



# Course Specifications

<b>Course Title:</b>	Debate and Discussion
<b>Course Code:</b>	42091218
<b>Program:</b>	B. A. in English Language and Literature
<b>Department:</b>	English
<b>College:</b>	College of Sciences & Arts- Qilwah
<b>Institution:</b>	Albaha University

## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>4</b>
1. Course Description.....	4
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>5</b>
<b>D. Teaching and Assessment .....</b>	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support .....</b>	<b>7</b>
<b>F. Learning Resources and Facilities.....</b>	<b>7</b>
1.Learning Resources .....	7
2. Facilities Required.....	8
<b>G. Course Quality Evaluation .....</b>	<b>8</b>
<b>H. Specification Approval Data .....</b>	<b>8</b>

## 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: 4</b>			
<b>4. Pre-requisites for this course (if any): LISTENING &amp; SPEAKING 2</b>			
<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	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>	<b>32</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

### 1. Course Description

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

This course is intended to train students of English develop the basic skills of debate and discussion in their daily communication. The following lessons will be introduced:

### 2. Course Main Objective

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

The course aims at training the students to develop debate and discussion skills for classroom interaction as well as for real life encounters. It introduces the students to the basic skills required for a debate. The students will be expected to express their opinions and refute others' in an appropriate manner following the developed debating techniques. They will also be able to discuss views that support their opinions or argue against others.

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)

- suggesting topics of the students' interests.
- listening to model conversations discussing topics of argumentation.
- providing students with materials that help them practise debating and discussion.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
<b>1.1</b>	Demonstrate knowledge of the basic skills of debate and discussion.	<b>1.1</b>
<b>1.2</b>	Recognize how to state an opinion, agree to an opinion or disagree with an opinion.	<b>1.1</b>
<b>1.3</b>	Describe how to refute an opinion, give reasons and give support to an opinion.	<b>1.1</b>
<b>2</b>	<b>Skills :</b>	
<b>2.1</b>	Present the arguments with an outstanding tone of voice, gestures and enthusiasm.	<b>2.1</b>
<b>2.2</b>	Support all the set arguments with logical and appropriate reasons.	<b>2.1</b>
<b>2.3</b>	Organize refutation, opinions and explanations.	<b>2.1</b>
<b>2.4</b>	Counter-argue effectively and on solid grounds.	<b>2.1</b>
	<b>Competence:</b>	
<b>3.1</b>	Demonstrate commitment to ethical class discussion and class punctuality.	<b>3.1</b>
<b>3.2</b>	Use the conceptual knowledge of debate and discussion successfully in class discussions individually/in group, in written assignments and in presentation.	<b>3.2</b>
<b>3.3</b>	Employ the latest IT for better communication of their knowledge of debate and discussion.	<b>3.3</b>

## C. Course Content

No	List of Topics	Contact Hours
1	<b>Introduction to the course</b>	2
2	<b>- Definitions:</b> Debate, Opinion, Fact, Mediator, Debating Teams, Debatable Issues, Lane Issues	2
3	<b>- Have an opinion:</b> Opinions of Value, Policy, & Fact , Agree or Disagree, Opinion Survey, Debate Term Debate in the News, Opinions in the News	2
4	<b>- Explaining your opinion:</b> Explaining your Opinion Strong Reasons - Compare & Contrast, Giving Reasons	2
5	<b>- Supporting Your Opinion:</b> Supporting your Opinion Types of Support, Giving Support	2
6	<b>- Organizing Your Opinions:</b> Signposts; macro and micro-organization for the affirmative team, Practice	2
7	<b>- Refuting explanations:</b> Refuting Opinions , Refuting an Opinion - Types of Refutations, Stating a Refutation	2
8	<b>- Challenging Supports:</b> Testing Supports, Asking Questions, Refuting a Source	2
9	<b>Mid-term Exam</b>	2
10	<b>- Organizing Your Refutation:</b> macro and micro organization for the negative team & Practice	2
11	<b>Debating an opinion:</b> Debate Formats, Responding to Attacks, The Rebuttal	2
12	<b>- Discover Debate:</b> Flow a Complete Debate Topics, Advanced Topics	2
13	<b>- Practice:</b> students will be asked to collect data about suggested topics of their interests.	2
14	<b>- Practice:</b> students will be asked to collect data about suggested topics of their interests.	2
15	<b>- Practice:</b> students will be asked to collect data about suggested topics of their interests.	2
16	<b>Final Exam</b>	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
1.0	<b>Knowledge</b>		
1.1	Demonstrate knowledge of the basic skills of debate and discussion.	1. Lectures 2. Class discussion 3. Collaborative learning/Team work	1. Class participation 2. Homework and quizzes 3. Midterm Exam 4. Final exam
1.2	Recognize how to state an opinion, agree to an opinion or disagree with an opinion.		
1.3	Describe how to refute an opinion, give reasons and give support to an opinion.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>2.0</b>	<b>Skills</b>		
2.1	Present the arguments with an outstanding tone of voice, gestures and enthusiasm.	1- Lectures 2. Class discussion 3. Collaborative learning	1. Class participation 2. Presentations 3. Assignments 4. Midterm aExam 5. mini debate session.
2.2	Support all the set arguments with logical and appropriate reasons.		
2.3	Organize refutation, opinions and explanations.		
2.4	Counter-argue effectively and on solid grounds.		
<b>3.0</b>	<b>Competence</b>		
3.1	Demonstrate commitment to ethical class discussion and class punctuality.	1. Group Discussion 2. Rehearsals	1. Class participation and attendance 2. Presentations 3. Assignments: collection of data about suggested topics for discussion 4. Midterm and teacher's evaluation 5. mini debate session.
3.2	Use the conceptual knowledge of debate and discussion successfully in class discussions individually/in group, in written assignments and in presentation.		
3.3	Employ the latest IT for better communication of their knowledge of debate and discussion.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz: collecting data about suggested current hot topics of argumentation	Week 9	5%
	Assignment/presentation	All along	5%
	Attendance and participation	All along	10%
3	Midterm exam: Mini debates	All along	20%
4	Final exam (oral debate presentation)	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 :**

