الخطة الدراسية الجديدة للعام الجامعي ١٤٣٨...

Study Plan: B.A. in English Language & Literature

Level 1	hrs	Prerequisite	Level 2	hrs	Prerequisite
ثقافة إسلامية ١	2		ثقافة إسلامية ٢	2	
تصحيح التلاوة	2		التحرير العربي	2	
Listening & Speaking 1	3		Listening & Speaking 2	3	Listening&Speaking1
Grammar 1	3		Grammar 2	3	Grammar 1
Reading 1	2		Reading 2	2	Reading 1
Writing 1	2		Writing 2	2	Writing 1
Vocabulary Building 1	2		Vocabulary Building 2	2	Vocabulary Building 1
Study Skills	2		ثقافة صحية	1	
Total	18		Total	17	

Level 3	hrs	Prerequisite	Level 4	hrs	Prerequisite
Advanced Listening & Speaking	3	Listening&Speaking2	Debate & Discussion	2	Listening & Speaking 2
Advanced Grammar	3	Grammar 2	Morphology	2	Grammar 2
Advanced Reading	2	Reading 2	Phonetics	3	
Advanced Writing	2	Writing 2	Essay Writing	2	Advanced Writing
Advanced Vocabulary Building	2	Vocabulary Building2	Semantics	2	
Introduction to Linguistics	2		Applied Linguistics	2	
Language & Technology	2		Introduction to Literature	2	
			The Short Story	2	
Total	16		Total	17	

Level 5	hrs	Prerequisite	Level 6	hrs	Prerequisite
Syntax	3	Advanced Grammar	Generative Grammar	2	Syntax
Phonology	3	Phonetics	Discourse Analysis	3	
Pragmatics	2	Semantics	Translation (2)	2	Translation 1
Translation (1)	2	Grammar 1	Elizabethan Drama	3	Appreciating Drama
Appreciating Drama	2		19th Century Novel	3	The Rise of the Novel
The Rise of the Novel	2		Appreciating Poetry	3	
Psycholinguistics	2	Applied Linguistics	2nd Language Acquisition	2	Applied Linguistics
Total	16		Total	18	

Level 7	hrs	Prerequisite	Level 8	hrs	Prerequisite
Principles of TEFL	2	Applied Linguistics	Sociolinguistics	2	Applied Linguistics
Translation (3)	2	Translation 2	Interpretation	3	Translation 2
Modern Drama	3	Appreciating Drama	Modern Poetry	2	Appreciating Poetry
Modern Novel	3	The Rise of the Novel	History of English Language	2	Introduction to Linguistics
Romantic&Victorian Poetry	3	Appreciating Poetry	Literary Criticism	2	Introduction to Literature
American Literature	2	Introduction to Literature	Comparative Literature	2	Introduction to Literature
			Research Methods	2	Essay Writing
Total	15		Total	15	

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Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Listening and Speaking (1)

Course Specification

Institution	AL-BAHA UNIVERSITY

College **Faculty of Science & Arts**

Department DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: Listening & Speaking (1)
2. Credit hours: 3 hours
3. Program(s) in which the course is offered (If general elective available in many programs indicate this rather than list programs) B. A. in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 1
6. Pre-requisites for this course (if any)
2. Co-requisites for this course (if any)
8. Location if not on main campus

B Objectives

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

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

Listening:

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

Speaking:

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

Note: listening and speaking are integrated courses hence one cannot be separated from the other.

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)
- Listening to topics that are more related to students' study field
- Listening to familiar and shorter passages
-Providing students materials to which they listen and practice as a homework.
-Classes include the ideal number of students.

