



# Course Specifications

<b>Course Title:</b>	Advanced Listening and Speaking
<b>Course Code:</b>	42091217
<b>Program:</b>	BA in English Language and Literature
<b>Department:</b>	English Language
<b>College:</b>	College of Sciences & Arts- Qilwah
<b>Institution:</b>	Albaha University

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## A. Course Identification

<b>1. Credit hours:</b> 3 hours			
<b>2. Course type</b>			
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"/>
<b>3. Level/year at which this course is offered:</b> 3			
<b>4. Pre-requisites for this course (if any):</b> listening & Speaking 2			
<b>5. Co-requisites for this course (if any):</b>			

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	√	80%
2	Blended	√	10%
3	E-learning	√	10%
4	Correspondence		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	45
2	Laboratory/Studio	30
3	Tutorial	15
4	Others (specify)	4 (Mid and Final Exam)
	<b>Total</b>	
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	

\* 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

<b>1. Course Description</b>		
<b>2. Course Main Objective</b>		
<b>3. Course Learning Outcomes</b>		
CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
<b>1.1</b>	Demonstrate knowledge of the oral/aural strategies (productive and receptive) necessary for basic communication in both oral and written forms of the language.	<b>1.1</b>
<b>1.2</b>	Define the opinion/attitude of the speaker(s) and demonstrate ability to follow abstract argumentation,	<b>1.1</b>
<b>2</b>	<b>Skills :</b>	
<b>2.1</b>	Produce responses appropriately and critically to a wide range of situations.	<b>2.1</b>
<b>2.2</b>	Take notes and respond comprehensibly to questions about the topic, main ideas, details, and opinions or arguments from an extended listening text. (e.g. lecture, news broadcast).	<b>2.1</b>
<b>2.3</b>	Distinguish main ideas from supporting details in spoken discourse.	<b>2.1</b>
<b>2.4</b>	Produce effective paraphrasing of spoken discourse, give a clear presentation on a familiar topic, and answer predictable or factual questions.	<b>2.1</b>
<b>2.5</b>	Extract and demonstrate comprehension of specific information in a dialogue, monologue, or a lecture.	<b>2.1</b>
<b>3</b>	<b>Competence:</b>	
<b>3.1</b>	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	<b>3.1</b>
<b>3.2</b>	To use technology for language learning, communication and research.	<b>3.2</b>
<b>3.3</b>	To maintain punctuality and ethical tributes	<b>3.3</b>
<b>3.4</b>	Show command over grammar, vocabulary and pronunciation	<b>3.1</b>

## C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to the course	3
2.	Chapter one: New Challenges	3
3.	Chapter Two: Cooperation and Competition	3
4.	Chapter Three: Relationships	3
5.	Practice speaking about first 3 chapters	3
6.	Chapter Four: Health and Leisure	3
7.	Chapter Five: High Tech, Low Tech	3
8.	Revision and speaking practice	3
9.	<b>Mid-term Exam</b>	3
10.	Chapter Six: Money Matters	3
11.	Chapter Seven: Remarkable individuals	3
12.	Chapter Eight: Creativity	3

13.	speaking practice	3
14.	Chapter Nine: Human Behavior	3
15.	Chapter Ten: Crime and Punishment	3
16.	Revision	3
	<b>Final Exam</b>	3

## 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</b>		
1.1	Demonstrate knowledge of the oral/aural strategies (productive and receptive) necessary for basic communication in both oral and written forms of the language.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Class discussion</li> <li>• role play</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation.</li> <li>• Homework</li> <li>• quizzes</li> </ul>
1.2	Define the opinion/attitude of the speaker(s) and demonstrate ability to follow abstract argumentation,	<ul style="list-style-type: none"> <li>• Collaborative learning</li> <li>• Team work</li> <li>• Lab</li> </ul>	<ul style="list-style-type: none"> <li>• discussion.</li> <li>• Midterm Exam</li> <li>• Final exam.</li> </ul>
2.0	<b>Skills</b>		
2.1	Produce responses appropriately and critically to a wide range of situations.	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Rehearsal</li> <li>• Lectures</li> <li>• Class discussion and presentation</li> <li>• Pair/group work</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-term test</li> <li>• Final exam.</li> <li>• Presentation</li> <li>• discussion</li> <li>• quiz</li> </ul>
2.2	Take notes and respond comprehensibly to questions about the topic, main ideas, details, and opinions or arguments from an extended listening text. (e.g. lecture, news broadcast).		
2.3	Distinguish main ideas from supporting details in spoken discourse.		
2.4	Produce effective paraphrasing of spoken discourse, give a clear presentation on a familiar topic, and answer predictable or factual questions.		
2.5	Extract and demonstrate comprehension of specific information in a dialogue, monologue, or a lecture.		
3.0	<b>Competence</b>		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	<ul style="list-style-type: none"> <li>• Checking attendance</li> <li>• Team/pair work</li> <li>• Assignments</li> <li>• Blackboard activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance sheets</li> <li>• Blackboard</li> <li>• Emails</li> </ul>
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	Class participation.	1-15	5%
2	Homework and quizzes.	4	10%
3	Midterm Exam..	8	15%
4	Final exam.	17	60%
5	Presentation	10-15	5%
6	Debate and discussion	1-15	5%
7			
8			

\*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 can meet the instructor during his office hours.

## F. Learning Resources and Facilities

### 1.Learning Resources

<b>Required Textbooks</b>	Mosaic 1: LISTENING/SPEAKING by Jami Hanreddy and Elizabeth Whalley. SILVER EDITION
<b>Essential References Materials</b>	NEW HEADWAY SERIES BY LIZ AND JOHN SOARS <u>Advanced Listening and Speaking</u> by Kathy Gide: OUP, Oxford, 2 <sup>nd</sup> Edition May 1, 2006.
<b>Electronic Materials</b>	<a href="http://englishpage.com/listening/">http://englishpage.com/listening/</a> <a href="http://www.elllo.org/">http://www.elllo.org/</a> <a href="https://www.englishlistening.com/index.php/esl-students/">https://www.englishlistening.com/index.php/esl-students/</a> <a href="http://www.bbc.co.uk/worldservice/learningenglish">http://www.bbc.co.uk/worldservice/learningenglish</a> <a href="http://www.englishclub.com/listening/index.htm">http://www.englishclub.com/listening/index.htm</a> <a href="http://www.esl-lab.com/">http://www.esl-lab.com/</a> <a href="http://www.talkenglish.com/Listening/listen.aspx">http://www.talkenglish.com/Listening/listen.aspx</a> <a href="http://www.eslfast.com/">http://www.eslfast.com/</a> <a href="http://www.talkenglish.com/listening/listenadvanced.aspx">http://www.talkenglish.com/listening/listenadvanced.aspx</a>
<b>Other Learning Materials</b>	computer-based programs/CD, professional standards/regulations