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>	1. Required Text(s) Lubetsky, M., LeBeau, C., & Harrington, D. (2000). Discover Debate: Basic Skills for Supporting and refuting Opinions. California: Language Solutions Incorporated.
<b>Essential References Materials</b>	2. Essential References - Lubetsky, M., LeBeau, C., & Harrington, D. (2000). Discover Debate: Basic Skills for Supporting and refuting Opinions. California: Language Solutions Incorporated.
<b>Electronic Materials</b>	3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) - Freeley, J. Austin. Argumentation and Debate; Critical Thinking for Reason Making. 13th Int Edition. Cengage Learning. 2014 - Cavender, Nancy abd Kahane, Howard. Logic and Contemporary Rhetoric. 1 Edition. Cengage Learning. 2014
<b>Other Learning Materials</b>	4-.Electronic Materials, Web Sites etc <a href="http://flynn.debating.net/old/genguide.htm">http://flynn.debating.net/old/genguide.htm</a> <a href="http://flynn.debating.net/colmmain.htm">http://flynn.debating.net/colmmain.htm</a> <a href="http://eagle.northwestu.edu/academic/artsci/faculty/ggillespie/quick_tips_for_debating.htm">http://eagle.northwestu.edu/academic/artsci/faculty/ggillespie/quick_tips_for_debating.htm</a> 5- Other learning material such as computer-based programs/CD, professional standards/regulations N/A

## 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

Council / Committee	
Reference No.	
Date	





## Course Specifications

<b>Course Title:</b>	Morphology
<b>Course Code:</b>	42091214
<b>Program:</b>	Bachelor Degree
<b>Department:</b>	English
<b>College:</b>	College of Sciences & Arts- Qilwah
<b>Institution:</b>	Albaha University

## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>4</b>
1. Course Description.....	4
2. Course Main Objective.....	<b>Error! Bookmark not defined.</b>
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support .....</b>	<b>6</b>
<b>F. Learning Resources and Facilities.....</b>	<b>6</b>
1.Learning Resources .....	6
2. Facilities Required.....	7
<b>G. Course Quality Evaluation .....</b>	<b>7</b>
<b>H. Specification Approval Data .....</b>	<b>7</b>

## A. Course Identification

<b>1. Credit hours:</b> 2 hours			
<b>2. Course type</b>			
a.	Albaha University <input type="checkbox"/>	College Sciences and Arts <input type="checkbox"/>	English 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> Level 4			
<b>4. Pre-requisites for this course (if any):</b>			
<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	26	80%
2	Blended	3	10%
3	E-learning	3	10%
4	Correspondence	0	0
5	Other	0	0

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

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	30
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	<b>Total</b>	30
<b>Other Learning Hours*</b>		
1	Study	0
2	Assignments	0
3	Library	0
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

(Note: General description in the form to be used for the Bulletin or Handbook should be attached) The aim of this course is to provide the students with a general introduction to English morphology. It is designed to give the students a brief glimpse of morphemes and their types. A detailed analysis of English word-formation processes will be treated. Other topics include inflectional paradigms, form classes and structure classes.

2. To give the students a brief glimpse of the theory and practice of the structural grammar of the English language. 3. To offer students with a detailed analysis of English morphemes and word formation processes 4. To acquaint students with the internal structure of words and inflectional paradigms 5. To help students understand the differences between word classes.

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) Encouraging students to use web-based reference materials (online linguistic journals, linguistic websites, general web search engines, etc.) to search for more explanations of morphological concepts

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Define the basic terms in the study of morphology.	1.2
1.2	Describe the different types of morphemes.	1.2
1.3	Recognize the linear and hierarchical structure of English words.	1.2
<b>2</b>	<b>Skills :</b>	
2.1	Explain the morphological types/process in word formation.	2.2
2.2	Identify morphemes and their types (English & Arabic), different word-formation processes.	2.2
2.3	Exemplify morphological concepts, aspects, and processes in word formation.	2.2
2.4	Do morphological analysis (Linear and hierarchical).	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
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	Introduction to Morphology	2
	Morpheme and their Types	4
	Affixes and their Types	4
	Suffixal Homophones, Noun Feminine forms, Noun Diminutive Forms, Immediate Constituents and Allomorphs	4
	Morphophonemics	2
	Words and their Categories	4
	Word-Formation Processes	4
	Inflectional Paradigms	2
	Structure Classes	2
	Form Classes	2
	Final Exam	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
	<b>Knowledge</b>		
1.1	Define the basic terms in the study of morphology.	1. Lectures/Explaining the different morphological notions 2. Class discussions 3. Exercises	Mid-Term and Final Exams Students' Presentations and Assignments.
1.2	Describe the different types of morphemes.		
1.3	Recognize the linear and hierarchical structure of English words.		
<b>2.0</b>	<b>Skills</b>		
2.1	Explain the morphological types/process in word formation.	1. Lectures 2. Class Discussions 3. Exercises	Mid-Term and Final Exams Students' Presentations and Assignments
2.2	Identify morphemes and their types (English & Arabic), different word-formation processes.		
2.3	Exemplify morphological concepts, aspects, and processes in word formation.		
2.4	Do morphological analysis (Linear and hierarchical).		
<b>3.0</b>	<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 Forums</li> </ul> Blackboard H.W.	<ul style="list-style-type: none"> <li>• Attendance sheets</li> <li>• Blackboard</li> <li>• Emails</li> </ul> (Attendance & social interactions)
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	Quiz	All along	5%
2	Assignment/presentation	All along	5%
3	attendance and participation	All along	10%
2	Mid-term	Week 8	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 :

2 hours per week

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Norman C. Stageberg and Dallin D. Oaks. (1999) <u>An Introductory to English Grammar</u> . Fifth Edition. Wadsworth Publishing.
<b>Essential References Materials</b>	1. Aronoff, Mark and Fudeman, Kirsten. (2005) <u>Fundamentals of Linguistics</u> . What is Morphology? USA: Blackwell Publishing Ltd. 2. Adrian, Akmajian. Richard A, Demers. Ann K, Farmer. And Robert M, Hanish. (1996) <u>Linguistics: An Introduction to Language and Communication</u> . 3. Bauer, Laurie. (2003) <u>Introducing Linguistic Morphology</u> . USA: Blackwell Publishing Ltd.
<b>Electronic Materials</b>	<a href="http://www.bletexas.edu/courses/linguistics/resources/morphology/">http://www.bletexas.edu/courses/linguistics/resources/morphology/</a> <a href="http://www.sil.org/linguistics/ETEXT.HTML">http://www.sil.org/linguistics/ETEXT.HTML</a> <a href="http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/Index.htm">http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/Index.htm</a> <a href="http://www.utexas.edu/courses/linguistics/resources/mrphology/index.html">http://www.utexas.edu/courses/linguistics/resources/mrphology/index.html</a>
<b>Other Learning Materials</b>	Other learning material such as computer-based programs/CD, professional standards/regulations  NONE

