توصيف المقرر الدراسي

اسم المقرر:	الثقافة الإسلامية 1 (الأخلاق الإسلامية)
رمز المقرر:	11010101
البرنامج:	الدراسات الاسلامية
القسم العلمي:	الدراسات الاسلامية
الكلية:	الآداب والعلوم الإنسانية
المؤسسة:	جامعة الباحة

المحتويات

أ. التعريف بالمقرر الدراسي:

١. الساعات المعتمدة: ٢	

٢. نوع المقرر

أ. متطلب جامعة ✔ متطلب كلية ☐ متطلب قسم ☐ أخرى ☐

ب. إجباري ✔ اختياري ☐

٣. السنة / المستوى الذي يقدم فيه المقرر   السنة الأولى/الأول

٤. المتطلبات السابقة لهذا المقرر (إن وجدت)

لا يوجد

٥. المتطلبات المتزامنة مع هذا المقرر (إن وجدت)

لا يوجد

٦. نمط الدراسة (اختر كل ما ينطبق)

النسبة	عدد الساعات التدريسية	نمط الدراسة	م
%٦٦	٢٠	المحاضرات التقليدية	١
		التعليم المدمج	٢
%٣٣	١٠	التعليم الإلكتروني	٣
		التعليم عن بعد	٤
		أخرى	٥

٧. ساعات التعلم الفعلية للمقرر (على مستوى الفصل الدراسي)

ساعات التعلم	النشاط	م
	ساعات الاتصال	
٣٠	محاضرات	١
	معمل أو إستوديو	٢
	دروس إضافية	٣
	أخرى (تذكر)	٤
	الإجمالي	
	ساعات التعلم الأخرى*	
	ساعات الاستذكار	١
	الواجبات	٢
	المكتبة	٣
	إعداد البحوث/ المشاريع	٤
	أخرى (تذكر)	٥
	الإجمالي	

* هي مقدار الوقت المستثمر في النشاطات التي تسهم في تحقيق مخرجات التعلم للمقرر، ويشمل ذلك: جميع أنشطة التعلم، مثل: ساعات الاستذكار، إعداد المشاريع، والواجبات، والعروض، والوقت الذي يقضيه المتعلم في المكتبة

ب- هدف المقرر ومخرجاته التعليمية:

١. الوصف العام للمقرر:	

يشتمل المقرر على تسعة موضوعات وهي: مفهوم الثقافة ولأخلاق الإسلامية ومصادر الأخلاق الإسلامية وخصائصها وارتباطها بالعقيدة والعبادة وأساليب تكوينها وحمايتها وبعضا من نماذج الأخلاق الفاضلة.

٢. الهدف الرئيس للمقرر	

أن يتعرف الطالب على مفهوم الأخلاق ومصادرها وأهميتها ونماذجها.

٣. مخرجات التعلم للمقرر:

رمز مخرج التعلم المرتبط للبرنامج	مخرجات التعلم للمقرر	
	المعارف	1
	أن يعرف الطالب معنى الثقافة والأخلاق الاسلامية	1.1
	أن يشرح الطالب أهم الأخلاق الحميدة.	1.2
	أن يشرح الطالب مصادر الأخلاق وخصائصها.	1.3
		1...
	المهارات	2
	أن يطبق الطالب قواعد الاستنتاج من الأدلة الشرعية.	2.1
	أن يكتب الطالب بحثا مميزا في موضوع الأخلاق	2.2
	أن يميز الطالب بين الأخلاق المكتسبة والفطرية	2.3
		2...
	الكفاءات	3
	أن يتواصل الطالب شفهياً وكتابياً بشكل فعال	3.1
		3.2
		3.3
		3...

ج. موضوعات المقرر

ساعات الاتصال	قائمة الموضوعات	م
٢	تعريف الثقافة الإسلامية	١
٢	تعريف الأخلاق الإسلامية	٢
٢	مصادر الأخلاق الإسلامية	٣
٢	أهمية الأخلاق الإسلامية	٤
٢	خصائص الأخلاق الإسلامية	٥
٢	ارتباط الأخلاق بالعقيدة	٦

٢	ارتباط الأخلاق بالعبادة	٧
٢	أساليب تكوين الأخلاق	٨
٢	تابع أساليب تكوين الأخلاق	٩
٢	حماية الأخلاق في الإسلام	١٠
٢	تابع حماية الأخلاق في الإسلام	١١
٢	خلق الرحمة والحياء	١٢
٢	خلق الصدق والأمانة	١٣
٢	خلق العدل	١٤
٢	خلق الصبر والحلم	١٥
٣٠	المجموع	

د. التدريس والتقييم:

١. ربط مخرجات التعلم للمقرر مع كل من استراتيجيات التدريس وطرق التقييم

طرق التقييم	استراتيجيات التدريس	مخرجات التعلم	الرمز
		المعارف	**1.0**
الاختبـار الـدوري الأول والاختبار النهائي	المحاضرات الحوار والمناقشات تكليف الطلاب ببعض الواجبات.	أن يعرف الطالب معنى الثقافة والأخلاق الاسلامية	1.1
الاختبار النصفي والنهائي		أن يشرح الطالب أهم الأخلاق الحميدة.	1.2
		أن يشرح الطالب مصادر الأخلاق وخصائصها.	...
		المهارات	**2.0**
الاختبـار الـدوري الأول والاختبار النهائي	المحاضرات الحوار والمناقشات تكليـف الطـلاب ببعض الواجبات	أن يطبق الطالب قواعد الاسـتنتاج من الأدلـة الشرعية.	2.1
الاختبار النصفي والنهائي		أن يكتب الطالب بحثا مميزا في موضوع الأخلاق	2.2
			...
		الكفاءات	**3.0**
	الملاحظة	أن يتحمل الطالب مسؤولية تعلمه الذاتي.	3.1
	الملاحظة	أن يعمل الطالب في مجموعة بشكل فعال ويمارس القيادة عند الحاجة.	3.2
			...

٢. أنشطة تقييم الطلبة

النسبة من إجمالي درجة التقييم	توقيت التقييم (بالأسبوع)	أنشطة التقييم	م
١٠%	الأسبوع الخامس	اختبار دوري أول	١
٢٠%	الأسبوع التاسع	اختبار نصفي	٢
١٠%	الأسـبوع الثاني عشر	الاختبار الدوري الثاني	٣

النسبة من إجمالي درجة التقييم	توقيت التقييم (بالأسبوع)	أنشطة التقييم	م
١٠%	على مدار الفصل	الواجبات والأبحاث (فردي وجماعي)	٤
٥٠%	الأسبوع السادس عشر	الاختبار النهائي	٥
			٦
			٧
			٨

أنشطة التقييم (اختبار تحريري، شفهي، عرض تقديمي، مشروع جماعي، ورقة عمل الخ)

هـ ـ أنشطة الإرشاد الأكاديمي والدعم الطلابي:

١-تحديد الساعات المكتبية في بداية الفصل .

٢- تفعيل البريد الالكتروني في تواصل الطلاب بأستاذهم.

