



Course Specifications

Course Title:	PREPARATION FOR INTERNATIONAL TESTS
Course Code:	ENG 3/416
Program:	Bachelor's Program in English
Department:	Department of English
College:	Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Ardha (Female Campus), Dayar (Female Campus), and Farasan (Female Campus)
Institution:	Jazan University

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A. Course Identification

1. Credit hours: 3hrs			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: Level 7/ 4th year			
4. Pre-requisites for this course (if any): Knowledge of four language skills acquired at level 2,3,4 and 5			
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	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, assignments and midterm)	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

The course is offered to help those who are planning to take the TOEFL test for academic and other purposes. The course covers all the required elements of the test. It is initially prepared to provide students with insightful ideas about the test and the best strategies needed to get higher scores. It presents an overview and an orientation of the iBT TOEFL Test namely; Internet-based Test. IT trains the students on the skills tested on this format of TOEFL. It is based on the most up-to-date information available on the TOEFL iBT.

Longman Preparation for the TOEFL Test: iBT can be used in a variety of ways depending on the needs of the reader:

-It can be used as the *primary classroom text* in a course emphasizing preparation for the TOEFL iBT.

-It can be used as a *supplementary text* in a more general ESL/EFL course.

-Along with its companion audio program, it can be used as a tool for *individualized study* by students preparing for the TOEFL iBT outside the ESL/EFL classroom

2. Course Main Objective

By the end of the course, students will be able to:

- Identify the main ideas and some key details of simple and complex speech on concrete and abstract topics.
- Infer meaning of words from context, grasp the main idea and key details.
- Listen to short dialogues and identify details pertaining to the relationship between speakers, the gist of speaker's opinion, and the main topic of an announcement.
- Demonstrate command of a wide range of intermediate/upper-intermediate grammatical structures appropriately and accurately in written and spoken English.
- Communicate properly in both forms. (written and spoken)
- Write organized informal letters, essays, and descriptions with a range of mostly accurate grammar and vocabulary and with a command of upper-intermediate grammatical structures, vocabulary and functional language.
- Draw mind maps, flowcharts and diagrams for writing paragraphs and essays.
- Employ appropriate body language like gestures and hand movements in speaking.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding: Students will be able to	
1.1	Identify the different strategies and sub skills of LSRW in TOEFL iBT	K2
2	Skills : Students will be able to	
2.1	Differentiate among the listening sub skills in conversations, lectures and discussions	S1
2.2	Interpret information in lengthy reading passages using reading sub skills	S1
2.3	Demonstrate command of a wide range of grammatical structures in written English	S1
2...	Compose different types of essays with proficiency and a command of grammatical structure, vocabulary and functional language	S4
3	Values: Students will be able to	
3.1	Communicate effectively with organized and independent ideas in speaking tasks.	V2
3.2	Develop a sense of academic ethics in writing assignments	V3

C. Course Content

No	List of Topics	Contact Hours
1	<ul style="list-style-type: none"> -About the TOEFL iBT -Overview of TOEFL iBT -Description of the TOEFL iBT -How iBT scores compare with paper scores -Reading Overview -Strategies for Reading -Error Correction (Grammar Section) 	3
2	<ul style="list-style-type: none"> -Reading Skills -Understand vocabulary from context -Recognize Referents -Simplify meaning of sentences -Insert sentences into the passage -Find factual information 	3
3	<ul style="list-style-type: none"> Reading Skills -Understand negative facts 	3