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	
<b>Technology Resources</b> (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)	

## 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>Phonetics</b>
<b>Course Code:</b>	<b>42091210</b>
<b>Program:</b>	<b>Bachelor Degree</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>



## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>4</b>
1. Course Description.....	4
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>5</b>
<b>D. Teaching and Assessment .....</b>	<b>6</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	6
2. Assessment Tasks for Students .....	7
<b>E. Student Academic Counseling and Support .....</b>	<b>7</b>
<b>F. Learning Resources and Facilities.....</b>	<b>7</b>
1. Learning Resources .....	7
2. Facilities Required.....	8
<b>G. Course Quality Evaluation .....</b>	<b>8</b>
<b>H. Specification Approval Data .....</b>	<b>8</b>

## A. Course Identification

<b>1. Credit hours:</b> <b>3 Credit Hours</b>			
<b>2. Course type</b>			
a.	University Albaha University	College Sciences and Arts	English Department
b.	Required	Elective	Others
<b>3. Level/year at which this course is offered:</b> <b>Level 4</b>			
<b>4. Pre-requisites for this course (if any):</b>			
<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	48	80%
2	Blended	0	10%
3	E-learning	0	10%
4	Correspondence	0	0
5	Other	0	0

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

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	38
2	Laboratory/Studio	7
3	Tutorial	0
4	Others (specify)	0
	<b>Total</b>	<b>45</b>
<b>Other Learning Hours*</b>		
1	Study	0
2	Assignments	0
3	Library	0
4	Projects/Research Essays/Theses	3
5	Others (specify)	0
	<b>Total</b>	<b>3</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)

This course trains the students to distinguish between correct and incorrect pronunciation of the English sounds, before proceeding to develop their pronunciation skills. In addition to the organs of speech, the course deals with consonant classification (voicing, place and manner of articulation) as well as vowel classification (tongue height, tongue part, lip shape and length). A brief introduction to the International Phonetic Alphabet is provided. There will be consonant and vowel oral practice and phonemic transcription of words.

### 2. Course Main Objective

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

1. Introduce the students to the main branches of phonetics.
2. Point out to the students the articulatory mechanism involved in the production of speech sounds
3. Provide the students with the principles of consonant and vowel classification.
4. Show the students how to describe the consonant and vowel sounds in terms of their production.
5. Introduce the students to the International Phonetic Alphabet of consonant and vowel sounds
6. Show the students how to pronounce consonant and vowel sounds in words and sentences.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Demonstrate knowledge of the scope of phonetics and its branches.	1.2
1.2	Identify the speech organs involved in the production of speech sounds.	1.2
1.3	Describe speech sounds of English in terms of consonants (voicing, place and manner of articulation and Vowels: Pure, Diphthong, triphthong (Front, Back, Central).	1.2
2	<b>Skills :</b>	
2.1	Distinguish between consonant sounds and/or vowel sounds.	2.2
2.2	Identify similar/different sounds in pairs and groups	2.2
2.3	Transcribe words phonemically.	2.2
2.4	Pronounce sounds correctly.	2.2
3	<b>Competence:</b>	

CLOs		Aligned PLOs
3.1	Demonstrate commitment to ethical class discussion and class punctuality.	3.1
3.2	Use the conceptual knowledge of phonetics successfully in class discussions individually/in group, in written assignments and in presentation.	3.2
3.3	Employ the latest IT for better communication of their knowledge of phonetics.	3.3

### C. Course Content

No	List of Topics	Contact Hours
1	Aims & Scope of Phonetics: Branches of Phonetics	3
2	Articulatory Phonetics: respiratory system, phonatory system, articulatory system	3
3	a. Air-stream Mechanisms: Pulmonic, Glottalic, Velaric, b. States of the glottis: voiced, voiceless, Breathy Voiced, etc	6
4	Speech Organs: lips, teeth, tongue, teeth ridge, palate, etc.	3
5	Classification of Consonant Sounds: Voicing – Place and Manner of articulation	6
6	Practice and exercises on consonants articulation and transcription	3
7	Classification of Vowel Sounds: Pure, Diphthong, (Front, Back, Central)	6
8	Factors of Describing Vowel Sounds: Tongue Height, Tongue Advancement, Lips shape (Detailed description of pure vowel sounds) + Mid - term Exam	6
9	Practice and exercises on vowels articulation and transcription	3
10	Diphthongs: Closing Diphthongs, Centering Diphthongs	3
11	Triphthongs.	3
13	<b>Final Exam.</b>	
		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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Demonstrate knowledge of the scope of phonetics and its branches.	1. Lectures. 2. Oral practice (The instructor articulates consonants and example words, and asks students to repeat after him). 3. Transcription of individual consonant and vowel sounds and example words, and asking students to do the transcription on the board and as homework.	1. Class participation and brief presentations 2. Quizzes 3. Oral Test 4. Written Final Exam exam. .
1.2	Identify the speech organs involved in the production of speech sounds.	4. Using dept. Lab for listening and practising.	
1.3	Describe speech sounds of English in terms of consonants (voicing, place and manner of articulation and Vowels: Pure, Diphthong, triphthong (Front, Back, Central)).	5. Class discussion and team work.	
<b>2.0</b>	<b>Skills</b>		
2.1	Distinguish between consonant sounds and/or vowel sounds.	1. Lectures/teaching students how to read attentively and critically.	1-Class participation.
2.2	Identify similar/different sounds in pairs and groups	2. Class discussions/teaching students to think independently and engage in group discussions.	2. Brief presentations.
2.3	Transcribe words phonemically.		3. Oral test and written exam.
2.4	Pronounce sounds correctly.		
<b>3.0</b>	<b>Competence</b>		
3.1	Demonstrate commitment to ethical class discussion and class punctuality.	1. Individual counselling on research papers and pronunciation difficulties.	1. Active class participation reflects the student's ability to keep up with the course schedule.
3.2	Use the conceptual knowledge of phonetics successfully in class discussions individually/in group, in written assignments and in presentation.	2. Group assignments where much of the most effective learning comes from the	2. Performance on oral tests and final exams are evidence of the student's ability to recollect
3.3	Employ the latest IT for better communication of their knowledge of phonetics.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		student explaining, discussing and defending his own ideas with his/her peers.	and synthesize information 3. The instructor can assess student's performance and seriousness during individual. .supervision hours exam