٣-يتم مراجعة الطلبة لوحدة الإرشاد الاكاديمي التابعة للكلية فيما يخص خدمتهم من الناحية الأكاديمية.

٤-يتاح لجميع الطلبة مراجعة وحدة الإرشاد الأكاديمي في مقرهم،وللوحدة برامج وأنشطة،وتضم بعضاً من أعضاء الهيئة التعليمية.

٥-التواصل من خلال برنامج البلاك بورد،والبريد الإلكتروني لعضو هيئة التدريس،وغيرها من الوسائل

و ـ مصادر التعلم والمرافق:
١. قائمة مصادر التعلم:

المرجع الرئيس للمقرر	أخلاقنا للدكتور محمد ربيع جوهري.
المراجع المساندة	الأدب المفرد للإمام البخاري. مختصر منهاج القاصدين لابن قدامة. خلق المسلم للشيخ محمد الغزالي. علم الأخلاق الإسلامية للدكتور مقداد يالجن.
المصادر الإلكترونية	http://www.al-mostafa.com/index.htm http://www.alwaraq.net/index http://www.almeshkat.net/books/index.php
أخرى	

٢. المرافق والتجهيزات المطلوبة:

العناصر	متطلبات المقرر
المرافق (القاعات الدراسية، المختبرات، قاعات العرض، قاعات المحاكاة ... إلخ)	١- قاعات درس مناسبة . ٢- مقاعد مريحة للطلاب .
التجهيزات التقنية (جهاز عرض البيانات، السبورة الذكية، البرمجيات)	أجهزة عرض متنوعة
تجهيزات أخرى (تبعاً لطبيعة التخصص)	

ز. تقويم جودة المقرر:

طرق التقييم	المقيمون	مجالات التقويم
الاستبانات	الطلاب	• توزيع استبانة تقويم المقرر على الطلبة في نهاية كل الفصل الدراسي للحصول على تقويم المقرر. • •
الملاحظة	الطلاب والمدرسين	استخدام حلقات نقاش مع عدد محدود من الطلاب.
الاستبانات	المدرسين	تحليل درجات الطلبة في الاختبارات إحصائياً وتفسيرها.
الملاحظة	المدرسين	عدد مشاركات الطلبة أثناء الشرح يعد مؤشرا لفاعلية التدريس.

ح. اعتماد التوصيف

جهة الاعتماد	مجلس القسم
رقم الجلسة	
تاريخ الجلسة	

توصيف المقرر الدراسي

اسم المقرر:	القرآن الكريم (تصحيح التلاوة)
رمز المقرر:	١١٠٢٠١٠٧
البرنامج:	الدراسات الاسلامية
القسم العلمي:	الدراسات الاسلامية
الكلية:	الآداب والعلوم الإنسانية
المؤسسة:	جامعة الباحة

المحتويات

أ. التعريف بالمقرر الدراسي:

١. الساعات المعتمدة: ٢	

٢. نوع المقرر

أ. متطلب جامعة ✔   متطلب كلية ☐   متطلب قسم ☐   أخرى ☐

ب. إجباري ✔   اختياري ☐

٣. السنة / المستوى الذي يقدم فيه المقرر	السنة الأولى/الأول
٤. المتطلبات السابقة لهذا المقرر (إن وجدت) لا يوجد	
٥. المتطلبات المتزامنة مع هذا المقرر (إن وجدت) لا يوجد	

٦. نمط الدراسة (اختر كل ما ينطبق)

م	نمط الدراسة	عدد الساعات التدريسية	النسبة
١	المحاضرات التقليدية	٣٠	١٠٠%
٢	التعليم المدمج		
٣	التعليم الإلكتروني		
٤	التعليم عن بعد		
٥	أخرى		

٧. ساعات التعلم الفعلية للمقرر (على مستوى الفصل الدراسي)

م	النشاط	ساعات التعلم
ساعات الاتصال		
١	محاضرات	٣٠
٢	معمل أو إستوديو	
٣	دروس إضافية	
٤	أخرى (تذكر)	
	الإجمالي	
ساعات التعلم الأخرى*		
١	ساعات الاستذكار	
٢	الواجبات	
٣	المكتبة	
٤	إعداد البحوث/ المشاريع	
٥	أخرى (تذكر)	
	الإجمالي	

* هي مقدار الوقت المستثمر في النشاطات التي تسهم في تحقيق مخرجات التعلم للمقرر، ويشمل ذلك: جميع أنشطة التعلم، مثل: ساعات الاستذكار، إعداد المشاريع، والواجبات، والعروض، والوقت الذي يقضيه المتعلم في المكتبة

ب- هدف المقرر ومخرجاته التعليمية:

	١. الوصف العام للمقرر:
	يشتمل المقرر على أحد عشر موضوعا وهي: تعريف القرآن وفضله وآداب تلاوته وأحكام الاستعاذة والبسملة والغنة وأحكام النون الساكنة والتنوين وأحكام الميم الساكنة وأحكام المدود والقلقلة والتفخيم والترقيق وهمزة الوصل والقطع.
	٢. الهدف الرئيس للمقرر
	أن يتعرف الطالب على أحكام التجويد ويتقن تلاوة جزء عم.

٣. مخرجات التعلم للمقرر:

رمز مخرج التعلم المرتبط للبرنامج	مخرجات التعلم للمقرر	
	المعارف	1
	أن يعرف الطالب معنى القرآن الكريم وآداب تلاوته	1.1
	أن يشرح الطالب أحكام النون الساكنة والتنوين والميم الساكنة	1.2
	أن يشرح الطالب أحكام المدود	1.3
		...1
	المهارات	2
	أن يطبق الطالب أحكام التجويد أثناء تلاوة القرآن.	2.1
	أن يكتب الطالب بحثا مميزا في آداب تلاوة القرآن	2.2
	أن يميز الطالب بين التفخيم والترقيق	2.3
		...2
	الكفاءات	3
	أن يتحمل الطالب مسؤولية تعلمه الذاتي.	3.1
	أن يعمل الطالب في مجموعة بشكل فعال ويمارس القيادة عند الحاجة.	3.2
		3.3
		...3

ج. موضوعات المقرر

ساعات الاتصال	قائمة الموضوعات	م
٢	تعريف القرآن والتجويد، وفضل القرآن	١
٢	آداب التلاوة.	٢
٢	أحكام الاستعاذة والبسملة.	٣
٢	تعريف الغنة، حكم النون والميم المشددتين. ثم التطبيق بتصحيح تلاوة سور جزء	٤
٢	أحكام النون الساكنة والتنوين: الإظهار. ثم التطبيق بتصحيح تلاوة سور جزء عم	٥
٢	تكملة أحكام النون الساكنة والتنوين: الإدغام، الإقلاب. ثم التطبيق بتصحيح التلاوة	٦
٢	تكملة أحكام النون الساكنة والتنوين: الإخفاء. ثم التطبيق بتصحيح تلاوة سور جزء	٧

