

# National Commission for Academic Accreditation & Assessment

## Course Specification

Institution **Dammam University**

College/Department **Faculty of Arts English Dept.**

### A Course Identification and General Information

1. Course title and code: <b>General English ELC 101</b>
2. Credit hours: <b>2hours</b> Contact hours: <b>4 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>Old students' program</b>
4. Name of faculty member responsible for the course <b>A specific team from the Arts English Dept</b>
5. Level/year at which this course is offered : <b>1433/1434 Level 1</b>
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 : <b>College of Arts ( Main building)</b>

### B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

**At the end of the course the students will be able:**

**To demonstrate comprehension of written English**

**To show command of English structural patterns in context**

**To demonstrate comprehension of English vocabulary in dialogues and texts**

**To write and respond effectively to questions or controlled prompts regarding passages in English.**

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

**\* Number of students in a class room should not be more than 30-35 so as to enhance effective learning.**

**\* Number of times a student could appear for the respective course should be minimised.**

**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
<b>Introductory lecture: Registration, class rules, office hours, syllabus and introduction of the course</b>	1 week	4
<b>Unit 1: Finding the ideal job</b>	2 weeks	8
<b>Unit 2: Country life vs city life</b>	2 weeks	8
<b>Mid term exam and quizzes</b>	1 week	4
<b>Unit 5: Netiquette</b>	2 weeks	8
<b>Unit 6: Women's work</b>	2 weeks	8
<b>Unit 7:Organic produce: Is it worth the price?</b>	2 weeks	8
<b>Pre-exam evaluation, quizzes and general revision</b>	2 weeks	8
<b>Final exam</b>	Half week	
<b>Total</b>	<b>14</b>	

2 Course components (total contact hours per semester):				
Lecture: <b>28 hours</b>	Tutorial:	Laboratory	Practical/Field work/Internship <b>Class presentation</b>	Other:

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)

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.
<b>a. Knowledge</b>

<p>i) Description of the knowledge to be acquired:</p> <p><b>Reading the text with proper pronunciation</b></p> <p><b>Improving listening comprehension of lectures and class discussion Speaking confidently while expressing personal views about the topic Building up new vocabulary, expressions and writing techniques like pre- writing, organizing, revising, correcting punctuation errors and editing Sharpening of grammar rules( descriptive and possessive adjectives, simple present, past and future tenses, affirmative and negative sentences, wh-questions, verbs plus gerunds and infinitives, adverbs and expressions of frequency, count and non-count nouns) so as to write authentically</b></p>
<p>(i) Teaching strategies to be used to develop that knowledge:</p> <p><b>Listening to the right pronunciation provided by the teacher</b></p> <p><b>Oral drilling and questioning in the class</b></p> <p><b>Comprehension exercises using different methods of assessing the student</b></p>

<p><b>In class discussion and worksheets</b></p> <p><b>Home assignments</b></p>
<p>(iii) Methods of assessment of knowledge acquired:</p> <p><b>Book exercises and worksheets</b></p> <p><b>Class participation Individual and group work Quizzes</b></p> <p><b>Midterm and final exams</b></p>
<p><b>b. Cognitive Skills</b></p>
<p>(i) Description of cognitive skills to be developed</p> <p><b>Making connections with their previous knowledge</b></p> <p><b>Comprehending the text to get the main idea</b></p> <p><b>Defining and describing the new words Expressing their opinion fluently and confidently Identifying and summarising the written material</b></p> <p><b>Using new words and expressions in different situations</b></p>
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <p><b>Individual class presentation</b></p> <p><b>Listening to the class lecture</b></p> <p><b>Text analysis</b></p> <p><b>Practical application of the text in real life situations</b></p>