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

1 Topics to be Covered		
List of Topics	Nos. of Weeks	Contact hours
Introduction: (Listening skills)	1st week	3 hours
Chapter one : School Life Around the World	2nd week	3 hours
Chapter Two: Experiencing Nature	3rd week	3 hours
Chapter Three: Living to Eat or Eating to Live	4th week	3 hours
Chapter Four: In the Community	5th week	3 hours
Chapter Five: Home	6th week	3 hours
Chapter Six: Cultures of the World	7th week	3 hours
Chapter Seven: Health	8th week	3 hours
Mid-term Exam	9th week	3 hours
Chapter Eight: Entertainment and Media	10th week	3 hours
Chapter Nine: Social Life	11th week	3 hours
Chapter Ten: Customs, Celebrations and Holidays	12th week	3 hours
Chapter Eleven: Science and Technology	13th week	3 hours
Chapter Twelve: The Global Consumer	14th week	
Revision	15th week	3 hours
Final Exam	16th week	3 hours

2 Course components (total contact hours per semester): 48 hours				
Lecture: 42 hours	Tutorial:	Practical/Field work/Internship:	Other:	Tests: 6 hours

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)
Students need to work at least 3 hours weekly for the specified number of weeks for the course.

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
 The course provides integrated skills (productive and receptive) necessary for basic communication in both oral and written forms of the language. Emphasis on systematic learning of grammar and vocabulary is balanced with development of linguistic sub-skills. The course ensures the coverage of common and useful language related topics of general interest with which the students are expected to be familiar with. It encourages students to develop sub-skills such as listening for gist or for specific information and use new vocabulary in a meaningful context. On completion of the course, students should have reasonable ability in listening and speaking.

(ii) Teaching strategies to be used to develop that knowledge
1. Lectures
2. Class discussion
3. Collaborative learning/Team work

(iii) Methods of assessment of knowledge acquired
1. Class participation
2. Homework and quizzes
3. Midterm Exams
4. Final exam

b. Cognitive Skills
(i) Description of cognitive skills to be developed - The ability to understand the essence of the English language in different situations and to find the correct answers - The ability to listen and speak English Language in a proper way and to express their feelings in different situations in the ways given below: - Using some very brief written notes when speaking - Managing to maintain one's audience interested - Respecting the principles of politeness and using appropriate politeness formulae - Developing an argument - Using appropriate paralinguistic expressions while speaking - Making requests, answering requests - Apologizing, refusing, and complaining - Contributing to opening and closing moves in exchanges
(ii) Teaching strategies to be used to develop these cognitive skills The students listen to the tape in the audio labs and answer the given questions either orally or written.
(iii) Methods of assessment of students' cognitive skills 1. Class participation and attendance 2. Presentations 3. Assignments 4. Midterm and final exams 5. Group discussions
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete assignments in due time 2. Students can participate in class discussion and think critically 3. Students can act responsibly and ethically in carrying out individual as well as group projects 4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team.
(ii) Teaching strategies to be used to develop these skills and abilities Role play strategy Referring to real life situations Using the language outside the classroom Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Active class participation reflects the student's ability to keep up with the reading schedule. 2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines. 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours	
Communication, Information Technology and Numerical Skills (i) Description of the skills to be developed in this domain. Use of PowerPoint and laptop – projector systems	
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Demand the use of PowerPoint when giving presentations	
(i) Description of the skills to be developed in this domain. . Use of PowerPoint and laptop – projector systems	
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Demand the use of PowerPoint when giving presentations	
e. Psychomotor Skills (if applicable)	
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable	
(ii) Teaching strategies to be used to develop these skills Not Applicable	
(iii) Methods of assessment of students psychomotor skills Not Applicable	

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Midterm exam	Week 9	30%
2	Assignments, Participation and quizzes	All along	10%
3	Final exam	Week 16	60%
	Total		100%

Note: All the listening exams are written and all the speaking exams are oral

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice (include amount of time teaching staff are expected to be available each week) 1. Contacting students during office hours 2. Contacting students via electronic medium