٢	أحكام الميم الساكنة. ثم التطبيق بتصحيح تلاوة سور جزء عم بالترتيب.	٨
٢	أحكام المدود: مد المتصل، المنفصل. ثم التطبيق بتصحيح تلاوة سور جزء عم	٩
٢	تكملة أحكام المدود: البدل، اللازم الكلمي. ثم التطبيق بتصحيح تلاوة سور جزء عم	١٠
٢	تكملة أحكام المدود: اللازم الحرفي. ثم التطبيق بتصحيح تلاوة سور جزء عم	١١
٢	حروف القلقلة. ثم التطبيق بتصحيح تلاوة سور جزء عم بالترتيب.	١٢
٢	التفخيم. ثم التطبيق بتصحيح تلاوة سور جزء عم بالترتيب.	١٣
٢	– الترقيق. ثم التطبيق بتصحيح تلاوة سور جزء عم بالترتيب.	١٤
٢	همزتا الوصل والقطع. ثم التطبيق بتصحيح تلاوة سور جزء عم بالترتيب.	١٥
٣٠	المجموع	

د. التدريس والتقييم:

١. ربط مخرجات التعلم للمقرر مع كل من استراتيجيات التدريس وطرق التقييم

طرق التقييم	استراتيجيات التدريس	مخرجات التعلم	الرمز
المعارف			**1.0**
الاختبار الدوري الأول والاختبار النهائي	المحاضرات الحوار والمناقشات تكليف الطلاب ببعض الواجبات.	أن يعرف الطالب معنى القرآن الكريم وآداب تلاوته	1.1
الاختبار النصفي والنهائي		أن يشرح الطالب أحكام النون الساكنة والتنوين والميم الساكنة	1.2
		أن يشرح الطالب أحكام المدود	...
المهارات			**2.0**
الاختبار الدوري الأول والاختبار النهائي	المحاضرات الحوار والمناقشات تكليف الطلاب ببعض الواجبات	أن يطبق الطالب أحكام التجويد أثناء تلاوة القرآن.	2.1
الاختبار النصفي والنهائي		أن يكتب الطالب بحثا مميزا في آداب تلاوة القرآن	2.2
		أن يميز الطالب بين التفخيم والترقيق	...
الكفاءات			**3.0**
	الملاحظة	أن يتحمل الطالب مسؤولية تعلمه الذاتي.	3.1
	الملاحظة	أن يعمل الطالب في مجموعة بشكل فعال ويمارس القيادة عند الحاجة.	3.2
			...

٢. أنشطة تقييم الطلبة

النسبة من إجمالي درجة التقييم	توقيت التقييم (بالأسبوع)	أنشطة التقييم	م
١٠%	الأسبوع الخامس	اختبار دوري أول	١
٢٠%	الأسبوع التاسع	اختبار نصفي	٢
١٠%	الأسبوع الثاني عشر	الاختبار الدوري الثاني	٣

النسبة من إجمالي درجة التقييم	توقيت التقييم (بالأسبوع)	أنشطة التقييم	م
١٠%	على مدار الفصل	الواجبات والأبحاث (فردي وجماعي)	٤
٥٠%	الأسبوع السادس عشر	الاختبار النهائي	٥
			٦
			٧
			٨

أنشطة التقييم (اختبار تحريري، شفهي، عرض تقديمي، مشروع جماعي، ورقة عمل الخ)

هـ ـ أنشطة الإرشاد الأكاديمي والدعم الطلابي:

١-تحديد الساعات المكتبية في بداية الفصل .

٢- تفعيل البريد الالكتروني في تواصل الطلاب بأستاذهم.

٣-يتم مراجعة الطلبة لوحدة الإرشاد الاكاديمي التابعة للكلية فيما يخص خدمتهم من الناحية الأكاديمية.

٤-يتاح لجميع الطلبة مراجعة وحدة الإرشاد الأكاديمي في مقرهم،وللوحدة برامج وأنشطة،وتضم بعضاً من أعضاء الهيئة التعليمية.

٥-التواصل من خلال برنامج البلاك بورد،والبريد الإلكتروني لعضو هيئة التدريس،وغيرها من الوسائل

و ـ مصادر التعلم والمرافق:
١. قائمة مصادر التعلم:

المرجع الرئيس للمقرر	دراسات في التجويد والأصوات ـ د. عبد الحميد أبو مسكين.
المراجع المساندة	البرهان في تجويد القرآن- للشيخ محمد القمحاوي. غاية المريد في أحكام التجويد ـ للشيخ عطية قابل نصر. التجويد الميسر ـ للشيخ عبد العزيز القارئ. التجويد والأصوات ـ د. إبراهيم النجا.
المصادر الإلكترونية	http://www.al-mostafa.com/index.htm http://www.alwaraq.net/index http://www.almeshkat.net/books/index.php
أخرى	

٢. المرافق والتجهيزات المطلوبة:

متطلبات المقرر	العناصر
١- قاعات درس مناسبة . ٢- مقاعد مريحة للطلاب .	المرافق (القاعات الدراسية، المختبرات، قاعات العرض، قاعات المحاكاة ... إلخ)
أجهزة عرض متنوعة	التجهيزات التقنية (جهاز عرض البيانات، السبورة الذكية، البرمجيات)
	تجهيزات أخرى (تبعاً لطبيعة التخصص)

ز. تقويم جودة المقرر:

طرق التقييم	المقيمون	مجالات التقويم
الاستبانات	الطلاب	• توزيع استبانة تقويم المقرر على الطلبة في نهاية كل الفصل الدراسي للحصول على تقويم المقرر. • •
الملاحظة	الطلاب والمدرسين	استخدام حلقات نقاش مع عدد محدود من الطلاب.
الاستبانات	المدرسين	تحليل درجات الطلبة في الاختبارات إحصائياً وتفسيرها.
الملاحظة	المدرسين	عدد مشاركات الطلبة أثناء الشرح يعد مؤشرا لفاعلية التدريس.

مجالات التقويم (مثل. فاعلية التدريس، فاعلة طرق تقييم الطلاب، مدى تحصيل مخرجات التعلم للمقرر، مصادر التعلم ... إلخ)
المقيمون (الطلبة، أعضاء هيئة التدريس، قيادات البرنامج، المراجع النظير، أخرى (يتم تحديدها)
طرق التقييم (مباشر وغير مباشر)

ح. اعتماد التوصيف

جهة الاعتماد	مجلس القسم
رقم الجلسة	
تاريخ الجلسة	

Course Specifications

Course Title:	Study Skills
Course Code:	42091213
Program:	B.A. in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	Albaha University

Table of Contents

A. Course Identification

1. Credit hours: 2

2. Course type

a.   University ☐   College ☐   Department √   Others ☐

b.   Required √   Elective ☐

3.Level/year at which this course is offered:1

4. Pre-requisites for this course (if any): NA

5. Co-requisites for this course (if any): NA

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended	-	-
3	E-learning	-	-
4	Correspondence	-	-
5	Other	-	-