## 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 and participation	All along	10%
2	Mid-Term Test (oral and/or written)	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:

2 hours per week

## F. Learning Resources and Facilities

### 1. Learning Resources

Required Textbooks	1. Roach, Peter (2000) English Phonetics and Phonology, Third Edition, CUP. 2. O'Connor, J. D. <u>Better English Pronunciation</u> , Latest edition. Cambridge University Press. 3. Ladefoged, Peter (2006) <u>A Course in Phonetics</u> . Los Angeles: University of California.
Essential References Materials	- 3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Lujan, Beverly (2004) <u>The American Accent Guide</u> , Second Edition, Salt Lake City: Lingual Arts
Electronic Materials	4-. Electronic Materials, Web Sites etc 1. <u>Learn to Speak English</u> . 1995. The Learning Company 2. <u>English Pron</u> . 1998. Eduverse 5- Other learning material such as computer-based programs/CD, professional standards /regulations <u>ESL Instant Immersion English: Speech Solutions</u> . 1977. Computerized Learning Inc.
Other Learning Materials	5- Other learning material such as computer-based programs/CD, professional standards/regulations <u>ESL Instant Immersion English: Speech Solutions</u> . 1977. Computerized Learning Inc.

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>○ Lecture rooms should be equipped with a white board and large enough to accommodate 25-35 students.</li> <li>○ English Lab with:</li> <li>○ computers connected to internet.</li> <li>○ Sound system of amplifiers and control panel</li> </ul>
<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	

<b>Course Title:</b>	<b>Essay writing</b>
<b>Course Code:</b>	42091224
<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>



## **Table of Contents**

<b>A. Course Identification</b>	<b>3</b>	
6. Mode of Instruction (mark all that apply)		3
<b>B. Course Objectives and Learning Outcomes</b>	<b>3</b>	
1. Course Description		3
2. Course Main Objective		3
3. Course Learning Outcomes		4
<b>C. Course Content</b>	<b>4</b>	
<b>D. Teaching and Assessment</b>	<b>4</b>	
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	4	
2. Assessment Tasks for Students		5
<b>E. Student Academic Counseling and Support</b>	<b>5</b>	
<b>F. Learning Resources and Facilities</b>	<b>5</b>	
1. Learning Resources		5
2. Facilities Required		5
<b>G. Course Quality Evaluation</b>	<b>6</b>	
<b>H. Specification Approval Data</b>	<b>6</b>	

## 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"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered: Level 4</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	Blackboard/Emails		
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	2
4	Others (specify)	
	<b>Total</b>	32
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	2
3	Library	
4	Projects/Research Essays/Theses	2
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

This course involves practice in producing longer and substantial essays of several paragraphs. Attention will be given to the processes of writing starting from revising paragraphs to writing essays. Emphasis will basically be given to the format and writing of essays from preparing an outline to writing different types of essays.

### 2. Course Main Objective

This course teaches students practice in producing longer and substantial essay of several paragraphs. The course enhances the students' previous knowledge of the writing process, its procedures, and writing paragraphs. The course focus is on writing essays with its different types. This should prepare the students to write a term paper of 1000 or more words in which they show the ability to handle the mechanics of research and to synthesize the findings of their readings from secondary sources. The course aims at allowing students to write adequate essays in different forms.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Identify and implement the appropriate research methods for each writing task.	1.1
1.2	Identify main ideas and important details in paragraphs and reading selections.	1.1
2	<b>Skills:</b>	
2.1	Apply the textual and grammatical devices in writing paragraphs and essays	2.1
2.2	Produce different types of essays such as expository, persuasive, analytical, and argumentative which show ability to communicate.	2.1
2.3	Demonstrate an understanding of paragraph unity, support and coherence.	2.1
3	<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
3.4	Demonstrate competence in Academic Written English, including grammar, sentence and paragraph structure, coherence, and document design	3.1

## C. Course Content

List of Topics	Contact hours
1. Introduction- The Writing Process	2 hours
2. Pre-writing	2 hours
3. Pre-writing- Methods of brainstorming	2 hours
4. the structure of a paragraph	2 hours
5. The development of a paragraph	2 hours
6. The structure of an essay	2 hours
Midterm exam	2 hours
7. More on essay structure	2 hours

<b>8. Outlining an essay</b>	2 hours
<b>9. Introductions and conclusions</b>	2 hours
<b>10. Unity and coherence</b>	2 hours
<b>11. Descriptive and Process essays</b>	2 hours
<b>12. Opinion Essays</b>	2 hours
<b>13. Comparison / contrast Essays</b>	2 hours
<b>14. Problem / Solution Essays</b>	2 hours
<b>15. Final Examination</b>	2 hours

## 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>	Identify and implement the appropriate research methods for each writing task.	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Lecturing</li> <li>- Pair work</li> <li>- Group work</li> <li>- Rehearsal</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>
<b>1.2</b>	Identify main ideas and important details in paragraphs and reading selections.		
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Apply the textual and grammatical devices in writing paragraphs and essays	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Lecturing</li> <li>- Pair work</li> <li>- Group work</li> <li>- Rehearsal</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>
<b>2.2</b>	Produce different types of essays such as expository, persuasive, analytical, and argumentative which show ability to communicate.		
<b>2.3</b>	Demonstrate an understanding of paragraph unity, support and coherence.		
<b>3.0</b>	<b>Competence</b>		
<b>3.1</b>	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 assignment</li> <li>• Blackboard H.W.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance sheets</li> <li>• Blackboard Emails</li> </ul>
<b>3.2</b>	To use technology for language learning, communication and research.		
<b>3.3</b>	To maintain punctuality and ethical tributes		
<b>3.4</b>	Demonstrate competence in Academic Written English, including grammar, sentence and paragraph structure, coherence, and document design		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-Term Test	Middle of Term	20%
2	Assignments, Blackboard Forum and Quiz	All along	10%
4	Presentations and/or Papers	At the end	10%
	Final Exam	16 <sup>th</sup> Week	60%
	Total		100 %