E Learning Resources

1. Required Text(s) Interactions 1: Listening/Speaking by Judith Tanka & Lida R. Baker
2. Essential References Modern English Exercises for non-native speakers: part 1, parts of speech and part2, sentences and complex structures. Frank, Marcella
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) The Oxford English Grammar by Sidney Greenbaum - Oxford University Press (1996) Fundamentals of English Grammar by Betty Schrampfer Azar - Prentice Hall (2007)
4-.Electronic Materials, Web Sites etc http://owl.english.purdue.edu/handouts/grammar/ http://www.teachingenglish.org.uk/ http://en.wikipedia.org/wiki/English_language#Classification_and_related_languages http://englishplus.com/grammar/contents.htm http://www.englishclub.com/grammar/index.htm
5- Other learning material such as computer-based programs/CD, professional standards/regulations Not Applicable

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Language lab should have the capacity to accommodate 25 students
2. Computing resources Not Applicable
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Language lab with the network of computers Data show to facilitate going over student papers in class

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department The University evaluation of the course. Designing an evaluation form to be filled by students at the end of term
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences 6. Keep up to date with pedagogical theory and practice 2. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Students who believe they are under graded can have their papers checked by a second reader.
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Compare syllabi and course description with other universities (including those on the net) 2. Biannual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Reading (1)

Course Specification

Institution	AL-BAHA UNIVERSITY
College	**Faculty of Science & Arts**
Department	DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: Reading (1)
2. Credit hours 2 hours
3. Program(s) in which the course is offered. **(If general elective available in many programs indicate this rather than list programs)** B.A. in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 1
6. Pre-requisites for this course (if any) Not Applicable
7. Co-requisites for this course (if any) Listening & Speaking 1- Writing 1
8. Location if not on main campus Main Campus

B Objectives

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: identify a paragraph topic. recognize chapter format and divisions. recognize text divisions. identify the topic sentence in a paragraph. identify the supporting details. develop abilities to visualize what is being described in a reading text. use different reading strategies and skills while reading. infer the meaning of difficult words from context using semantic, syntactic and morphological clues available in the text. summarize reading texts.
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) Developing students' study skills by encouraging them to : read textbook design and chapter format. use the dictionary to look up new vocabulary after guessing the meaning first from the context. prepare vocabulary cards. practice and review each chapter regularly.

build a daily, weekly and monthly study schedule.
perform note taking.
Encourage the students to find other articles related to the topics in each chapter
from the internet (as written assignments).

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)
The course aims at introducing students to and training them in reading strategies and skills. It will address the following skills and strategies: mechanics of reading, reading techniques (elementary skimming and scanning), vocabulary skills (use of contextual, syntactic, and morphological clues to improve vocabulary comprehension) and extracting general information.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
-Introduction to the course -Explaining the different parts of the reading material and the requirements of the course	1st week	2
Chapter one : School Life Around the World	2nd week	2
Chapter Two: Experiencing Nature	3rd week	2
Chapter Three: Living to Eat or Eating to Live	4th week	2
Chapter Four: In the Community	5th week	2
Chapter Five: Home	5th week	2
Chapter Six: Cultures of the World	7th week	2
Chapter Seven: Health	8th week	2
Mid-term Exam	9th week	2
Chapter Eight: Entertainment and Media	10th week	2
Chapter Nine: Social Life	11th week	2
Chapter Ten: Customs, Celebrations and Holidays	12th week	2
Chapter Eleven: Science and Technology	13th week	2
Chapter Twelve: The Global Consumer	14th week	2
Revision	15th week	2
Final Exam	16th week	2

2 Course components (total contact hours per semester):				
Lecture: 28 hours	Tutorial: Final Exam 2 hours	Laboratory	Practical/Field work/Internship	Other: Tests: 4 hours

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
2 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
Knowledge of the definition of new vocabulary included in every reading passage
Knowledge of different reading strategies and skills which students could apply in order to fully comprehend the text.
Knowledge of how to identify the topic sentence of a paragraph
The ability to read and comprehend the main ideas and supporting details that are explicitly and implicitly stated in a text
The ability to identify a paragraph topic
Knowledge of each chapter format and divisions