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	28
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify) Midterm Exam	02
	Total	30
Other Learning Hours*		
1	Study	**2 hours per week**
2	Assignments	**2 hours per week**
3	Library	**2 hours per week**
4	Projects/Research Essays/Theses	-
5	Others(specify)	-
	Total	**6 hours per week**

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

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B. Course Objectives and Learning Outcomes

1. **Course Description:** The major aim of this course is to help students to improve their skills of learning English language and give them skills and practice to use English as a language of instruction. The course aims at guiding students to acquire and develop the basic study skills that improve their learning of the four language skills. This course focuses on the practical rather than the cognitive skills of learning as the freshmen in this level are not yet qualified to read/write passages. In this course, the students should practice the following drills: Learning Skills: Note-taking- Outlining- Using Dictionary- Reading Strategies- Handwriting Practices- Strategies of Learning Vocabulary- Oral Presentation Skills- Examination Skills
2. **Course Main Objective:** This course aims to teach students to: demonstrate knowledge of the learning skills (studying at home - memory techniques- test taking strategies- handwriting); identify the different reading strategies; explain the strategies of reading; passage/text- bar-lines-circle graphs, etc.; take notes from given passages/texts; discuss the skills of oral presentation; give presentation about a suggested topic; produce an acceptable handwriting, summarize and paraphrase texts; etc.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	Identify the basic needed information intended to prepare EFL students to use English as their language of instruction.	**1.1**
1.2	List reading and writing strategies and skills which help EFL learners acquire and practice the language skills efficiently.	**1.1**
1.3	Differentiate between different types of dictionaries.	**1.1**
2	**Skills :**	
2.1	Write with acceptable handwriting	**2.1**
2.2	Look up words in dictionaries quickly and easily.	**2.1**
2.3	Identify contents of figures.	**2.1**
2.4	Take notes in lectures.	**2.1**
2.5	Summarize short texts.	**2.1**
3	**Competence:**	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	**3.1**
3.2	To use technology for language learning, communication and research.	**3.2**
3.3	To maintain punctuality and ethical tributes	**3.3**

C. Course Content

No	List of Topics	Contact Hours
1	Learning Skills: • Studying at home • Memory Techniques • Test Taking Strategies • Handwriting	8
2	Reading Strategies:	6

	• How to read a foreign language Text • How to read: Bar, line, circle Graph • Using the Dictionary	
3	Midterm Exam	2
4	Note-taking: • Highlighting • Criteria for good notes • How to paraphrase • How to summarize	8
5	Skills of Oral Presentations	6
Total		**32**

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**		
1.1	Identify the basic needed information intended to prepare EFL students to use English as their language of instruction.	1. Lectures 2. Class discussion 3. Presentation 4.Collaborative learning	1. Class participation 2. Assignments 3. Presentations 5. Midterm Exam 6. Final exam
1.2	List reading and writing strategies and skills which help EFL learners acquire and practice the language skills efficiently.		
1.3	Differentiate between different types of dictionaries.		
2.0	**Skills**		
2.1	Write with acceptable handwriting	1. Lectures 2. Class discussion 3. Presentation 4.Collaborative learning	1. Class participation 2. Assignments 3. Presentations 5. Midterm Exam 6. Final exam
2.2	Look up words in dictionaries quickly and easily.		
2.3	Identify contents of figures.		
2.4	Take notes in lectures.		
2.5	Summarize short texts.		
3.0	**Competence**		
2.1	Explain the differences between the basic semantic concepts introduced in the course.	1. Lectures 2. Class discussion 3.Collaborative learning/Team work. 4.E. Learning Strategy (Blackboard – Rafid	Mid-Term and Final Exams Students' Presentations and Assignments
2.2	Produce paraphrases for ambiguous sentences and phrases.		
2.3	Illustrate the important semantic concepts.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments, Class Participation and quizzes	All Along	20%
2	Midterm Exam	Week 9	20%
3	Final Exam	Week 16	60%
4	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 distributed into groups. Each group is the responsibility of an academic counselor among the teaching staff members. The counselor is asked to provide students with individual consultations and academic advice during office hours.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	• Sherman, S. Richard. (2012). A Study Skills Handbook. Great Neck, New York.
Essential References Materials	• Donald, G. Sydney. (2001). Study Skills for Language Students. Arnold. London. • Study Skills for Students of English. Second Edition. Richard, C. Yorkey (1982). St. Michael's College, Winooski Vermont. • Flemming. D. Neil. (2004) Study Skills Guide. Christchurch, New Zealand. • Rowntree, Derek: Learn How to Study: A Guide for Students of All Ages. Time Warner Paperbacks. 4. ed. 1998. • Severs, S. (2002), Study Skills, Disability Support Service, University of Newcastle upon Tyne.
Electronic Materials	•http://www.ncl.ac.uk/students/wellbeing/assets/documents/StudySkills Guide.pdf http://www.teachingenglish.org.uk/ • http://www.everythingesl.net/inservices/study_skills.php • http://library.soton.ac.uk/sash • http://www.mantex.co.uk • http://www.reading.ac.uk/Counselling/Studyskills/notetaking.htm •https://www.thoughtco.com/study-skills-for-intermediate-level-learners-1211273
Other Learning Materials	NA

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Language lab should have the capacity to accommodate 25 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Data show to facilitate going over student papers in class
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Language lab with the network of computers

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	• Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA	• Student Surveys • Formal Classroom • Observation
Effectiveness of Assessment.	• Development Unit • Assessment Committee • External Reviewers such as the NCAAA.	• Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	• Teacher Feedback. • Student Feedback. • Course Report.	• Course Reports. • Annual Program Review.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes,Quality oflearning resources, etc.)
Evaluators (Students,Faculty, Program Leaders,Peer Reviewer, Others (specify)
Assessment Methods(Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	

Course Specifications

Course Title:	**Listening & Speaking (1)**
Course Code:	**42091201**
Program:	**B. A. in English Language & Literature**
Department:	**English**
College:	**Sciences & Arts-Qilwah**
Institution:	**Al-Baha University**

Table of Contents

A. Course Identification

1.Credit hours: (3)

2. Course type

a.	University ☐	College ☐	Department ☑	Others ☐
b.	Required ☑	Elective ☐		

3. Level/year at which this course is offered: Level 1

4. Pre-requisites for this course (if any)**: NA**

5. Co-requisites for this course (if any)**: NA**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Language Lab	45	100%
2	Blended	-	-
3	E-learning	-	-
4	Correspondence	-	-
5	Other	-	-

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	28 Hours
2	Laboratory/Studio	
3	Tutorial (Exercises & Activities) - Weekly Presentations	14 Hours
4	Others (Tests)	3 Hours
	Total	45 Hours
Other Learning Hours*		
1	Study	3 hours per week
2	Assignments	3 hours per week
3	Library	3 hours per week
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	Total	9 hours per week

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

The course aims to train the students to develop their speaking and listening skills so that at the end of the course they will be able to handle specific communicative tasks. The focus of the course will be on practical language use. Every student will perform these tasks numerous times within the class and in laboratory. Extensive use will be made of audio and visual materials to train the students to listen to language used in different situations. Intonation drills will be covered so that students can produce language that approximates native language rhythms. To pass the course the students must demonstrate their ability, at low-intermediate level, to understand spoken English at a variety of communicative situations, especially lectures, to speak about different topics in different communicative situations, and to show an ability to produce spoken language that has an acceptable level of clarity.