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms, laboratories, demonstration rooms etc.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>Data show and audio</li> <li>computers connected to internet</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>Language lab with the network of computers.</li> <li>Data show</li> </ul>

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> <li>Students</li> <li>Classroom Observation</li> <li>Professional Development Unit</li> <li>External Reviewers such as the NCAAA</li> </ul>	<ul style="list-style-type: none"> <li>Student Surveys</li> <li>Formal Classroom</li> <li>Observation</li> </ul>
Effectiveness of Assessment.	<ul style="list-style-type: none"> <li>Development Unit</li> <li>Assessment Committee</li> <li>External Reviewers such as the NCAAA.</li> </ul>	<ul style="list-style-type: none"> <li>Item Analysis Data.</li> <li>Teacher Feedback.</li> <li>Student Feedback.</li> <li>Course Reports</li> </ul>
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> <li>Item Analysis Data.</li> <li>Teacher Feedback.</li> <li>Student Feedback.</li> <li>Course Report.</li> </ul>	<ul style="list-style-type: none"> <li>Item Analysis Data.</li> <li>Course Reports.</li> <li>Annual Program Review.</li> </ul>

**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

<b>Course Title:</b>	<b>Advanced Grammar</b>
<b>Course Code:</b>	<b>42091219</b>
<b>Program:</b>	<b>B.A in English Language and Literature</b>
<b>Department:</b>	<b>English</b>
<b>College:</b>	<b>College of Sciences &amp; Arts- Qilwah</b>
<b>Institution:</b>	<b>Albaha University</b>



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## A. Course Identification

<b>1. Credit hours:</b> 3 hours			
<b>2. Course type</b>			
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"/>
<b>3. Level/year at which this course is offered:</b> 3			
<b>4. Pre-requisites for this course (if any):</b> Grammar 2			
<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	0	0
3	E-learning	0	0
4	Correspondence		
5	Other		

## 7. Actual Learning Hours (based on academic semester)

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

\* 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

<b>1. Course Description</b> The course aims at introducing students to many more features of English grammar appropriate to an advanced level of study.
<b>2. Course Main Objective</b> The main objective of this course is to help students master and develop regular understanding and production of grammatical structures through interactive and communicative activities. So, this

advanced-grammar course aims at guiding students to USE Grammar rather than traditional perspective of learning Grammatical Structure.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
<b>1.1</b>	Recognize the meaning in connected discourse.	<b>1.2</b>
<b>1.2</b>	Identify clauses and cleft sentences, nominal clauses and noun phrases.	<b>1.2</b>
<b>2</b>	<b>Skills :</b>	
<b>2.1</b>	Identify post-modifiers and pre-modifiers, verb phrases and word –classes.	<b>2.2</b>
<b>2.2</b>	Construct grammatically correct sentences.	<b>2.2</b>
<b>2.3</b>	Form and distinguish sentences in various types.	<b>2.2</b>
<b>3</b>	<b>Competence:</b>	
<b>3.1</b>	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	<b>3.1</b>
<b>3.2</b>	To use technology for language learning, communication and research.	<b>3.2</b>
<b>3.3</b>	To maintain punctuality and ethical tributes	<b>3.3</b>

### C. Course Content

No	List of Topics	Contact Hours
1	Grammar in use: Section A: Concepts	6
2	Grammar in use: Section B: Information, Reality And Belief	6
3	Grammar in use: Section C: Mood, Emotion And Attitude	6
4	<b>Mid-term Exam</b>	
5	Grammar in use: Section D: Meaning in connected Discourse	6
6	Grammatical Compendium: Adjectives	3
7	Adverbials	3
8	Clauses and Cleft sentences	3
9	Nominal Clauses and Noun Phrases	3
10	Post-modifiers and Pre-modifiers	3
11	Verb Phrases and Word -classes	3
12	<b>Final Exam</b>	3

## 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</b>		
1.1	Recognize the meaning in connected discourse.	- Lecturing - Class discussions - Pair/ groupwork	- Assignments - Class participation - Mid-term test - Final exam
1.2	Identify clauses and cleft sentences, nominal clauses and noun phrases.		
2.0	<b>Skills</b>		
2.1	Identify post-modifiers and pre-modifiers, verb phrases and word –classes.	- Lecturing - Class discussions - Pair/ groupwork	- Assignments - Class participation - Mid-term test - Final exam
2.2	Construct grammatically correct sentences.		
2.3	Form and distinguish sentences in various types.		
3.0	<b>Competence</b>		
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.		

### 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

<b>Required Textbooks</b>	A communicative Grammar of English (Third Edition) By Geoffrey Leech & Jan Savartvik, Pearson-Longman, 2002.
<b>Essential References Materials</b>	1- Advanced Grammar in Use ( Second Edition) by Martin Hewings, Cambridge University Press, 2005. 2. Modern English Exercises for Non-Native Speakers: Part 1, Parts of Speech and Part 2, Sentences and Complex Structures. Frank, Marcella 3. <u>The Oxford English Grammar</u> by Sidney Greenbaum - Oxford University Press (1996) 4. <u>Fundamentals of English Grammar</u> by Betty Schramper Azar - Prentice Hall (2007) 5. <u>ESL: Grammar and English Usage</u> - The Internet TESL Journal's
<b>Electronic Materials</b>	<a href="http://owl.english.purdue.edu/handouts/grammar/">http://owl.english.purdue.edu/handouts/grammar/</a> <a href="http://www.teachingenglish.org.uk/">http://www.teachingenglish.org.uk/</a> <a href="http://englishplus.com/grammar/contents.htm">http://englishplus.com/grammar/contents.htm</a> <a href="http://www.englishclub.com/grammar/index.htm">http://www.englishclub.com/grammar/index.htm</a>
<b>Other Learning Materials</b>	computer-based programs/CD, professional standards/regulations.

