- a. Discussion
- b. Problem solving
- c. Explaining ideas of the subject

###### (iii) Methods of assessment of knowledge acquired

- a. Midterm and final exams
- b. In-class short exams
- c. Homework assignment

##### **b. Cognitive Skills**

###### (i) Description of cognitive skills to be developed

- a. processing speed, faster processing speed more efficient thinking and learning.
- b. Auditory Processing, it's useful not only for speaking , but also for reading and spelling.
- c. Attention Skills: To stay focused, on-task and alert.

###### (ii) Teaching strategies to be used to develop these cognitive skills

- a. Transmit information which supplement or enhance reading , promote understanding via explanations and respond to students' misconceptions or difficulties.

- b. Actively involve students in learning , apply disciplinary methods of analysis and practise problem solving.
- c. Develop disciplinary and process skills , obtain feedback and respond to it.

(iii) Methods of assessment of students cognitive skills

- a. In-class quizzes
- b.** Midterm and final exams
- c. Performance discussions with the students.

**c. Interpersonal Skills and Responsibility**

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

- a. Encourage group work among students so that they can work in pairs or groups.
- b. Work effectively both individually and in teams
- c. Professional and ethical completion of tasks.

(ii) Teaching strategies to be used to develop these skills and abilities

- a. Individual and group assignments.
- b.** Discussions and presentations.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

- a. individual performance in exams and assignments.
- b.** presentations and discussions.
- c. Class participation.

**d. Communication, Information Technology and Numerical Skills**

(i) Description of the skills to be developed in this domain.

- a. Students can get benefit of the vast material on Internet.
- b.** The use of computer for quizzes, etc.

(ii) Teaching strategies to be used to develop these skills

- a. Homework assignments.
- b.** Several in-class quizzes.

(iii) Methods of assessment of students numerical and communication skills

- a. performance in the problem solving assigned in the homework.
- b.** Evaluating the proficiency in communication during in-class interactions.

**e. Psychomotor Skills (if applicable)**

(i) Description of the psychomotor skills to be developed and the level of performance required a. b. c.
(ii) Teaching strategies to be used to develop these skills a. b. c.
(iii) Methods of assessment of students psychomotor skills a. b. c.

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	First midterm test	6	25
2	Second midterm test	11	25
3	Final exam	15	50

**D. Student Support**

<p>1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)</p> <p>a. <b>10 office hours weekly.</b></p> <p>b. <b>Contacting via email: <a href="mailto:rushwan80@yahoo.com">rushwan80@yahoo.com</a></b></p>
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**Learning Resources**

<p>1. Required Text(s): <b>Soars, L. &amp; Soars, J. (2006). New Headway Plus Elementary: Student's Book. Oxford University Press. (with CD-ROM)</b></p>
<p>2. <b>Soars, L. &amp; Soars, J. (2006). New Headway Plus Elementary: Workbook. Oxford University Press.</b></p>
<p>3- Recommended Books and Reference Material (Journals, Reports, etc)</p>

4-.Electronic Materials, Web Sites etc

[www.oup.com/elt](http://www.oup.com/elt)

5- Other learning material such as computer-based programs/CD, professional standards/regulations

## 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 (Lecture rooms, laboratories, etc.)

- a. **Lecture room for 40 students.**
- b. **Lab provided with projector and two speakers.**

2. Computing resources

**40 computers provided with headphones for each student to listen and practice.**

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Course evaluation by students.  
Faculty-student gathering.

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Peer consultation in teaching  
Departmental discussions  
Discussions with the course coordinator

3 Processes for Improvement of Teaching

An evaluation form is available on web, students are encouraged to answer. Results are forwarded to instructor.

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)

All exams are common, so standard of a student's is measured relative to all the students taking that course.

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

Committees are formed on a yearly basis to review the course and textbooks. Adjustments are made if necessary.