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

## E. Student Academic Counseling and Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)  
 - Staff members are available in their offices for 5 hrs. 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>	Davis, J. & Liss, R., <i>Effective Academic Writing 3</i> , Oxford University Press, 2006.
<b>Essential References Materials</b>	Zemach, D. & Rumisk, L. College writing from paragraph to essay. Macmillan, 2002. Folse, Keith S. et al. <u>Great Essays: An Introduction to Writing Essays</u> . NY: Houghton Mifflin Company, 1999. <u>Writing English: A Composition Text in English as a Foreign Language</u> , by: Janet Ross & Gladys Doty.
<b>Electronic Materials</b>	<b>Electronic Materials, Web Sites etc</b> <a href="http://www.eslbears.homestead.com/writing.html">www.eslbears.homestead.com/writing.html</a> <a href="http://www.Owl.english.purdue.edu/sitemap.html">www.Owl.english.purdue.edu/sitemap.html</a> <a href="http://www.writing-world.com">www.writing-world.com</a> <a href="http://www.sun.com/980713/webwriting">www.sun.com/980713/webwriting</a> <a href="http://www.lclark.edu/-krauss/toppicks.html">www.lclark.edu/-krauss/toppicks.html</a>
<b>Other Learning Materials</b>	Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

## 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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	7/03/2020



# Course Specifications

<b>Course Title:</b>	<b>Semantics</b>
<b>Course Code:</b>	<b>42091403</b>
<b>Program:</b>	<b>BA 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>

## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>4</b>
1. Course Description.....	4
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support .....</b>	<b>6</b>
<b>F. Learning Resources and Facilities.....</b>	<b>6</b>
1.Learning Resources .....	6
2. Facilities Required.....	7
<b>G. Course Quality Evaluation .....</b>	<b>7</b>
<b>H. Specification Approval Data .....</b>	<b>7</b>



## A. Course Identification

<b>1. Credit hours:</b> 2			
<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> Na			
<b>5. Co-requisites for this course (if any):</b> Na			

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	28	80%
2	Blended	2	10%
3	E-learning	2	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 (2 tests)
	<b>Total</b>	32
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	2
3	Library	
4	Projects/Research Essays/Theses	
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

This course aims at introducing the students to the following major areas: the scope of semantics, semantics and pragmatics, types of meaning, sentences, utterances and propositions, entailment, presupposition, paraphrase, types of sentences, Ambiguity, , lexical and derivational relations, semantic fields, semantic roles, binary features and redundancy, logic, truth conditions and truth values, , , semantics and grammar,

### 2. Course Main Objective

1. To introduce students to the basic semantic concepts
2. To help students understand the relationships between semantics and other levels of linguistics: morphology, syntax and pragmatics.
3. To expose students to the basic elements of semantics such as sense and reference,, ambiguity, vagueness, entailments and presupposition
4. To acquaint students with lexical and derivational relations..
5. To acquaint students with the different types of meaning
6. To introduce students to the underlying relationship that a participant has with the main verb in a clause.
7. Introduce the students to logic, truth conditions and truth values.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Demonstrate knowledge of lexical and derivational relations and recognize the relations that holds between sentences especially entailment and presupposition.	1.2
1.2	Identify important semantic notions such as types of meaning, logic, truth conditions, semantic features, semantic roles and semantic fields.	1.2
1.3	Recognize the basic semantic concepts taught in the course.	1.2
<b>2</b>	<b>Skills :</b>	
2.1	Explain the differences between the basic semantic concepts introduced in the course.	2.2
2.2	Produce paraphrases for ambiguous sentences and phrases.	2.2
2.3	Illustrate the important semantic concepts.	2.2
2.4	Analyze sentences to elicit what is said and what is meant.	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	Introduction to Semantics, semantics and pragmatics, semantics and semiotics, syntax and semantics	2

2	What is meaning? Types of meaning.	4
3	Basic ideas in semantics; Sentences, utterances and propositions, entailment, paraphrase, analytic sentences, synthetic sentences and contradiction	4
4	Logic, truth conditions and truth values.	4
5	Ambiguity, types of ambiguity,	2
6	Mid-term Test	2
7	Lexical relations : <i>Homonymy, Polysemy, Synonymy, Opposites (antonymy), Hyponymy, Meronymy, converse terms</i>	4
8	Derivational relations <i>Causative verbs and Agentive nouns.</i>	4
9	Semantics and grammar, Semantic roles	4
10	Final Exam	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
<b>1.0</b>	<b>Knowledge</b>		
<b>1.1</b>	Demonstrate knowledge of lexical and derivational relations and recognize the relations that holds between sentences especially entailment and presupposition.	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
<b>1.2</b>	Identify important semantic notions such as types of meaning, logic, truth conditions, semantic features, semantic roles and semantic fields.		
<b>1.3</b>	Recognize the basic semantic concepts taught in the course.		
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	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
<b>2.2</b>	Produce paraphrases for ambiguous sentences and phrases.		
<b>2.3</b>	Illustrate the important semantic concepts.		
<b>2.4</b>	Analyze sentences to elicit what is said and what is meant.		
<b>3.0</b>	<b>Competence</b>		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
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		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1(oral and/or written)	All along	5%
2	Assignment/presentation	All along	5%
3	attendance and participation	All along the term	10%
4	Mid-term exam(oral and/or written)	10	20%
5	Final Exam	15	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 :**

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

2 hours per week

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	1 James R, Hurford, Brendan Heasley & Michael B. Smith. Semantics: A Course book. 2 <sup>nd</sup> Ed. Cambridge, New York: Cambridge University Press, 2007.
<b>Essential References Materials</b>	2. Leech, G. (1981) <u>Semantics</u> (2nd Ed.). Harmondsworth: Penguin Books.
<b>Electronic Materials</b>	<a href="http://cslu.cse.ogi.edu/HLTsurvey/ch3node7.html">http://cslu.cse.ogi.edu/HLTsurvey/ch3node7.html</a> <a href="http://www.universalteacher.org.uk/lang/semantics.htm">http://www.universalteacher.org.uk/lang/semantics.htm</a>
<b>Other Learning Materials</b>	

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	1. Lecture rooms should be equipped with a white board and large enough to accommodate 50 students
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	2. Computing resources Laptop computer - projector system
<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

Council / Committee	
Reference No.	
Date-	4-4-2020



# Course Specifications

<b>Course Title:</b>	Applied Linguistics
<b>Course Code:</b>	42091401
<b>Program:</b>	BA in English language and Literature
<b>Department:</b>	English
<b>College:</b>	College of Sciences & Arts- Qilwah
<b>Institution:</b>	Albaha University

## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>4</b>
1. Course Description.....	4
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>5</b>
<b>D. Teaching and Assessment .....</b>	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support .....</b>	<b>6</b>
<b>F. Learning Resources and Facilities.....</b>	<b>6</b>
1.Learning Resources .....	7
2. Facilities Required.....	7
<b>G. Course Quality Evaluation .....</b>	<b>7</b>
<b>H. Specification Approval Data .....</b>	<b>8</b>

## 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 type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>			
Level (4)			
<b>4. Pre-requisites for this course (if any):</b>			
Introduction to linguistics			
<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	28	80%
2	Blended	2	10%
3	E-learning	2	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 quiz and midterm test
	Total	32
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	2 final exam
	Total	34

\* 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 some basic issues in applied linguistics and their application to second language learning and teaching. Topics to be discussed will include:

- A definition of the term and its relation to other disciplines
- Branches of applied linguistics
- Areas of applied linguistics
- Brief discussion of language acquisition theories
- Contrastive analysis, errors analysis, and learning strategies
- Factors affecting foreign language learning and teaching, age factors, i.e. adults' versus children's learning of ESL, personality factors, socio-cultural factors in ESL learning.
- Methodology in ELT (approach-method-techniques) some methods of EL

### 2. Course Main Objective

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

1. Introduce students to various applications of linguistic theories, methods, and findings to the field of second and foreign learning and teaching.
2. Introduce students to the most technical terms in the field of applied linguistics.
3. Expand students understanding and awareness of the classroom interaction between students and teachers.
4. Introduce students to a range of theoretical and critical approaches in relation to the study of applied linguistics.
5. Teach students how to write research papers in the field of applied linguistics

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Demonstrate knowledge of the term Applied Linguistics, its history, aims and branches.	1.2
1.2	Recognize the interdisciplinary fields related to Applied Linguistics	1.2
1.3	Describe the different concepts and areas of Applied Linguistics.	1.2
2	<b>Skills:</b>	
2.1	Explain the main theories and approaches in Applied Linguistics	2.2
2.2	Discuss the main characteristics of each branch of Applied Linguistics.	2.2
2.3	Identify various problems that can be tackled within Applied Linguistics field of study.	2.2
2.4	Apply knowledge of linguistic tools in solving some language related problems in applied linguistics	2.2
3	<b>Competence:</b>	
3.1	Demonstrate commitment to ethical class discussion and class punctuality.	3.1
3.2	Use the conceptual knowledge of Applied Linguistics study successfully in class discussions individually/in group, in written assignments and in presentation.	3.2
3.3	Employ the latest IT for better communication of their knowledge of Applied Linguistics.	3.3

## C. Course Content

No	List of Topics	Contact Hours
1	Definitions: - History of the Term - The Aim of AL. - The Need for AL. - Branches of Applied linguistics	4
2	The Areas of AL -Language Teaching -Language Policy and Planning - Speech Pathology/Therapy -Lexicography and Dictionary Making - Translation and Interpretation -Computer Assisted Language Learning	4
3	Second Language Acquisition -The Difference between Acquisition and Learning	2
4	Approaches of Language Learning: -Behavioristic Approach -Creative construction Approach - Cognitive Psychological Approach. -The Sociological Approach.	4
5	Approaches to Learner's Performance: - Contrastive Analysis - Error analysis - Interlanguage	4
6	Non-Linguistic Factors in L2 Learning Language aptitude – intelligence - motivation - anxiety personality - age	4
	Methodology in ELT Approach – method – techniques Some methods of ELT	4
7	Language testing Training and testing Types of test Three essential characteristics of a test Some examples of language tests	4
8	Revision	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	Demonstrate knowledge of the term Applied Linguistics, its history, aims and branches.	1. Lectures 2. Class discussion 3. Collaborative learning/Team work	1. Class participation 2. Quizzes and Mid-term exam 3. Class presentations
1.2	Recognize the interdisciplinary fields related to Applied Linguistics		
1.3	Describe the different concepts and areas of Applied Linguistics.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>2.0</b>	<b>Skills</b>		
2.1	Explain the main theories and approaches in Applied Linguistics	1. Lectures/ 2. Class discussions	1. Class participation 2. Presentations 3. Research papers and Mid-term exam
2.2	Discuss the main characteristics of each branch of Applied Linguistics.		
2.3	Identify various problems that can be tackled within Applied Linguistics field of study.		
2.4	Apply knowledge of linguistic tools in solving some language related problems in applied linguistics		
<b>3.0</b>	<b>Competence</b>		
3.1	Demonstrate commitment to ethical class discussion and class punctuality.	1. Lectures 2. Class dissection 3. Class Presentation	1. Class participation 2. Assignment 3. Class participation
3.2	Use the conceptual knowledge of Applied Linguistics study successfully in class discussions individually/in group, in written assignments and in presentation.		
3.3	Employ the latest IT for better communication of their knowledge of Applied Linguistics.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes	Week 3	5%
2	Assignment/presentation	All along	5%
3	Participation & Attendance	All along	10%
4	Mid-Term exam	Week 8	20%
5	Final exam	Week 16	60%
6	Total		100%

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

## E. Student Academic Counseling and Support

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

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

2 hours per week

## F. Learning Resources and Facilities

## 1. Learning Resources

<b>Required Textbooks</b>	1."An introduction to Applied Linguistics" by Roger T. Bell, Basford Academic and Educational Ltd. 2- A Course in Applied Linguistics for Arab EFL/ESL Students” by Noor, Hashim H., Al-Qadi, Nassir S. Peter Lang AG, (2016).
<b>Essential References Materials</b>	Every chapter of the textbook ends with a list of suggested reading.
<b>Electronic Materials</b>	Web-Site www.Questionia.com
<b>Other Learning Materials</b>	The use of Turn-it-in.com software program to detect plagiarism

## 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 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>	<b>Introduction to Literature</b>
<b>Course Code:</b>	<b>42091212</b>
<b>Program:</b>	<b>B. A. in English</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>

## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>4</b>
1. Course Description.....	4
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>5</b>
<b>D. Teaching and Assessment .....</b>	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	5
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support .....</b>	<b>6</b>
<b>F. Learning Resources and Facilities.....</b>	<b>7</b>
1.Learning Resources .....	7
2. Facilities Required.....	7
<b>G. Course Quality Evaluation .....</b>	<b>8</b>
<b>H. Specification Approval Data .....</b>	<b>8</b>

## 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> Level 4			
<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

### 1. Course Description

As an introduction to basic literary forms, Introduction to literature is, on the one hand, a continuation of the reading skills of Reading (1) and an application of the writing skills of Writing (1). On the other hand, it is a preparation for The Rise of the Novel, Appreciating Drama and Appreciating Poetry. Its primary purpose is to provide the students with a foundation of elementary skills necessary for the reading of literature, those skills that will be more fully developed in the two following introductory courses.