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be equipped with a white board and large enough to accommodate 25-35 students. Wifi internet connection
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system
<b>Other Resources</b> (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	<ul style="list-style-type: none"> <li>Students</li> <li>Classroom Observation</li> <li>Professional Development Unit</li> <li>External Reviewers such as the NCAAA</li> </ul>	<ul style="list-style-type: none"> <li>Student Surveys</li> <li>Formal Classroom</li> <li>Observation</li> </ul>
Effectiveness of Assessment.	<ul style="list-style-type: none"> <li>Development Unit</li> <li>Assessment Committee</li> <li>External Reviewers such as the NCAAA.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Feedback.</li> <li>Student Feedback.</li> <li>Course Reports</li> </ul>
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> <li>Teacher Feedback.</li> <li>Student Feedback.</li> <li>Course Report.</li> </ul>	<ul style="list-style-type: none"> <li>Course Reports.</li> <li>Annual Program Review.</li> </ul>

**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

<b>Course Title:</b>	Advanced Reading
<b>Course Code:</b>	42091221
<b>Program:</b>	B.A in English Language and Literature
<b>Department:</b>	English Language
<b>College:</b>	College of Sciences & Arts- Qilwah
<b>Institution:</b>	Albaha University

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## A. Course Identification

<b>1. Credit hours:</b>			
<b>2. Course type</b>			
a.	University <input checked="" 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"/>
<b>3. Level/year at which this course is offered:</b> 3			
<b>4. Pre-requisites for this course (if any):</b> Reading 2			
<b>5. Co-requisites for this course (if any):</b>			

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	√	100%
4	Correspondence		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	28
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	4 (Mid and final Exam)
	<b>Total</b>	32
<b>Other Learning Hours*</b>		
1	Study	2
2	Assignments	2
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	4

\* 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 students to read and understand various kinds of reading materials in English by teaching them new reading strategies and techniques. The course will include:

**practice of reading strategies and techniques; identifying parts of texts and learning vocabulary; learning to draw inferences from reading and distinguishing between main ideas and supporting ideas; learning to separate opinion from facts as well as building up reading rate and recognizing authors' use of figurative language.**

### 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, scanning and guessing the meaning from the context), 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
<b>1</b>	<b>Knowledge:</b>	
<b>1.1</b>	Demonstrate understanding of phonemic awareness, word analysis, and high frequency word recognition.	<b>1.1</b>
<b>1.2</b>	Demonstrate an understanding of paragraph unity, support and coherence	<b>1.1</b>
<b>2</b>	<b>Skills :</b>	
<b>2.1</b>	Produce simple sentence and short paragraph in response to reading.	<b>2.1</b>
<b>2.2</b>	Explain main ideas and important details in paragraphs and reading selections.	<b>2.1</b>
<b>2.3</b>	Identify the writer's audience and purpose.	<b>2.1</b>
<b>2.4</b>	Scan a text for specific information.	<b>2.1</b>
<b>3</b>	<b>Competence:</b>	
<b>3.1</b>	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	<b>3.1</b>
<b>3.2</b>	To use technology for language learning, communication and research.	<b>3.2</b>
<b>3.3</b>	To maintain punctuality and ethical tributes	<b>3.3</b>
<b>3.4</b>	Apply reading strategies, including underlining, taking notes and outlining.	<b>3.1</b>

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the course Explaining the different parts of the reading material and the requirements of the course	2
2	Chapter one: Language and Learning	2
3	Chapter Two: Danger and Daring	2
4	Chapter Three: Gender and Relationships	2
5	Chapter Four: Aesthetics and Beauty	2
6	Chapter Five: Transitions	2
7	<b>Mid-term Exam</b>	2
8	Chapter Six: The Mind	2
9	Chapter Seven: Working	2
10	Chapter Eight: Breakthroughs	4
11	Chapter Nine: Art and Entertainment	4
12	Chapter Ten: Conflict and Resolution	4
13	Final Exam	2

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
<b>1.1</b>	Demonstrate understanding of phonemic awareness, word analysis, and high frequency word recognition.	- Lecturing - Pair work - Group work	- Assignments - Class participation - Quiz - Mid-term test - Final exam
<b>1.2</b>	Demonstrate an understanding of paragraph unity, support and coherence		
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Produce simple sentence and short paragraph in response to reading.	- Lecturing - Pair work - Group work	- Assignments - Class participation - Quiz - Mid-term test - Final exam
<b>2.2</b>	Explain main ideas and important details in paragraphs and reading selections.		
<b>2.3</b>	Identify the writer's audience and purpose.		
<b>2.4</b>	Scan a text for specific information.		
<b>3.0</b>	<b>Competence</b>		
<b>3.1</b>	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	• Checking attendance • Team/pair work • Assignments	• Attendance sheets • Blackboard • Emails
<b>3.2</b>	To use technology for language learning, communication and research.		
<b>3.3</b>	To maintain punctuality and ethical tributes		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.4	Apply reading strategies, including underlining, taking notes and outlining.	Blackboard activities.	

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes throughout the term.	4-8	10%
2	Midterm Exam	9 <sup>th</sup>	20%
3	Participations.	every week	10%
4	Final exam.	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 :  
2 hours

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	-Mosaic 2 Reading,(SilverEdition) (2007). Brenda Wegmann Miki Knezevic. McGraw-Hill. -Developing Reading Skills (1981). Francoise Grellet. Cambridge University Press - Reading and thinking in English vol.2. Widdowson, H
<b>Essential References Materials</b>	-Byrne D. and Holden S. Outline, A reading practice book at an intermediate level. Longman, 1977. -Cooper J., Think and Link, An Advanced course in reading and writing skills. Arnold, 1979 - Longman Dictionary of English
<b>Electronic Materials</b>	<a href="http://www.englishclub.com">http://www.englishclub.com</a> . <a href="http://esl.about.com">http://esl.about.com</a> . <a href="http://www.eflnet.com">http://www.eflnet.com</a> <a href="http://www.tolearnenglish.com">http://www.tolearnenglish.com</a>
<b>Other Learning Materials</b>	None

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	A lecture room including about 100 seats
<b>Technology Resources</b>	There is a need for a computer lab for the English department with access to the internet.