<p>(iii) Methods of assessment of students cognitive skills</p> <p><b>Class participation</b></p> <p><b>Analysing the text with the provided pictures</b></p> <p><b>Home assignments</b></p> <p><b>In class writing and presentation</b></p> <p><b>Self-reflection: to think about themselves in relation to the topic</b></p> <p><b>Quizzes</b></p> <p><b>Midterm and final exams</b></p>
<b>c. Interpersonal Skills and Responsibility</b>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed:</p> <p><b>Active Listening so as to express effectively</b></p>

<p><b>Verbal communication</b></p> <p><b>Self confidence</b></p> <p><b>Completing tasks within the assigned time</b></p> <p><b>Teacher-student interaction</b></p>
<p>(ii) Teaching strategies to be used to develop these skills and abilities:</p> <p><b>Independent and pair work</b></p> <p><b>Assignments using internet browsing or other resources</b></p> <p><b>Special attention on time management, precision and self reliance</b></p>
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <p><b>Class work and home tasks' evaluation</b></p> <p><b>Effective speaking ability</b></p> <p><b>Personal presentation skills</b></p> <p><b>Group/pair performance</b></p>
<b>d. Communication, Information Technology and Numerical Skills</b>
<p>(i) Description of the skills to be developed in this domain.</p> <p><b>Using online exercises to polish their skills and extend their vocabulary</b></p> <p><b>Active usage of words in writing tasks</b></p>
<p>(ii) Teaching strategies to be used to develop these skills</p> <p><b>Using e-library</b></p> <p><b>Class tasks</b></p>
<p>(iii) Methods of assessment of students numerical and communication skills</p> <p><b>Assignments and quizzes</b></p>
<b>e. Psychomotor Skills (if applicable)</b>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p>

(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students psychomotor skills

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	<b>Class participation,HW,assignments,writing</b>	<b>Throughout</b>	<b>15%</b>
2	<b>Reading</b>	<b>Throughout</b>	<b>5%</b>
3	<b>Quizzes</b>	<b>Week 8&amp;15</b>	<b>10%</b>
4	<b>Mid term exam</b>	<b>Week 8</b>	<b>20%</b>
5	<b>Final exam</b>	<b>Week 17</b>	<b>50%</b>
6	<b>Grand total</b>		<b>100%</b>

#### D.Student Support

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)

#### (6) office hours per week

#### E Learning Resources

<p>1. Required Text(s)  * <b>Haugnes, N.&amp; B. Maher. North Star: Reading and Writing, Basic/Low Intermediate.London: Pearson, Longman.2004.</b>  *<b>Mills, R.&amp; L. Frazier. North Star: Writing Activity Book, Basic/Low Intermediate. London: Pearson, Longman.2004.</b></p>
<p>2. Essential References  *<b>Dictionary</b></p>
<p>3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</p> <p><b>Newspaper</b>  <b>English stories and novels</b></p>
<p>4-.Electronic Materials, Web Sites etc</p> <p><a href="http://www.ihbristol.com">www.ihbristol.com</a></p> <p><a href="http://www.englishteststore.com">www.englishteststore.com</a></p> <p><a href="http://www.englishvocabularyexercises.com">www.englishvocabularyexercises.com</a></p>
<p>5- Other learning material such as computer-based programs/CD, professional standards/regulations</p>

## 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.)
2. Computing resources
3. Other resources (specify –e.g., If specific laboratory equipment is required, list requirements or attach list)

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <b>Students' quizzes, mid term and final term exams</b>
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department <b>Course evaluation survey by the students</b>
3 Processes for Improvement of Teaching <b>Instructors' meeting at regular intervals during the academic year</b> <b>Sharing the experiences and challenges encountered by the instructors</b>
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) <b>Re-checking by another instructor from the department</b> <b>Exchange of sample exam papers to verify students' achievement</b>
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <b>Comparing and contrasting the course description with other institutes/universities</b> <b>A general workshop for all English instructors should be conducted in the beginning of the term to scrutinise the effectiveness of the course</b> <b>Registration of students should be completed in the first week of the term and their number should be limited to 30-35 maximum to ensure productive learning</b>