2. Course Main Objective

1- The course aims to train the students to develop their speaking and listening skills so that at the end of the course they will be able to handle specific communicative tasks. The focus of the course will be on practical language use. Every student will perform these tasks numerous times within the class and in laboratory. Extensive use will be made of audio and visual materials to train the students to listen to language used in different situations. Intonation drills will be covered so that students can produce language that approximates native language rhythms.

Listening:

At this stage students are trained to understand discussions on concrete topics related to particular interests and special fields of competence. They are provided with the opportunities to take notes while listening to sustained talks given at a normal rate by a speaker familiar with foreign learners. They are trained to understand spoken English at a variety of communicative situations, especially lectures.

Speaking:

Students are trained to communicate on concrete topics related to social relations, current events and study matters. Their accent should be intelligible to a native speaker. Speak about different topics in different communicative situations.

Note: listening and speaking are integrated skills. Hence one cannot be separated from the other.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge: By the End of the course, students are able to:**	
1.1	Identify specific details about a passage/conversation that they listen to.	**1.1**
1.2	Memorize the gist of a passage/conversation that they listen to.	**1.1**
1.3	Demonstrate knowledge of the oral/aural strategies (productive and receptive) necessary for basic communication in both oral and written forms of the language.	**1.1**
2	**Skills :**	
2.1	Use expressions of language functions appropriately (e.g., greeting, introducing oneself, inquiring information, requesting, offering, etc. ….).	**2.1**
2.2	Use English to communicate orally while describing people, places, and narrate events.	**2.1**
2.3	Apply appropriate paralinguistic expressions while communicating in English.	**2.1**
3	**Competence:**	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	**3.1**
3.2	To use technology for language learning, communication and research.	**3.2**
3.3	To maintain punctuality and ethical tributes	**3.3**
3.4	Show command over grammar, vocabulary and pronunciation.	**3.1**

C. Course Content

No	List of Topics	Contact Hours
1	Introduction: (Listening skills)	3
2	Chapter one : School Life Around the World	3
3	Chapter Two: Experiencing Nature	3
4	Chapter Three: Living to Eat or Eating to Live	3
5	Chapter Four: In the Community	3
6	Chapter Five: Home	3
7	Chapter Six: Cultures of the World	3
8	Chapter Seven: Health	3
9	**Mid-term Exam**	3
10	Chapter Eight: Entertainment and Media	3
11	Chapter Nine: Social Life	3
12	Chapter Ten: Customs, Celebrations and Holidays	3
13	Chapter Eleven: Science and Technology	3
14	Chapter Twelve: The Global Consumer	3
15	Revision	3
	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**		
1.1	Identify specific details about a passage/conversation that they listen to.	- Lectures -Class discussion -Collaborative learning/Team work	- Assignments - Class participation - Mid-term test - Final exam
1.2	Memorize the gist of a passage/conversation that they listen to.		
1.3	Demonstrate knowledge of the oral/aural strategies (productive and receptive) necessary for basic communication in both oral and written forms of the language.		
2.0	**Skills**		
2.1	Use expressions of language functions appropriately (e.g., greeting, introducing oneself, inquiring information, requesting, offering, etc. ….).	- Students act out these language functions in pairs. - Group discussions - presentations	- Class participation and attendance - Presentations -Assignments -Midterm and final exams -Group discussions
2.2	Use English to communicate orally while describing people, places, and narrate events.		
2.3	Apply appropriate paralinguistic expressions while communicating in English.		
3.0	**Competence**		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	- Checking attendance regularly - assignments - Group discussions - Presentations - Communicative approach	- (Attendance & social interactions) - Class participation and attendance - Presentations - Assignments - Midterm and final exams. - Group discussions
3.2	To use technology for language learning, communication and research.		
3.3	To maintain punctuality and ethical tributes		
3.4	Show command over grammar, vocabulary and pronunciation.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments, Participation and quizzes/ Presentations	All along	20%
3	Mid-term Exam	Week 9	20%
4	Final Exam	Week 16	60%
5	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 distributed into groups. Each group is the responsibility of an academic counselor among the teaching staff members. The counselor is asked to provide students with individual consultations and academic advice during office hours.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Interactions 1: Listening/Speaking by Judith Tanka & Lida R. Baker Alternative textbook: Person to Person chapter "1-6", Third Edition Level 1: Student Book by Jack C. Richards, David Bycina, Ingrid Wisniewska, OUP Oxford
Essential References Materials	Modern English Exercises for non-native speakers: part 1, parts of speech and part2, sentences and complex structures. Frank, Marcella
Electronic Materials	http://owl.english.purdue.edu/handouts/grammar/ http://www.teachingenglish.org.uk/ http://en.wikipedia.org/wiki/English_language#Classification_and_related_languages http://englishplus.com/grammar/contents.htm http://www.englishclub.com/grammar/index.htm
Other Learning Materials	computer-based programs/CD, professional standards/regulations

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Language Laboratories should accommodate at least 25 students
Technology Resources (AV, data show, Smart Board, software, etc.)	
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show to facilitate going over student papers in class

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	• Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA	• Student Surveys • Formal Classroom • Observation
Effectiveness of Assessment.	• Development Unit • Assessment Committee • External Reviewers such as the NCAAA.	• Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	• Teacher Feedback. • Student Feedback. • Course Report.	• Course Reports. • Annual Program Review.

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	

Course Specifications

Course Title:	Grammar (1)
Course Code:	42091207
Program:	B. A. in English Language and Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	Al-Baha University

Table of Contents

A. Course Identification

1.Credit hours: (3)

2. Course type

a.	University	☐	College	☐	Department	☑	Others	☐
b.		Required	☑	Elective	☐			

3. Level/year at which this course is offered: Level 1

4. Pre-requisites for this course (if any)**: NA**

5. Co-requisites for this course (if any)**: NA**

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	Correspondence	-	-
5	Other	-	-

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	34 Hours
2	Laboratory/Studio	
3	Tutorial (Exercises & Activities)	8 Hours
4	Others (Tests)	3 Hours
	Total	45 Hours
Other Learning Hours*		
1	Study	2 hours per week
2	Assignments	1 hour per week
3	Library	1 Hours per week
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	Total	4 hours per week

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

Participants in this grammar course are thoroughly trained in traditional grammar. With this aim in mind, and when dealing with sentence structure, the instructor has to proceed in subtle gradation moving from the simple to the complex. Among other things, the course involves parts of speech, tenses, subject-verb agreement, types of sentences (including simple, compound and complex), nouns, pronouns and modals. Emphasis should be laid on the extensive use of exercises and sentence writing in the classroom.