Item	Resources
(AV, data show, Smart Board, software, etc.)	
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>• Overhead Projector.</li> <li>• Computer Lab connected to internet.</li> </ul>

### G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> <li>• Students</li> <li>• Classroom Observation</li> <li>• Professional Development Unit</li> <li>• External Reviewers such as the NCAAA</li> </ul>	<ul style="list-style-type: none"> <li>• Student Surveys</li> <li>• Formal Classroom</li> <li>• Observation</li> </ul>
Effectiveness of Assessment.	<ul style="list-style-type: none"> <li>• Development Unit</li> <li>• Assessment Committee</li> <li>• External Reviewers such as the NCAAA.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Feedback.</li> <li>• Student Feedback.</li> <li>• Course Reports</li> </ul>
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> <li>• Teacher Feedback.</li> <li>• Student Feedback.</li> <li>• Course Report.</li> </ul>	<ul style="list-style-type: none"> <li>• Course Reports.</li> <li>• Annual Program Review.</li> </ul>

**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

<b>Course Title:</b>	<b>Advanced Writing</b>
<b>Course Code:</b>	<b>42091223</b>
<b>Program:</b>	<b>BA English Language &amp; Literature</b>
<b>Department:</b>	<b>English</b>
<b>College:</b>	<b>College of Sciences &amp; Arts- Qilwah</b>
<b>Institution:</b>	<b>Albaha University</b>

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## A. Course Identification

<b>1. Credit hours:2</b>			
<b>2. Course type</b>			
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"/>
<b>3. Level/year at which this course is offered:</b>			
<b>4. Pre-requisites for this course (if any):</b> Writing (1) Writing (2)			
<b>5. Co-requisites for this course (if any):</b>			

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	24	70%
2	Blended	2	10%
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
<b>Contact Hours</b>		
1	Lecture	24
2	Writing exercises and activities ( at home)	6 hours
3	Tutorial	
4	Others (specify)	2 (tests)
	<b>Total</b>	32
<b>Other Learning Hours*</b>		
1	Study	2hours per week
2	Assignments	
3	Library	½ an hour a week
4	Projects/Research Essays/Theses	2
5	Others (specify)	
	<b>Total</b>	2

\* 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 provides students practice in producing a variety of grammatically correct sentences in unified paragraphs that are patterned logically. Topic sentence use in all writing is stressed as well as adequate development of ideas.

### 2. Course Main Objective

Students enrolled in this course should be able to write a well-connected expository, narrative, descriptive, persuasive, informative paragraph that has a topic sentence and supporting details, using correct grammar, spelling, punctuation, capitalization, indentation, cohesive ties between sentences and between paragraphs and using the clues showing a process, chronology, compare-contrast, enumeration, cause-effect, analogy or definition organizational structure.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
<b>1.1</b>	Outline the major stages in the writing process viz. brainstorming, outlining, drafting, revising and editing.	<b>1.1</b>
<b>1.2</b>	To recognize the basic form and function of the essay, thus developing the ability to describe, argue, discuss cause-and-effect and speculate in relation to various issues.	<b>1.1</b>
<b>2</b>	<b>Skills:</b>	
<b>2.1</b>	Write a well-connected expository, narrative, descriptive, persuasive, informative multi-paragraph essay with a sound thesis statement and sufficient supporting details of various types.	<b>2.1</b>
<b>2.2</b>	Show control over the basic mechanics of writing (correct grammar, spelling, punctuation, capitalization, indentation, cohesive ties between sentences and between paragraphs...etc)	<b>2.1</b>
<b>2.3</b>	Show control on micro- and micro-skills of writing that lead to better communication in written English.	<b>2.1</b>
<b>3</b>	<b>Competence:</b>	
<b>3.1</b>	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	<b>3.1</b>
<b>3.2</b>	To use technology for language learning, communication and research.	<b>3.2</b>
<b>3.3</b>	To maintain punctuality and ethical tributes	<b>3.3</b>

## C. Course Content

No	List of Topics	Contact Hours
1	<b>Chapter One:</b> Education and Students Life Utilize the basic writing skills.	4
2	<b>Chapter Two:</b> City Life Write opening, concluding sentences on describing places.	4
3	<b>Chapter Three:</b> Business & Money	4

	Discuss attitudes towards money. Analyze the organization of a letter.	
4	<b>Chapter Four: Jobs and Professions</b> Look at photos, describe the people, places and activities in them	4
	<b>Mid-term exam</b>	2
5	<b>Chapter Five: Lifestyles around the World</b> , discuss lessons people learn from experience, analyze morals of a story.	4
6	<b>Chapter Six: Global Connections</b> Look at photos, describe the people, time, periods, and activities	4
..7.	<b>Chapter Seven: Language and Communication</b> Interview someone. Divide a composition into paragraphs	4
8	<b>Final Exam</b>	2
<b>Total</b>		<b>32</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			
1.1	Outline the major stages in the writing process viz. brainstorming, outlining, drafting, revising and editing	- Brainstorming - Lecturing - Pair work - Group work - Class Tasks	- Assignments - Class participation - Mid-term test - Final exam
1.2	To recognize the basic form and function of the essay, thus developing the ability to describe, argue, discuss cause-and-effect and speculate in relation to various issues.		
2.0	<b>Skills</b>		
2.1	Write a well-connected expository, narrative, descriptive, persuasive, informative multi-paragraph essay with a sound thesis statement and sufficient supporting details of various types.	- Brainstorming - Lecturing - Pair work - Group work - Class Tasks	- Assignments - Class participation - Mid-term test - Final exam
2.2	Show control over the basic mechanics of writing (correct grammar, spelling, punctuation, capitalization, indentation, cohesive ties between sentences and between paragraphs.		
2.3	Show control of micro- and micro-skills of writing that lead to better communication in written English.		
3.0	<b>Competence</b>		
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 ( in class and home)*	1 per week	10%
2	Midterm Exam	Week 7	20%
3	Research Paper	1 per term	10%
4	Final exam	At the end of the term	60%
5	Total		100%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

\* written assignments are in class and take home assignments. Students should correct each other's' writing