	<ul style="list-style-type: none"> -Make inferences from stated facts -Infer rhetorical purposes -Select summary information -Complete schematic tables 	
4	<ul style="list-style-type: none"> - Listening Overview - Strategies for Listening -Error Correction (Grammar Section) 	3
5	<ul style="list-style-type: none"> -Listening Skills -Basic Comprehension -Understand the gist -Understand the details -Pragmatic Understanding -Understand the function -Understand the speaker's stance 	3
6	<ul style="list-style-type: none"> -Connecting Information -Understand the organization -Understand the relationships -Speaking Overview -Strategies for An Independent Speaking Task -Error Correction(Grammar Section) 	3
7	<ul style="list-style-type: none"> -Strategies for An Integrated Speaking Task (Reading, Listening and Speaking) -Strategies for An Integrated Speaking Task (Listening and Speaking) -Error Correction (Grammar Section) 	3
8	<ul style="list-style-type: none"> -Speaking Skills (Independent Tasks) -Plan the free-choice response -Make the free-choice response - Plan the paired-choice response -Make the paired-choice response 	3
9	<ul style="list-style-type: none"> -Speaking Skills (Integrated Tasks) -Note the main points as you read - Note the main points as you listen -Plan before you speak -Make the response 	3
10	<ul style="list-style-type: none"> -Error Correction (Grammar Section) 	3
11	<ul style="list-style-type: none"> -Writing Overview -Strategies for An Integrated Writing Task -Strategies for the Independent Writing Task Integrated Task -Note the main points as you read -Note the main points as you listen -Plan before you write 	3
12	<ul style="list-style-type: none"> -Write a topic statement -Write unified supporting paragraphs -Review Sentence Structure -Review Grammar -Error Correction (Grammar Section) 	3
13	<ul style="list-style-type: none"> Independent Task -Plan before you write -Write the introduction -Write unified supporting paragraphs -Connect the supporting paragraphs -Write the conclusion -Review Sentence Structure - Review Grammar 	3
14	(Final Revision) + Mini-Test 1+ Complete Test 1, Quiz, Midterm	6
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 and Understanding: Students will be able to		
1.1	Identify the different strategies and sub skills of LSRW in TOEFL iBT	Lecturing, Group discussion Communicative approach, presentation	Mid-term exam, Quizzes, Final Exam, Assignments
2.0	Skills: Students will be able to		
2.1	Differentiate among the listening sub skills in conversations, lectures and discussions	Lecturing, Group discussion Communicative approach, presentation	Mid-term exam, Quizzes, Final Exam, Assignments
2.2	Interpret information in lengthy reading passages using reading sub skills	Lecturing, Group discussion Communicative approach, presentation	Mid-term exam, Quizzes, Final Exam, Assignments
2.3	Demonstrate command of a wide range of grammatical structures in written English	Lecturing, Group discussion Communicative approach, presentation	Mid-term exam, Quizzes, Final Exam, Assignments
2.4	Compose different types of essays with proficiency and a command of grammatical structure, vocabulary and functional language	Lecturing, Group discussion Communicative approach, presentation	Mid-term exam, Quizzes, Final Exam, Assignments
3.0	Values: Students will be able to		
3.1	Communicate effectively with organized and independent ideas in speaking tasks.	-Practice in completing the exercises on TOEFL. -Occasional presentations by students. -Workshops and group discussions.	Practical Assessment
3.2	Develop a sense of academic ethics in writing assignments	-Practice in completing the exercises on TOEFL. -Occasional presentations by students. -Workshops and group discussions.	Assignment

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	4-6	10
2	Midterm	5-9	20
3	Assignment 1	5-10	10
4	Speaking Final Oral Exam	16	15
5	Final Written Examination		45
8	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 :

Course teachers are available during office hours (10 hours per week) for students seeking academic help and advising. Further, they are assigned academic counselors with whom they may discuss academic or even personal issues.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<i>Longman Preparation for TOEFL Test iBT: Deborah Phillips, 2nd edition., (2013)</i>
Essential References Materials	<i>Barron's Practice Exercises for the TOEFL: Pamela J. Sharpe, Barron's Educational Series, 2003.</i>
Electronic Materials	<ul style="list-style-type: none"> -The IELTS website at http://www.ielts.org -Ets (TOEFL and TWE) website at http://www.ets.org - http://harvest.net/site/toefl-preparation/ -http://www.longmanhomeusa.com/catalog/products/product-details/?pid=F-0AS3&sid=TOEFL -https://www.ets.org/
Other Learning Materials	<i>CDs on listening exercises</i> <i>Link of the Audio Material:</i> https://drive.google.com/file/d/0B8Nv23IKVgxXVGJET1VFakpabVE/view?pref=2&pli=1

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classrooms - 25 seats
Technology Resources (AV, data show, Smart Board, software, etc.)	Technology resources (AV, data show, Smart Board, software, etc.)

Item	Resources
etc.)	
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	ESL Cyber Listening Lab Internet facility in the class rooms, Books related to English Department in the library

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

Council / Committee	
Reference No.	
Date	