



## Course Specifications

<b>Course Title:</b>	LISTENING AND SPEAKING 2
<b>Course Code:</b>	ENG-3/221
<b>Program:</b>	Bachelor's Program in English
<b>Department:</b>	Department of English
<b>College:</b>	Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Ardha (Female Campus), Dayar (Female Campus), and Farasan (Female Campus)
<b>Institution:</b>	Jazan University

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## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b> <b>a.</b> University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> <b>b.</b> Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> level 4 /2nd year
<b>4. Pre-requisites for this course (if any):</b> Listening and speaking 1 ENG-3/211
<b>5. Co-requisites for this course (if any):</b> None

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (quizzes, worksheets and assignments)	
	<b>Total</b>	45

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This is a three credit hour course that focuses on how the students are able to express themselves in different situations such as presentation in the class or before an audience, comprehend main ideas and details of a discussion or lecture. The course also emphasizes the students' ability to master the skills of speaking at an appropriate speed, ending a conversation, a discussion or a presentation etc. Students also learn some basic rules of grammatical items that will help them to speak or write correct English.

### 2. Course Main Objective

- Develop students' comprehensive understanding and using of conversational language in different topics.
- Enable students to express themselves in English and give their opinions confidently.
- Improve students' presentation and discussion skills including their critical analysis for

different issues.

- Enrich students' English vocabulary with more advanced and complex words
- Prepare Students for Standardized tests like TOEFL IBT.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding: Students will be able to</b>	
1.1	Identify meanings of words and phrases related to different topics	<b>K2</b>
1.2	List expressions that are used to serve different language functions	<b>K1</b>
2	<b>Skills :Students will be able to</b>	
2.1	Infer main ideas and specific details from a listening passage	<b>S1</b>
2.2	Use appropriate analogies in different situations	<b>S2</b>
2.3	Construct effective arguments to refute assumptions	<b>S4</b>
3	<b>Values: Students will be able to</b>	
3.1	Display self-directed and collaborative learning in pairs or groups	<b>V2</b>
3.2	Develop presentation skills to speak to a group confidently	<b>V3</b>

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction	3
2	CH 1 (New Challenges)	9
3	CH 2 (Cooperation and Competition)	7
4	CH 3 (Relationships)	7
5	CH4 (Health and Leisure)	7
6	CH 5 (High Tech, low Tech)	9
7	Revision	3
<b>Total</b>		<b>45</b>

### 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	<b>Knowledge and Understanding: Students will be able to</b>		
1.1	Identify meanings of words and phrases related to different topics	Lecture, group discussion, pair works	MCQ, Fill in the blanks, Matching, True of False in quizzes, assignments, midterm and final
1.2	List expressions that are used to serve different language functions	Lecture Individual/Pair work Group discussion Games Teacher-fronted elicitation Modeling & Drilling Dictation	MCQ, Fill in the blanks, Matching, True of False in quizzes, assignments, midterm and final

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>2.0</b>	<b>Skills: Students will be able to</b>		
2.1	Infer main ideas and specific details from a listening passage	Lecture Individual/Pair work Group discussion Games Teacher- fronted elicitation Modeling & Drilling Dictation	MCQ, Fill in the blanks, Matching, True of False in quizzes, assignments, midterm and final
2.2	Use appropriate analogies in different situations	Lecture Individual/Pair work Group discussion Games Teacher- fronted elicitation Modeling & Drilling Dictation	MCQ, Fill in the blanks, Matching, True of False in quizzes, assignments, midterm and final
2.3	Construct effective arguments to refute assumptions	Lecture Individual/Pair work Group discussion Games Teacher- fronted elicitation Modeling & Drilling Dictation	MCQ, Fill in the blanks, Matching, True of False in quizzes, assignments, midterm and final
<b>3.0</b>	<b>Values: Students will be able to</b>		
3.1	Display self-directed and collaborative learning in pairs or groups	Lecture Individual/Pair work Group discussion Games Teacher- fronted elicitation Modeling & Drilling Dictation	Quiz, Assignment, Midterm, Final Exam Practical assessment
3.2	Develop presentation skills to speak to a group confidently	Lecture Individual/Pair work Group discussion Games Teacher- fronted elicitation Modeling & Drilling Dictation	Quiz, Assignment, Midterm, Final Exam Practical assessment

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	1-4	10%
2	Midterm Examination	6-10	20%
3	Quiz-2 (Listening or Speaking) or Assignment	11-12	10%
4	Final Examination (Oral – Speaking)	14	30%
5	Final Examination(Listening)	15	30%
6	Total		100%

\*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 :**

Students are allotted an academic counselor to take care of academic and, sometimes, personal issues. Further, 10 office hours are allotted to each teacher to cater to students' academic needs.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Listening and Speaking 1 Mosaic by Jami Hanreaddy & Elizabeth Whalley – Middle East gold Editions
<b>Essential References Materials</b>	Mosaic Website: <a href="http://www.mhhe.com/intracationmosaic">www.mhhe.com/intracationmosaic</a>
<b>Electronic Materials</b>	BBC learning English Web site, TedTalk Web site.
<b>Other Learning Materials</b>	YouTube, Saudi Radio

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Language laboratory is strongly needed for better teaching this course of
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Projectors / Speaker/ internet connection / Laptops Photocopiers
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Full access for Internet in all classrooms

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment, Student Evaluation
Achievement of CLOs	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation, Course Report, CLO Excel Worksheet
Quality of Learning Resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Course Report, Student Evaluation

**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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	