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

- Staff members are available in their offices for 5 hours per week for consultation and for any needed help and advice. Students are encouraged to come and discuss their assignments that they have to do or if they need an explanation of a language activity or to get their assignments marked. If students require a meeting at a different time it can be arranged upon request

## F. Learning Resources and Facilities

### 1.Learning Resources

<b>Required Textbooks</b>	- <u>Interactions 2 Writing</u> . By Elaine Kirn and Pamela Hartmann.
<b>Essential References Materials</b>	- <u>Writing English: A Composition Text in English as a Foreign Language</u> , by Janet Ross & Gladys Doty.
<b>Electronic Materials</b>	<a href="http://www.eslbears.homestead.com/writing.html">www.eslbears.homestead.com/writing.html</a> <a href="http://Owl.english.purdue.edu/sitemap.html">Owl.english.purdue.edu/sitemap.html</a> <a href="http://www.writing-world.com">www.writing-world.com</a>
<b>Other Learning Materials</b>	

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<b>Lecture rooms, laboratories, etc.</b> - Spare lecture rooms should be made available to take extra classes when more practice is needed during our office hours/free time.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	A computer lab with internet access under teacher's supervision should be made available for the students to do their assignments and other tasks such as collecting information and they should be able to email it directly to the teacher concerned for evaluation.

Item	Resources
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	A well-equipped library is a must on campus to encourage students to read and to do research work and to utilize.*

\* Receptive skills such as reading is a crucial input for producing (productive skills) writing (output)

### G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> <li>Students</li> <li>Classroom Observation</li> <li>Professional Development Unit</li> <li>External Reviewers such as the NCAAA</li> </ul>	<ul style="list-style-type: none"> <li>Student Surveys</li> <li>Formal Classroom</li> <li>Observation</li> </ul>
Effectiveness of Assessment.	<ul style="list-style-type: none"> <li>Development Unit</li> <li>Assessment Committee</li> <li>External Reviewers such as the NCAAA.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Feedback.</li> <li>Student Feedback.</li> <li>Course Reports</li> </ul>
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> <li>Teacher Feedback.</li> <li>Student Feedback.</li> <li>Course Report.</li> </ul>	<ul style="list-style-type: none"> <li>Course Reports.</li> <li>Annual Program Review.</li> </ul>

**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

<b>Course Title:</b>	Advanced Vocabulary Building
<b>Course Code:</b>	42091225
<b>Program:</b>	B.A English language and literature
<b>Department:</b>	English
<b>College:</b>	College of Sciences & Arts- Qilwah
<b>Institution:</b>	Albaha University

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## A. Course Identification

<b>1. Credit hours:</b>			
<b>2. Course type</b>			
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"/>
<b>3. Level/year at which this course is offered:</b>			
3			
<b>4. Pre-requisites for this course (if any):</b>			
Vocabulary Building 2			
<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	26	80
2	Blended	3	10%
3	E-learning	3	10%
4	Correspondence		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	28
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	4 tests
	<b>Total</b>	32
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	1
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	

\* 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

(Note: General description in the form to be used for the Bulletin or Handbook should be attached)

The purpose of this course is to review more advanced vocabulary and to bring students' vocabulary to above 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

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

1- At the end of this course, the students should be able to:

Understand and use advanced words via related semantic fields or domains

(body parts, education, travel, food, law, describing people's appearance, family & clothes).

Recognize and use related advanced word groups (sounds, colours, shapes).

Understand and practise word formation (affixes, prefixes, suffixes, changing parts of speech, compound nouns & compound adjectives).

Understand and practise phrase building (collocations, idioms, (apologies, excuses & thanks), (requests, invitations & suggestions), (opinions, agreeing & disagreeing), (greetings & farewells) and phrasal verbs.

Recognize specialized advanced vocabulary (formal, informal, (abbreviations& abbreviated words), and (notices & warnings).

Use and recognize at least 450 newly introduced words.

Pronounce words correctly.

2- To review advanced vocabulary and to bring students' vocabulary to the intermediate level.

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

Using the internet to find online books, dictionaries and articles for each topic that the students study in order to better present it or introduce additional vocabulary related to their topics, such as :

Hadfield, Jill & Hadfield, Charles (1999) Presenting New Language. Oxford University Press: Oxford.

Wellman, Guy (1992) The Heinemann English Wordbuilder. Heinemann International. Oxford.

[www.englishclub.com](http://www.englishclub.com).

[http://www.uab.ro/reviste\\_recunoscute/philologica/philologica\\_2005\\_tom3/16.doc](http://www.uab.ro/reviste_recunoscute/philologica/philologica_2005_tom3/16.doc)

<http://esl.about.com>.



### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
<b>1.1</b>	Distinguish grammatical classes starting from prefixes and affixes.	<b>1.1</b>
<b>1.2</b>	Analyze unfamiliar words by understanding the structure of the English Language.	<b>1.1</b>
<b>1.3</b>	Extend spoken and written vocabulary through a systematic plan of study.	<b>1.1</b>
<b>2</b>	<b>Skills :</b>	
<b>2.1</b>	Apply the word analysis, dictionary, and comprehension skills to increase vocabulary and make efficient use of college textbooks.	<b>2.1</b>
<b>2.2</b>	Increase vocabulary through the study of word parts, use of context clues, and practice with a dictionary.	<b>2.1</b>
<b>2.3</b>	Know how to derive words from each other.	<b>2.1</b>
<b>3</b>	<b>Competence:</b>	
<b>3.1</b>	Use English for argumentation, reasoning and simple research writing individually or in groups.	<b>3.1</b>
<b>3.2</b>	Use technology for language learning, communication and research.	<b>3.2</b>
<b>3.3</b>	Develop personal attributes that reflect values and ethics.	<b>3.3</b>