2. Course Main Objective

The teacher of the course aims to teach students to recognize parts of speech, forms of the verb 'be', quantifiers, count nouns, noncount nouns, verb tenses, uses of different tenses in texts, personal pronouns and modals, simple sentences, subject-verb agreement.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge: By the end of the course, students are able to:**	
1.1	Correctly recognize grammatical terminology such as parts of speech, parts of a sentence, questions, and negatives.	**1.2**
1.2	Identify and use the regular and irregular verbs, perfect and perfect progressive, simple future and future progressive	**1.2**
1.3	Recognize grammatical structures of nouns and subject-verb agreement	**1.2**
2	**Skills :**	
2.1	Correctly use verb tenses (present and past, simple and progressive, and future time)	**2.2**
2.2	Recognize grammatical structures of modals and perfect and perfect progressive.	**2.2**
2.3	Correctly use grammatical elements such as verb tenses, subject-verb agreement, nouns, pronouns, and modals	**2.2**
2.4	Identify and correct mistakes in sentences.	**2.2**
3	**Competence:**	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	**3.1**
3.2	To use technology for language learning, communication and research.	**3.2**
3.3	To maintain punctuality and ethical tributes	**3.3**

C. Course Content

No	List of Topics	Contact Hours
1	**Basic Grammar Terminology (Parts of speech + Parts of a sentence + Questions + Negatives)**	6
2	**Overview of Verb Tenses**	3
3	**Present & Past, Simple & Progressive**	6
4	**Perfect & Perfect Progressive Tenses**	6
5	**Mid-term Exam**	3
6	**Future Tenses**	6
7	**Modals**	3
8	**Subject-Verb Agreement**	3
9	**Nouns & Pronouns**	6
10	**Modals**	3
	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**		
1.1	Correctly recognize grammatical terminology such as parts of speech, parts of a sentence, questions , and negatives.	- Lecturing/Explaining - Class discussions - Pair/ groupwork - E-learning	- Assignments - Class participation - Mid-term test - Final exam
1.2	Identify and use the regular and irregular verbs, perfect and perfect progressive, simple future and future progressive.		
1.3	Recognize grammatical structures of nouns and subject-verb.		
2.0	**Skills**		
2.1	Correctly use verb tenses (present and past, simple and progressive, and future time) and recognize grammatical structures of pronouns.	- Lecturing/Explaining - Class discussions - Pair/ groupwork - E-learning - Lecturing/Explaining - Class discussions - Pair/ groupwork - E-learning	- Assignments - Class participation - Mid-term test - Final exam
2.2	Recognize grammatical structures of modals and perfect and perfect progressive. .		
2.3	Correctly use grammatical elements such as verb tenses, subject-verb agreement, nouns, pronouns, and modals		
2.4	Identify and correct mistakes in sentences.		
3.0	**Competence**		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	• Checking attendance regularly • Team/pair work	• Attendance sheets

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.2	To use technology for language learning, communication and research.	assignments • Blackboard Forums Blackboard H.W.	• Blackboard • Emails (Attendance & social interactions)
3.3	To maintain punctuality and ethical tributes		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes	All along	5%
2	Assignment	All along	5%
3	attendance and participation	All along	10%
2	Mid-Term Test	Week 8	20%
4	Final Written Exam	Week 16	60%
5	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 distributed into groups. Each group is the responsibility of an academic counselor among the teaching staff members. The counselor is asked to provide students with individual consultations and academic advice during office hours.

F. Learning Resources and Facilities
1.Learning Resources

Required Textbooks	Understanding and Using English Grammar (with Answer Key and Audio CDs) (Fourth Edition) By Betty S. Azar & Stacy A. Hagen, Pearson-Longman, 2009.
Essential References Materials	1. Interactions 1, Grammar (Middle East edition) by Kirn, Jack, and O'Sullivan 2. Modern English Exercises for Non-Native Speakers: Part 1, Parts of Speech and Part 2, Sentences and Complex Structures. Frank, Marcella 3. The Oxford English Grammar by Sidney Greenbaum - Oxford University Press (1996) 4. Fundamentals of English Grammar by Betty Schrampfer Azar - Prentice Hall (2007)
Electronic Materials	http://owl.english.purdue.edu/handouts/grammar/ http://www.teachingenglish.org.uk/ http://englishplus.com/grammar/contents.htm http://www.englishclub.com/grammar/index.htm
Other Learning Materials	- Computer-based programs/CD, professional standards/regulations. - Understanding and Using English Grammar (workbook)

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be large enough to accommodate 50 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Computing resources: Laptop computer - projector system
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show to facilitate going over student papers in class

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	• Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA	• Student Surveys • Formal Classroom Observation
Effectiveness of Assessment.	• Development Unit • Assessment Committee • External Reviewers such as the NCAAA.	• Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	• Teacher Feedback. • Student Feedback. • Course Report.	• Course Reports. • Annual Program Review.

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	

VISION 2030

اعتماد

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

Course Specifications

Course Title:	Reading (1)
Course Code:	**42091203**
Program:	B.A. in English Language & Literature
Department:	**English**
College:	**College of Sciences & Arts- Qilwah**
Institution:	AL-BAHA UNIVERSITY

Table of Contents

A. Course Identification

1. Credit hours:	2 hours

2. Course type

a- University ☐   College ☐   Department ☑   Others ☐

b- Required ☑   Elective ☐

3. Level/year at which this course is offered: Level 1
4. Pre-requisites for this course (if any): NA
5. Co-requisites for this course (if any): NA

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended	-	-
3	E-learning	-	-
4	Correspondence	-	-
5	Other	-	-

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	28
2	Laboratory/Studio	N/A
3	Tutorial	N/A
4	Others (test)	2
	Total	30
Other Learning Hours*		
1	Study	2 hours per week
2	Assignments	2 hours per week
3	Library	2 hours per week
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	Total	6 hours per week

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

The course aims at introducing students to acquire training in reading strategies and skills. It addresses the skills and strategies of mechanics of reading, reading techniques (elementary skimming and scanning), vocabulary skills (use of contextual, syntactic, and morphological clues to improve vocabulary comprehension) and extracting general information.

2. Course Main Objective

This course aims to develop students' reading skills to understand and grasp the meaning of written texts, skills and strategies of mechanics of reading, reading techniques (elementary skimming and scanning), vocabulary skills (use of contextual, syntactic, and morphological clues to improve vocabulary comprehension) and extracting general information as well as to learn how to deliver words with correct pronunciation.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	Provide meanings of words occurring within reading texts.	1.1
1.2	Point out topic sentences of all paragraphs making up the reading text and how they are related to other sentences.	1.1
2	**Skills :**	
2.1	Guess the meanings of new vocabulary from contexts.	2.1
2.2	Identify reference words used in reading texts.	2.1
2.3	Provide the main idea of each paragraph.	2.1
2.4	Summarize reading texts using different reading strategies and skills.	2.1
3	**Competence:**	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	3.1
3.2	To use technology for language learning, communication and research.	3.2
3.3	To maintain punctuality and ethical tributes	3.3
3.2	Make judgments about the written text's content (evaluative comprehension).	3.1