### 2. Course Main Objective

1. Identify the concept, nature and function of literature
2. Identify the definitions of drama, essay, novel, short story, literary criticism, biography and autobiography ...etc.
3. Introduce students to the basic literary terms that are necessary for understanding a piece of literature.
3. Distinguish the general background of different literary movements beginning with Old English, moving through other literary phases and ending with Modern English Literature.
4. Identify the social and cultural background of the different periods or ages in literature.
5. Critically appreciate different literary movements
6. Critically discuss and appreciate one-act play, two short poems and a short story.
7. Teach students how to write research papers on the different literary movements.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
<b>1.1</b>	Demonstrate knowledge of the definition and function of literature	<b>1.3</b>
<b>1.2</b>	Demonstrate knowledge of figures of speech, literary forms, and devices in poetry and prose.	<b>1.3</b>
<b>1.3</b>	Demonstrate a working knowledge of the genres of fiction, poetry, and drama by writers from various cultures and historical eras.	<b>1.3</b>
<b>2</b>	<b>Skills :</b>	
<b>2.1</b>	Identify figures of speech in selected poems	<b>2.3</b>
<b>2.2</b>	Recognize the elements of prose in certain selected prosaic texts.	<b>2.3</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	-Introduction to the course: the meaning of literature in general, why we read literature, and the meaning of literary genres in particular.	2
2	-Introducing students to the literary terminology necessary for understanding prose fiction (in the novel, the drama, and the short story): Point of view, Plot, protagonist, antagonist, conflict, theme, settings, climax, denouement, types of characters, types of narrators, types of novels, types of drama.	8
3	Reading Opening scenes of famous novels and their synopses. The novels are: 1. Charles Dickens' <i>Great Expectations</i> 2. Thomas Hardy's <i>The Return of the novel</i> 3. Herman Melville's <i>Moby Dick</i> . 4. Daniel Defoe's <i>Robinson Crusoe</i> .	6
4	Mid-Term Exam	2
5	Introducing students to the literary terminology necessary to understand poetry: 1. Structural Devices (contrast, illustration, repetition, inversion) 2. Sense Devices (simple, metaphor, personification, irony, metonymy, satire) 3. Sound Devices (alliteration, onomatopoeia, rhyme, rhythm)	6
6	Studying poems as examples of figures of speech: 1. William Blake's "The Sick Rose" (contrast). 2. Alfred Tennyson's "Break, Break, Break" (repetition, contrast, metonymy, rhymes, rhythm). 3. Shelley's "Ozymandias" (sonnet, assonance, alliteration, irony, metonymy, satire, contrast)	6
7	Final Exam	2
<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
<b>1.0</b>	<b>Knowledge</b>		
<b>1.1</b>	Demonstrate knowledge of the definition and function of literature	1. Lectures 2. Class discussion 3. Close reading and text analysis 4. Collaborative learning/Team work	1. Class participation 2. Mid-term exam 3- Research papers and Presentations 4. Final written exam
<b>1.2</b>	Demonstrate knowledge of figures of speech, literary forms, and devices in poetry and prose.		
<b>1.3</b>	Demonstrate a working knowledge of the genres of fiction, poetry, and drama by writers from various cultures and historical eras.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Identify figures of speech in selected poems	1. Lectures 2. Class discussions. 3. research papers	1. Class participation 2. Presentations 3. Research papers 4. Mid-term and final and exams
<b>2.2</b>	Recognize the elements of prose in certain selected prosaic texts.		
<b>3.0</b>	<b>Competence</b>		
<b>3.1</b>	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 Forums</li> <li>Blackboard H.W.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance sheets</li> <li>• Blackboard</li> <li>Emails</li> </ul>
<b>3.2</b>	To use technology for language learning, communication and research.		
<b>3.3</b>	To maintain punctuality and ethical tributes		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
<b>1</b>	Mid-Term Test	Week: 8	20%
<b>2</b>	Assignments, Participation and Quiz	All along	10%
<b>3</b>	Presentations and/or Papers	Week: 15	10%
<b>4</b>	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 :

2 hours per week

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Metwally, Abdallah A. <i>An Outline of English Literature</i> , Cairo: The Anglo-Egyptian Bookshop, 1987. Thornley, G.C. and Roberts, Gwyneth. <i>An Outline of English Literature</i> , Longman 1988.
<b>Essential References Materials</b>	1. Bell, Michael (ed.) (1980), <i>The Context of Modern Literature 1900-1930</i> , London. 2. Blyth, Ronald (1983), <i>The Age of Illusion: Glimpses of Britain Between the Wars, 1919-1940</i> . 3. Bradbrook, M. C. (1980), <i>Themes and Conventions of Elizabethan Tragedy</i> , 2 <sup>nd</sup> Edition, Cambridge CUP. 4. Bradbury, Malcolm (1993), <i>Modern British Novel</i> , London. 5. Burrow, J. A. (1984), <i>Essays on Medieval Literature</i> , Oxford. 6. Williams, Raymond (1958), <i>Culture and Society 1780-1950</i> , London. 7. Hill, Christopher (1977), <i>Milton and the English Revolution</i> , New York. 8. Honour, Hugh (1979), <i>Romanticism</i> , Hamondsworth. 9. Chambers, E.K., (1945) <i>The Elizabethan Stage</i> , Oxford University Press, Oxford, New York, four volumes.
<b>Electronic Materials</b>	<a href="http://www.ucc.uconn.edu">www.ucc.uconn.edu</a> <a href="http://www.gmc.edu/library/liter_web.htm">www.gmc.edu/library/liter_web.htm</a> <a href="http://www.academicbrooklyn.cuny.edu/english/melanics6/jen_lit.htm">www.academicbrooklyn.cuny.edu/english/melanics6/jen_lit.htm</a> <a href="http://www.gmcedu/library/liter_web.htm">www.gmcedu/library/liter_web.htm</a>
<b>Other Learning Materials</b>	Stephen, Martin, (1984), <i>An Introductory Guide to English Literature</i> Oxford, Oxford University Press.