### C. Course Content

No	List of Topics	Contact Hours
1.	Word formation	<b>6</b>
2.	Work and study	<b>4</b>
3.	People and relationships	<b>4</b>
4.	Mid-Term Exam	<b>2</b>
5.	Leisure and lifestyle	<b>6</b>
6.	Travel	<b>4</b>
7.	The environment	<b>4</b>
8.	Final Exam	<b>2</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</b>		
1.1	Distinguish grammatical classes starting from prefixes and affixes.	<ul style="list-style-type: none"> <li>- Lecturing</li> <li>- Brainstorming</li> <li>- Pair work</li> <li>- Group work</li> <li>- E-learning</li> </ul>	<ul style="list-style-type: none"> <li>- Assignments</li> <li>- Class participation</li> <li>- Mid-term test</li> <li>- Final exam</li> </ul>
1.2	Analyze unfamiliar words by understanding the structure of the English Language.		
1.3	Extend spoken and written vocabulary through a systematic plan of study.		
2.0	<b>Skills</b>		
2.1	Apply the word analysis, dictionary, and comprehension skills to increase vocabulary and make efficient use of college textbooks.	<ul style="list-style-type: none"> <li>- Lecturing</li> <li>- Pair work</li> <li>- Group work</li> <li>- E-learning</li> </ul>	<ul style="list-style-type: none"> <li>- Assignments</li> <li>- Class participation</li> <li>- Mid-term test</li> <li>- Final exam</li> </ul>
2.2	Increase vocabulary through the study of word parts, use of context clues, and practice with a dictionary.		
2.3	Know how to derive words from each other.		
3.0	<b>Competence</b>		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	<ul style="list-style-type: none"> <li>• Checking attendance regularly</li> <li>• Team/pair work assignments</li> <li>• Blackboard activities</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance sheets</li> <li>• Blackboard</li> <li>• Emails</li> </ul>
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	Quizzes throughout the term	4-8	10%
2	Midterm Exam	5	20%
3	Written assignments	10	10 %
4	Final Exam	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 :**

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)

-The teaching staff are available at all time when they don't have lectures for student consultations and academic advice. For example, the teaching staff should be available for at least 10 hours each week.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Required Text(s) Michael McCarthy Felicity O'Dell. (2003) <u>English Vocabulary in use: Advanced</u> , 2 <sup>nd</sup> edition. Cambridge University Press. Cambridge.	.
<b>Essential References Materials</b>	2. Essential References - Wellman, Guy (1992) <u>The Heinemann English Wordbuilder</u> . Heinemann International. Oxford. -Longman Dictionary of English.	
<b>Electronic Materials</b>	Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) 1. Hadfield, Jill & Hadfield, Charles (1999) <u>Presenting New Language</u> . Oxford University Press: Oxford. 2. Nadell, Judith; Johnson, Beth & Langan, Paul (1998) <u>Vocabulary Basics</u> . Townsend Press: New Jersey.	
<b>Other Learning Materials</b>	4-.Electronic Materials, Web Sites etc <a href="http://www.englishclub.com">http://www.englishclub.com</a> . <a href="http://www.uab.ro/reviste_recunoscute/philologica/philologica_2005_to_m3/16.doc">http://www.uab.ro/reviste_recunoscute/philologica/philologica_2005_to_m3/16.doc</a> <a href="http://esl.about.com">http://esl.about.com</a> . <a href="http://www.eflnet.com/vocab">http://www.eflnet.com/vocab</a> <a href="http://www.tolearnenglish.com">http://www.tolearnenglish.com</a>	
	5- Other learning material such as computer-based programs/CD, professional standards/regulations <b>None.</b>	

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be large enough to accommodate 50 students
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system
<b>Other Resources</b> (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	<ul style="list-style-type: none"> <li>Students</li> <li>Classroom Observation</li> <li>Professional Development Unit</li> <li>External Reviewers such as the NCAAA</li> </ul>	<ul style="list-style-type: none"> <li>Student Surveys</li> <li>Formal Classroom</li> <li>Observation</li> </ul>
Effectiveness of Assessment.	<ul style="list-style-type: none"> <li>Development Unit</li> <li>Assessment Committee</li> <li>External Reviewers such as the NCAAA.</li> </ul>	<ul style="list-style-type: none"> <li>Item Analysis Data.</li> <li>Teacher Feedback.</li> <li>Student Feedback.</li> <li>Course Reports</li> </ul>
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> <li>Item Analysis Data.</li> <li>Teacher Feedback.</li> <li>Student Feedback.</li> <li>Course Report.</li> </ul>	<ul style="list-style-type: none"> <li>Item Analysis Data.</li> <li>Course Reports.</li> <li>Annual Program Review.</li> </ul>

**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

<b>Course Title:</b>	<b>Introduction To Linguistics</b>
<b>Course Code:</b>	<b>42091211</b>
<b>Program:</b>	<b>B. A. in English Language &amp; Literature</b>
<b>Department:</b>	<b>English</b>
<b>College:</b>	<b>College of Sciences &amp; Arts- Qilwah</b>
<b>Institution:</b>	<b>Al-Baha University</b>

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## A. Course Identification

<b>1. Credit hours: 2 Hours</b>			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
<b>3. Level/year at which this course is offered: Level 3</b>			
<b>4. Pre-requisites for this course (if any):</b> None			
<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	26	80%
2	Blended	3	10%
3	E-learning	3	10%
4	Correspondence		
5	Other		

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	30
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	2
5	Others (specify)	
	<b>Total</b>	2

\* 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

<b>1. Course Description</b> This course offers a very brief introduction to the linguistic subfields that are studied in the program; i.e. phonetics, phonology, morphology, syntax, and semantics.
<b>2. Course Main Objective</b>

1. Introduce students to the concepts of language and communication and help them understand the differences between animals and human language.
2. Introduce students to the main levels of linguistic analysis: phonetics, phonology, morphology, syntax, semantics, and pragmatics and the methods used by linguists arriving at that knowledge.
3. Familiarize students with important concepts in linguistic analysis such as phonemes, morphemes, affixes, word formation, semantic features and semantic roles, types of meaning
4. Provide every individual speaker of a language with a more comprehensive knowledge of how language works at the syntactic, morphological and phonological levels.
5. Help students acquire knowledge of the constituent structures of phrases and simple sentences in English and help them practice drawing tree diagrams.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
<b>1.1</b>	Recognize the basic differences between the general branches of linguistics and their basic notions.	<b>1.2</b>
<b>1.2</b>	Identify the general branches of linguistics.	<b>1.2</b>
<b>1.3</b>	Recognize important concepts in linguistic analysis such as phonemes, morphemes, affixes, word-formation, semantic meaning, and pragmatic meaning, etc.	<b>1.2</b>
<b>2</b>	<b>Skills :</b>	
<b>2.1</b>	illustrate the basic linguistic concepts.	<b>2.2</b>
<b>2.2</b>	illustrate the types of speech sounds in English.	<b>2.2</b>
<b>2.3</b>	Explain the differences between the basic concepts in linguistics.	<b>2.2</b>
<b>2.4</b>	Analyze words, phrases and simple sentences into their constituent structures.	<b>2.2</b>
<b>3</b>	<b>Competence:</b>	
<b>3.1</b>	Demonstrate commitment to ethical class discussion and class punctuality. Use English for argumentation, reasoning and simple research writing individually or in groups.	<b>3.1</b>
<b>3.2</b>	Use the conceptual knowledge of linguistics successfully in class discussions individually/in group, in written assignments and in presentation Use technology for language learning, communication and research.	<b>3.2</b>
<b>3.3</b>	Employ the latest IT for better communication of their knowledge of linguistics. Develop personal attributes that reflect values and ethics.	<b>3.3</b>