C. Course Content

No	List of Topics	Contact Hours
1	Introducing the course (explaining different types of reading texts)	2
2	Chapter one : School Life Around the World	2
3	Chapter Two: Experiencing Nature	2
4	Chapter Three: Living to Eat or Eating to Live	2
5	Chapter Four: In the Community	2
6	Chapter Five: Home	2
7	Chapter Six: Cultures of the World	2
8	Chapter Seven: Health	2
9	Mid-term Exam	2
10	Chapter Eight: Entertainment and Media	2
11	Chapter Nine: Social Life	2
12	Chapter Ten: Customs, Celebrations and Holidays	2
13	Chapter Eleven: Science and Technology	2
14	Chapter Twelve: The Global Consumer	2
15	Revision	2
Total		**32**

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**		
1.1	Provide meanings of words occurring within reading texts.	- Lecturing - Pair work - Group work - E-learning	- Assignments - Class participation - Mid-term test - Final exam
1.2	Point out topic sentences of all paragraphs making up the reading text and how they are related to other sentences.		
2.0	**Skills**		
2.1	Guess the meanings of new vocabulary from contexts.	- Lecturing - Pair work - Group work - E-learning	- Assignments - Class participation - Mid-term test - Final exam
2.2	Identify reference words used in reading texts.		
2.3	Provide the main idea of each paragraph.		
2.4	Summarize reading texts using different reading strategies and skills.		
3.0	**Competence**		
3.1	Explain the differences between the basic semantic concepts introduced in the course.	• Checking attendance • Team/pair work • Assignments Blackboard activities.	• Attendance sheets • Blackboard • Emails
3.2	Produce paraphrases for ambiguous sentences and phrases.		
3.3	Illustrate the important semantic concepts.		
3.4	Make judgments about the written text's content (evaluative comprehension).		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Written Assignments.	Every week	10%
2	Oral Participation	Every week	10%
3	Mid-term Exam	Week 9	20%
4	Final Exam	Week 16	60%
5	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 distributed into groups. Each group is the responsibility of an academic counselor among the teaching staff members. The counselor is asked to provide students with individual consultations and academic advice during office hours.

F. Learning Resources and Facilities
1.Learning Resources

Required Textbooks	- Interactions One: Reading (Middle East Editions). Elaine Kern and Pamela Hartmann.
Essential References Materials	- Longman Dictionary of English - Internet resources
Electronic Materials	http//www.englishclub.com. http//esl.about.com. http//www.eflnet.com http//www.tolearnenglish.com
Other Learning Materials	computer-based programs/CD, professional standards/regulations

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	A lecture room including about 100 seats
Technology Resources (AV, data show, Smart Board, software, etc.)	There is a need for a computer lab for the English department with access to the internet.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	There is a need of an Overhead Projector.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	• Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA	• Student Surveys • Formal Classroom • Observation
Effectiveness of Assessment.	• Development Unit • Assessment Committee • External Reviewers such as the NCAAA.	• Item Analysis Data. • Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	• Item Analysis Data. • Teacher Feedback. • Student Feedback. • Course Report.	• Item Analysis Data. • Course Reports. • Annual Program Review.

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	

Course Specifications

Course Title:	Writing (1)
Course Code:	42091205
Program:	B. A. in English Language & Literature
Department:	English
College:	College of Sciences & Arts- Qilwah
Institution:	Al-Baha University

Table of Contents

A. Course Identification

1.Credit hours: (2)

2. Course type

a. University ☐ College ☐ Department ☑ Others ☐

b. Required ☑ Elective ☐

3. Level/year at which this course is offered: Level 1

4. Pre-requisites for this course (if any)**: NA**

5. Co-requisites for this course (if any)**: NA**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	24	70%
2	Blended	-	-
3	E-learning and library	6	15%
4	Correspondence	6	15%
5	Other	-	-

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	24 Hours
2	Writing exercises and activities (at home)	6 hours
3	Tutorial (Exercises & Activities)	-
4	Others (Tests)	2 Hours
	Total	30 Hours
Other Learning Hours*		
1	Study	2hours per week
2	Assignments	2hours per week
3	Library	1/2 an hour per week
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	Total	6 hours per week

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

In this Writing 1 course, students are taught the basics of writing. It gives them the chance to deal with phrases, clauses, the difference between a clause and a phrase. The instructor is supposed to move from the simple, compound to the complex sentences. Furthermore, the course involves, in addition to the types of sentences, the forms of a paragraph, a letter and an essay as well as connectives (linking words) and cohesive ties. Emphasis should be laid on the extensive writing practices and home assignments.

2. Course Main Objective

This course aims at teaching students the basics of writing: identifying and developing the topic sentence, using connectives and cohesive ties in writing. In addition, it aims to teach them how to write a paragraph, a letter or an essay.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge: By the End of the course, students will be able to:**	
1.1	Identify the basic paragraph elements in writing	**1.1**
1.2	Name different sentence types.	**1.1**
2	**Skills:**	
2.1	Apply basic punctuation marks	**2.1**
2.2	Write correct sentences	**2.1**
2.3	Apply the textual and grammatical devices in writing sentences and paragraphs	**2.1**
2.4	write a simple paragraph.	**2.1**
3	**Competence:**	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	**3.1**
3.2	To use technology for language learning, communication and research.	**3.2**
3.3	To maintain punctuality and ethical tributes	**3.3**

C. Course Content

No	List of Topics	Contact Hours
1	**Introduction**	2
2	**Unit 1: Friends and Relatives**	4
2	**Unit 2: introducing Yourself**	4
4	**Unit 3: Places 1**	4
5	**Mid-Term Test**	2
6	**Unit 4: Places 2**	4
7	**Unit 5: Describing a Day**	4
8	**Describing a Scene**	4
9	**Final Revision**	2
	Total	**30**

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**		
1.1	Identify the basic paragraph elements in writing	- Brainstorming - Lecturing - Pair work - Group work - Class Tasks	- Assignments - Class participation - Mid-term test - Final exam
1.2	Name different sentence types.		
2.0	**Skills**		
2.1	Apply basic punctuation marks	- Brainstorming - Lecturing - Pair work - Group work - Class Tasks	- Assignments - Class participation - Mid-term test - Final exam
2.2	Write correct sentences		
2.3	Apply the textual and grammatical devices in writing sentences and paragraphs		
2.4	write a simple paragraph.		
3.0	**Competence**		
2.1	Explain the differences between the basic semantic concepts introduced in the course.	• Checking attendance • Team/pair work • Assignments Blackboard activities.	• Attendance sheets • Blackboard • Emails
2.2	Produce paraphrases for ambiguous sentences and phrases.		
2.3	Illustrate the important semantic concepts.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Written Assignments	Every week	10%
2	Participation	Every week	10%
3	Mid-term Exam	Week 8	20%
4	Final Exam	Week 16	60%
5	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 distributed into groups. Each group is the responsibility of an academic counselor among the teaching staff members. The counselor is asked to provide students with individual consultations and academic advice during office hours.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	1.Required Text(s) Keep Writing 1: A writing course for Arab students. By Richard Harrison Longman. 1989..
Essential References Materials	Guided Writing & Free Writing: A Text in Composition for English as a Second Language, by: Lois Robinson
Electronic Materials	www.eslbears.homestead.com/writing.html Owl.english.purdue.edu/sitemap.html www.writing-world.com www.sun.com/980713/webwriting www.lclark.edu/-krauss/toppicks.html
Other Learning Materials	computer-based programs/CD, professional standards/regulations

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be large enough to accommodate 50 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Computing resources: Laptop computer - projector system
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show to facilitate going over student papers in class

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	• Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA	• Student Surveys • Formal Classroom • Observation
Effectiveness of Assessment.	• Development Unit • Assessment Committee • External Reviewers such as the NCAAA.	• Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	• Teacher Feedback. • Student Feedback. • Course Report.	• Course Reports. • Annual Program Review.