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms should be large enough
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Laptop computer - projector system, 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

Council / Committee	
Reference No.	
Date	

<b>Course Title:</b>	<b>The Short Story</b>
<b>Course Code:</b>	<b>42091222</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>

## **Table of Contents**

<b>A. Course Identification</b>	<b>3</b>	
6. Mode of Instruction (mark all that apply)		3
<b>B. Course Objectives and Learning Outcomes</b>	<b>3</b>	
1. Course Description		3
2. Course Main Objective		3
3. Course Learning Outcomes		4
<b>C. Course Content</b>	<b>4</b>	
<b>D. Teaching and Assessment</b>	<b>4</b>	
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	4	
2. Assessment Tasks for Students		5
<b>E. Student Academic Counseling and Support</b>	<b>5</b>	
<b>F. Learning Resources and Facilities</b>	<b>5</b>	
1. Learning Resources		5
2. Facilities Required		5
<b>G. Course Quality Evaluation</b>	<b>6</b>	
<b>H. Specification Approval Data</b>	<b>6</b>	

## 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"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered: Level 4</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>	<b>30</b>
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	2
5	Others (specify)	
	<b>Total</b>	<b>2</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

As an introduction to fiction, the Short Story is, on the one hand, a continuation of the reading skills of Reading (1) and an application of the writing skills of Writing (1). On the other hand, it is a preparation for The Rise of the Novel, the 19<sup>th</sup> Century Novels and the Modern Novels. Its primary purpose is to provide the students with a foundation of elementary skills necessary for the reading of fiction, those skills that will be more fully developed in the following subsequent courses of fiction.



## 2. Course Main Objective

1. Introduce students to the basic literary terms that are necessary for understanding a short story such as theme, plot, characters, climax, rising action, falling action, narrator.
2. Read the short stories assigned for this course
3. Acquire new vocabulary in literary contexts.
4. Critically appreciate the characters in each short story
5. Critically discuss and appreciate the morale and endings of each short story.
6. Train the students how to express their opinions and do researches on some critical aspects of the short story.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Define and illustrate element, types and writing-techniques of short stories.	1.3
1.2	Describe the features of characters in the short story	1.3
1.3	Identify the authors, their thesis, purpose, themes, messages.	1.3
<b>2</b>	<b>Skills :</b>	
2.1	Analyze the structure of the passage by identifying all main ideas/themes	2.3
2.2	Discuss story content, plot and structure in depth.	2.3
2.3	Express opinion/attitudes to the several thematic/structural aspects of short stories.	2.3
<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

List of Topics	Contact Hours
-Introduction to the course: the meaning of fiction in general and the short story in particular. Reasons to read fiction.	2
-Introducing students to the literary terminology necessary for understanding the structure and types of characters in the short story	2
The Necklace (G. D. Maupassant) - Reading the text - Analysing the story: (plot, structure, characters, themes)	4
The Bet (Anton Chekov): - Reading the text - Analysing the story: (plot, structure, characters, themes)	4
Mid-Term Exam	2
The Gift of the Magi (O. Henry): - Reading the text - Analysing the story: (plot, structure, characters, themes)	4

The Open Window (H. Munro Saki): - Reading the text - Analysing the story: (plot, structure, characters, themes)	4
The Lady or the Tiger (Frank Stockton) - Reading the text - Analysing the story: (plot, structure, characters, themes)	2
Old Man at the Bridge (Ernest Hemingway) - Reading the text - Analysing the story: (plot, structure, characters, themes)	4
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>	Define and illustrate element, types and writing-techniques of short stories.	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Class discussion</li> <li>• Close reading and text analysis</li> <li>• Collaborative learning</li> <li>• Class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Mid-term exam</li> <li>• Research papers or Presentations</li> <li>• Final written exam</li> </ul>
<b>1.2</b>	Describe the features of characters in the short story		
<b>1.3</b>	Identify the authors, their thesis, purpose, themes, messages.		
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Analyze the structure of the passage by identifying all main ideas/themes	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Brainstorming.</li> <li>• Class Discussions</li> <li>• Group Discussions</li> <li>• Class Presentation</li> </ul>	1. Class participation 2. Presentations 3. Mid-term and final and exams 4. Blackboard Forum
<b>2.2</b>	Discuss story content, plot and structure in depth.		
<b>2.3</b>	Express opinion/attitudes to the several thematic/structural aspects of short stories.		
<b>3.0</b>	<b>Competence</b>		
<b>3.1</b>	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 Forums</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance sheets</li> <li>• Blackboard H.w.</li> <li>• Project Paper</li> <li>• Emails</li> </ul>
<b>3.2</b>	To use technology for language learning, communication and research.		
<b>3.3</b>	To maintain punctuality and ethical tributes		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-Term Test	Middle of Term	20%
2	Assignments, Forum and Quiz	All along	10%
4	Presentations and/or Papers	At the end	10%
	Final Exam	16 <sup>th</sup> Week	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 teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)  
1 hour per week

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Ghosh, L. K. <i>A Boo of Short Stories</i> , Bhaglapur & Patna: Bharat Book Dept, 1987.
<b>Essential References Materials</b>	<p>Milton Crane, <i>Fifty Great Short Stories</i>, Bantam Classics: Reissue Ed., 1983. (ISBN: 0553277456)</p> <p>Katrina Kenison &amp; John Updike, <i>The Best American Short Stories</i>, Houghton Mifflin, 2000. (ISBN: 039 5843677)</p> <p>Douglas Angus, <i>Best Short Stories of the Modern Age</i>, Fawcett, 1987. (ISBN: 0449300587)</p> <p>X.J. Kennesdy, <i>An Introduction to Fiction</i>, New England: Harper's Collins Pub. Company, 1991.</p>
<b>Electronic Materials</b>	<p><a href="https://www.litcharts.com/">https://www.litcharts.com/</a></p> <p><a href="https://www.gradesaver.com/">https://www.gradesaver.com/</a></p> <p><a href="https://www.sparknotes.com/">https://www.sparknotes.com/</a></p> <p><a href="https://www.enotes.com/">https://www.enotes.com/</a></p> <p><a href="http://www.bookrags.com/">http://www.bookrags.com/</a></p>
<b>Other Learning Materials</b>	<p>Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</p> <p><i>A Handbook of Critical Approaches to Literature</i>, 4th edition, Guerin, Labor, Morgan, Reesman &amp; Willingham. New York: Oxford Univ. Press, 1999</p>

## 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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	7/03/2020