### C. Course Content

No	List of Topics	Contact Hours
1	What is language? What is linguistics? , the scope of linguistics	2
2	Animals and human language, features of human language, differences between animals and human language	4
3	Phonetics, the definition of phonetics, the three types of phonetics, Organs of speech, speech sounds; consonants, differences between place of articulation and manner of articulation, vowels, long and short vowels, diphthongs.	4
4	Phonology: What is phonology? differences between phonetics and phonology, phonemes, allophones, minimal pairs and sets, phonotactics, syllables, consonant clusters	4
5	Morphology; What is morphology? types of morphemes, types of Affixes, the differences between inflectional and derivational morphemes, word formation in English.	4
6	<b>Mid-term</b>	2
7	Grammar: Traditional grammar; transformational grammar , generative grammar	2
8	Syntax What is syntax? Tree diagrams, the constituent structure of a noun phrase, a verb phrase, a prepositional phrase, and an adjective phrase, the constituent structure of a simple sentence in English.	4
9	Semantics, the scope of semantics, the differences between semantics and pragmatics, conceptual meaning and associative meaning, semantic features and semantic roles.	4
10	<b>Final Exam</b>	2
<b>Total</b>		<b>32</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</b>		
1.1	Recognize the basic differences between the general branches of linguistics and their basic notions.	1. Lectures 2. Class discussion 3. Collaborative learning/Team work. 4. E. Learning Strategy (Blackboard – Rafid)	1. Class participation 2. Quizzes 3. Class presentations 4. Midterm Exam/essay questions 5. Final exam
1.2	Identify the general branches of linguistics.		
1.3	Recognize important concepts in linguistic analysis such as phonemes, morphemes, affixes, word-formation, semantic meaning, and pragmatic meaning, etc.		
2.0	<b>Skills</b>		

2.1	illustrate the basic linguistic concepts.	1. Lectures.	
2.2	illustrate the types of speech sounds in English.	2. Class discussions/teaching students to think independently and engage in group discussions.	1. Class participation
2.3	Explain the differences between the basic concepts in linguistics.	3. Individual meetings with students	2. Presentations
2.4	Analyze words, phrases and simple sentences into their constituent structures.		3. Midterms and final exams
3.0	<b>Competence</b>		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	• Checking attendance regularly	• Attendance sheets
3.2	To use technology for language learning, communication and research.	• Team/pair work assignments	• Blackboard Emails (Attendance & social interactions)
3.3	To maintain punctuality and ethical tributes	• Blackboard Forums Blackboard H.W.	

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	& Quiz(oral and/or written)	All Along	5%
2	Assignment /presentation	All Along	5 %
3	Attendance & Participation	All Along	10%
4	Mid-Term Test	Week 8	20 %
5	Final Exam	Week 16	60%
6			
7			
8			

\*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 :

2 hours per week

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Yule, G. (2006) <u>The Study of Language</u> , Third edition. Cambridge: CUP.
<b>Essential References Materials</b>	Robins, R.H. (1980) <u>General Linguistics</u> . London: Longman. Atkinson, M., Kilby, D. & Roca, L (1988) <u>Foundations of General Linguistics</u> . London: Allen & Unwin. Poole, C. (1999) <u>An Introduction to Linguistics</u> . London: Macmillan.
<b>Electronic Materials</b>	Resources on the web: - <a href="http://www.geocities.com/CollegePark/3920/">http://www.geocities.com/CollegePark/3920/</a> - <a href="http://www.essex.ac.uk/linguistics/clmt/w3c/corpus-ling/content/introduction.html">http://www.essex.ac.uk/linguistics/clmt/w3c/corpus-ling/content/introduction.html</a> - <a href="http://www.ling.udel.edu/idsardi/101/">http://www.ling.udel.edu/idsardi/101/</a> - <a href="http://www.ling.udel.edu/colin/courses/ling101/ling101.html">http://www.ling.udel.edu/colin/courses/ling101/ling101.html</a>
<b>Other Learning Materials</b>	Fromkin, V. Rodman, R. (1998) <u>An Introduction to Language</u> . New York: Thomson and Heinle.

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be large enough to accommodate 35 students
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Laptop, data show, smart Board
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Language lab

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> <li>Students</li> <li>Classroom Observation</li> <li>Professional Development Unit</li> <li>External Reviewers such as the NCAAA</li> </ul>	<ul style="list-style-type: none"> <li>Student Surveys</li> <li>Formal Classroom</li> <li>Observation</li> </ul>
Effectiveness of Assessment.	<ul style="list-style-type: none"> <li>Development Unit</li> <li>Assessment Committee</li> <li>External Reviewers such as the NCAAA.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Feedback.</li> <li>Student Feedback.</li> <li>Course Reports</li> </ul>
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> <li>Teacher Feedback.</li> <li>Student Feedback.</li> <li>Course Report.</li> </ul>	<ul style="list-style-type: none"> <li>Course Reports.</li> <li>Annual Program Review.</li> </ul>

**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	3/04/2020



# Course Specifications

<b>Course Title:</b>	Language and Technology
<b>Course Code:</b>	42091227
<b>Program:</b>	B. A. in English language
<b>Department:</b>	English language
<b>College:</b>	College of Sciences & Arts- Qilwah
<b>Institution:</b>	Albaha University

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## A. Course Identification

<b>1. Credit hours:</b>			
<b>2. Course type</b>			
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"/>
<b>3. Level/year at which this course is offered:</b>			
<b>4. Pre-requisites for this course (if any):</b>			
None			
<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	26	80
2	Blended	3	10%
3	E-learning	3	10%
4	Correspondence		
5	Other		

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	32
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	4 tests
	<b>Total</b>	34
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	

\* 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

<b>1. Course Description</b>  (Note: General description in the form to be used for the Bulletin or Handbook should be attached).
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This course aims at introducing the students to the different kinds of technology in language learning. This may help English language students to utilize such technology in developing their English. Attention will be given to different technological means and methods in language learning.