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	

Course Specifications

Course Title:	**Vocabulary Building (1)**
Course Code:	**42091215**
Program:	**B. A. in English Language & Literature**
Department:	**English**
College:	**College of Sciences & Arts- Qilwah**
Institution:	**Al-Baha University**

Table of Contents

A. Course Identification

1.Credit hours: (3)

2. Course type

a.	University ☐	College ☐	Department ☑	Others ☐
b.	Required ☑	Elective ☐		

3. Level/year at which this course is offered: Level 1

4. Pre-requisites for this course (if any)**: NA**

5. Co-requisites for this course (if any)**: NA**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended	-	-
3	E-learning	-	-
4	Correspondence	-	-
5	Other	-	-

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	28 Hours
2	Laboratory/Studio	N/A
3	Tutorial (Exercises & Activities)	N/A
4	Others (Tests)	2 Hours
	Total	30 Hours
Other Learning Hours*		
1	Study	2hours per week
2	Assignments	2 hours per week
3	Library	2 hours per week
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	Total	6 hours per week

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description
The purpose of this course is to review basic vocabulary and to bring students' vocabulary to the intermediate level, using different techniques such as affixes, word formation, etc. Students should be able to use and recognize at least 450 newly introduced words.

2. Course Main Objective
This course aims to teach students to understand and use words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes); recognize and use related word groups (sounds, colors, shapes); understand and practice word formation (affixes, prefixes, suffixes, changing parts of speech, compound nouns & compound adjectives); understand and practice phrase building (collocations, idioms, (apologies, excuses & thanks), (requests, invitations & suggestions), (opinions, agreeing & disagreeing), (greetings & farewells) and phrasal verbs; recognize specialized vocabulary (formal, informal, (abbreviations& abbreviated words), and (notices & warnings); use and recognize at least 450 newly introduced words and pronounce words correctly.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge: By the End of the course, students are able to:**	
1.1	Recognize words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes).	**1.1**
1.2	Name parts of speech. (Nouns, Verbs, Adjectives,….etc.)	**1.1**
2	**Skills :**	
2.1	Use words via related semantic fields or domains	**2.1**
2.2	Use related word groups (sounds, colors, shapes).	**2.1**
2.3	Name parts of speech. (Nouns, Verbs, Adjectives,….etc.)	**2.1**
2.4	Distinguish specialized vocabulary (formal, informal, (abbreviations & abbreviated words), and (notices & warnings).	**2.1**
2.5	Pronounce words correctly	**2.1**
3	**Competence:**	
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	**3.1**
3.2	To use technology for language learning, communication and research.	**3.2**
3.3	To maintain punctuality and ethical tributes	**3.3**

C. Course Content

No	List of Topics	Contact Hours
1	Introducing words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes)	6
2	Related word groups (sounds, colors, shapes)	4
3	Word formation (prefixes, suffixes, affixes, changing parts of speech,	4

	compound nouns, compound adjectives)		
4	Phrase building (collocations, idioms), (apologies, excuses & thanks),	4
5	Phrase building (requests, invitations & suggestions), (opinions, agreeing & disagreeing)	2
6	Phrase building (greetings & farewells) and (phrasal verbs)	2
7	**Mid-Term Test**	2
8	Specialized vocabulary (formal, informal)	2
9	Specialized vocabulary (abbreviations & abbreviated words)	2
10	Specialized vocabulary (notices & warnings)	2
Total		**30**

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**		
1.1	Recognize words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes).	- Lecturing - Pair work - Team work - E-learning	- Assignments - Class participation - Mid-term test - Final exam
1.2	Name parts of speech. (Nouns, Verbs, Adjectives,….etc.)		
2.0	**Skills**		
2.1	Use words via related semantic fields or domains	- Lecturing - Pair work - Team work - E-learning	- Assignments - Class participation - Mid-term test - Final exam
2.2	Use related word groups (sounds, colors, shapes).		
2.3	Name parts of speech. (Nouns, Verbs, Adjectives,….etc.)		
2.4	Distinguish specialized vocabulary (formal, informal, (abbreviations & abbreviated words), and (notices & warnings).		
2.5	Pronounce words correctly		
3.0	**Competence**		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	• Checking attendance • Team/pair work • Assignments • Blackboard activities.	• Attendance sheets • Blackboard • Emails
3.2	To use technology for language learning, communication and research.		
3.3	To maintain punctuality and ethical tributes		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Written Assignments	Every week	10%
2	Oral Participation	Every week	10%
3	Mid-term Exam	Week 8	20%
4	Final Exam	Week 16	60%

*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 distributed into groups. Each group is the responsibility of an academic counselor among the teaching staff members. The counselor is asked to provide students with individual consultations and academic advice during office hours.

F. Learning Resources and Facilities
1.Learning Resources

Required Textbooks	Redman, Stuart (2003) English Vocabulary in use: pre-intermediate & intermediate. 2nd edition. Cambridge University Press. Cambridge.
Essential References Materials	- Wellman, Guy (1992) The Heinemann English Wordbuilder. Heinemann International. Oxford. - Longman Dictionary of English. - Hadfield, Jill & Hadfield, Charles (1999) Presenting New Language. Oxford University Press: Oxford. - Nadell, Judith; Johnson, Beth & Langan, Paul (1998) Vocabulary Basics. Townsend Press: New Jersey
Electronic Materials	http//www.englishclub.com. http://www.uab.ro/reviste_recunoscute/philologica/philologica_2005_tom3/16.doc http//esl.about.com. http//www.eflnet.com/vocab http//www.tolearnenglish.com
Other Learning Materials	computer-based programs/CD, professional standards/regulations

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be large enough to accommodate 50 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Computing resources: Laptop computer - projector system
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show to facilitate going over student papers in class

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	• Students • Classroom Observation • Professional Development Unit • External Reviewers such as the NCAAA	• Student Surveys • Formal Classroom • Observation
Effectiveness of Assessment.	• Development Unit • Assessment Committee • External Reviewers such as the NCAAA.	• Teacher Feedback. • Student Feedback. • Course Reports
Extent of Achievement of Course Learning Outcomes.	• Teacher Feedback. • Student Feedback. • Course Report.	• Course Reports. • Annual Program Review.

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	