## 2. Course Main Objective

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

To introduce students to the current theories of technology enhanced language learning and teaching.

To introduce students to different applications of technology in language learning and teaching.

To utilize technology in language testing

Enabling students to utilize technology for research purposes.

Introducing students to the role of technology in language acquisition

Acquiring skills of evaluating and using language learning software.

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): None

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Demonstrate knowledge about the current theories of technology enhanced language learning and teaching	1.2
1.2	Define key terms and concepts in the fields of CALL, CALT and CALI	1.2
1.3	Describe the different applications of technology in language learning and teaching	1.2
<b>2</b>	<b>Skills :</b>	
2.1	Discuss the role of technology in language acquisition/learning.	2.2
2.2	Explain the use of certain technological software/programs in language learning	2.2
2.3	Evaluate language learning software	2.2
2.4	Explain the process of using research engines, main electronic Databases, email, mailing lists.	2.2
<b>3</b>	<b>Competence:</b>	
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	Language learning and technology: past, present, and future	4Hours
2	Technology use in EFL context: drivers and advantages	2 Hours
2	Introduction to theories of Technology enhanced language learning	4Hours
3	Online and blended language learning	2Hours
4	Computer-based Testing	
5	Mobile-assisted language learning.	2 Hours
	Limitations and boundaries in language learning and technology	2 Hours
6	Using different software: power point presentations, word processing, video, audio, language management systems.	4Hours
	Mid-Term Exam	2 Hours
8	The role of technology and language acquisition	2Hours
9	Criteria of evaluating language learning software	4Hours
10	Revision	2Hours
11	Final Exam	2Hours
<b>Total</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</b>		
1.1	Demonstrate knowledge about the current theories of technology enhanced language learning and teaching	Discussions Co-operative learning Problem solving Students research Direct instruction (lectures) Demonstrations	Assignments Projects/Presentations Midterm tests Final Examination
1.2	Define key terms and concepts in the fields of CALL, CALT and CALI		
1.3	Describe the different applications of technology in language learning and teaching		
2.0	<b>Skills</b>		
2.1	Discuss the role of technology in language acquisition/learning.		
2.2	Explain the use of certain technological software/programs in language learning		
2.3	Evaluate language learning software		
2.4	Explain the process of using research engines, main electronic Databases, email, mailing lists.		
3.0	<b>Competence</b>		
3.1	Demonstrate class discussions individually or in groups, in written assignments or in presentation.	• Checking attendance regularly	• Attendance sheets • Blackboard
3.2	To use technology for language learning, communication and research.	• Team/pair work assignments	• Emails

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.3	To maintain punctuality and ethical tributes	<ul style="list-style-type: none"> <li>Blackboard Forums</li> <li>Blackboard H.W.</li> </ul>	(Attendance & social interactions)

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation & Quizzes	All along	10%
2	Mid-Term Test	Week 8	30%
3	Final Exam	Week 16	60%
	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 :**

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)

Students can meet the instructor during his office hours.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<p>Required Text(s)</p> <p>Selected Chapters from:</p> <p>Farr, F., &amp; Murray, L. (Eds.). (2016). <i>The Routledge handbook of language learning and technology</i>. Routledge. Chicago</p> <p>Gosper, M &amp; Ifenthaler, D 2014, <i>Curriculum Models for the 21st Century: Using Learning Technologies in Higher Education</i>, Springer, New York.</p> <p>Evans, Michael (editor). <u>Foreign Language Learning with Digital Technology</u>. New York: Continuum International Publishing Group, 2009.</p> <p>Selected articles from international journals and magazines related to the use of technology in language learning.</p>
<b>Essential References Materials</b>	<p>2. Essential References</p> <p>Crystal, D. <u>Language and the Internet</u>. Cambridge. Cambridge University Press, 2006.</p> <p>Michael D. Bush (editor). <u>Technology Enhanced Language Learning</u>. Lincolnwood, Illinois: National Textbook Company, 1997.</p> <p>Chapelle, Carol A. <u>English Language Learning and Technology</u>. Amestrdam/Phildelphia: Joghbn Benjamins Publishing Company, 2003.</p> <p>Egbert, Joy. (editor) <u>CALL Environment, Research, Practice, and Critical Issues</u>. Alexandria, Virginia: Teachers of English to Speakers of other Languages, Inc., 1999.</p>

	Blake, R. <u>Breave new digital classroom technology and foreign language learning</u> . Georgetown Univeristy Press, 2008. Erben , T. et all. <u>Teaching English language learners through technology</u> . New York: Routledge, 2009.
<b>Electronic Materials</b>	
<b>Other Learning Materials</b>	

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show, Smart Board
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	<ul style="list-style-type: none"> <li>Students</li> <li>Classroom Observation</li> <li>Professional Development Unit</li> <li>External Reviewers such as the NCAAA</li> </ul>	<ul style="list-style-type: none"> <li>Student Surveys</li> <li>Formal Classroom</li> <li>Observation</li> </ul>
Effectiveness of Assessment.	<ul style="list-style-type: none"> <li>Development Unit</li> <li>Assessment Committee</li> <li>External Reviewers such as the NCAAA.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Feedback.</li> <li>Student Feedback.</li> <li>Course Reports</li> </ul>
Extent of Achievement of Course Learning Outcomes.	<ul style="list-style-type: none"> <li>Teacher Feedback.</li> <li>Student Feedback.</li> <li>Course Report.</li> </ul>	<ul style="list-style-type: none"> <li>Course Reports.</li> <li>Annual Program Review.</li> </ul>

**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>	