(ii) Teaching strategies to be used to develop that knowledge
Previewing comprehension questions to create a purpose for reading
Reading to develop vocabulary in context
Brainstorming
Reading each text paragraph by paragraph
Individual assignments require use of library reference material and web sites to identify definition of new vocabulary.
Skimming the passage before reading
Scanning a text for specific information
Reading each paragraph and analyzing it sentence by sentence.
Pointing out topic sentences, context clues, asking about the part of speech of certain words
As students read, they underline difficult words, topic sentence, number details, circle words that signal structure and pronouns.

(iii) Methods of assessment of knowledge acquired
Collecting the individual vocabulary definition records
Checking the answers of comprehension questions
Weekly revision of previous vocabulary
Written Test
Oral Test
Midterm Exam
Final Exam

b. Cognitive Skills

(i) Description of cognitive skills to be developed
At the end of this course, the students should have the ability to:
Identify the topic sentence in a paragraph.
Develop abilities to visualize what is being described in a reading text.
read and comprehend the main ideas and supporting details that are explicitly and implicitly stated in a text.
Think critically and analytically.
Use different reading strategies and skills while reading such as:
Previewing comprehension questions to create a purpose.
Skimming the passage to get the general idea
Scanning a text for specific information
Using contextual and syntactic clues to improve vocabulary comprehension
Using the dictionary to look up definitions of new vocabulary

(ii) Teaching strategies to be used to develop these cognitive skills
Explanations and examples given in lectures and practiced about how to identify the topic sentence of a paragraph
Explanations and examples given in lectures and practiced about how to use different reading strategies and skills to fully comprehend the reading texts
Independent study assignments
Reading each text paragraph by paragraph
Reading each paragraph and analyzing it sentence by sentence.
Pointing out topic sentences, context clues, asking about the part of speech of certain words
As students read, they underline difficult words, topic sentence, number details, circle words that signal structure and pronouns.

(iii) Methods of assessment of students cognitive skills
Weekly revision of previous vocabulary
Collecting the individual vocabulary definition records
Checking the answers of comprehension questions
Quizzes
Midterm Exam
Final Exam

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1- Using the internet as a means of developing self study skills and finding definition of vocabulary included in the reading texts. Encouraging the students to use the internet to find other articles related to the topics in each chapter from the internet (as written assignments) Encouraging the students to use graphic organizers Expanding students' dictionary use skills by encouraging them to use library resources to find meaning of words from dictionaries Writing a vocabulary record Answering comprehension questions for each reading text Participating in class discussion and thinking critically Completing written assignments in due time Setting realistic academic goals

(ii) Teaching strategies to be used to develop these skills and abilities Individual assignments requiring investigation using internet and library resources as a means of developing self-study skills and finding articles related to the topics of each chapter Brainstorming Discussions concerning the answers for the reading comprehension questions Lectures in which students are made aware of the significance of time management.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility Reviewing the individual vocabulary records (assignments) written by the students from different resources as the internet or dictionaries Discussions concerning the answers for the reading comprehension questions Performance on midterm and final exams are evidence of the student's ability to recollect and synthesize information Assessing the articles presented by the students from the internet.

d. Communication, Information Technology and Numerical Skills

Description of the skills to be developed in this domain Using the internet to look up meaning of new vocabulary Using the internet to find other articles related to the topics in each chapter (as written assignments) Using of basic statistical information to find answers for the reading comprehension questions.

(ii) Teaching strategies to be used to develop these skills - Student's assignments which require good standards of use of the computer and internet

(iii) Methods of assessment of students numerical and communication skills Reviewing the individual vocabulary records (assignments) written by the students from different resources as the internet or dictionaries Discussions concerning the answers for the reading comprehension questions Reviewing and assessing the articles presented by the students from the internet.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable
(ii) Teaching strategies to be used to develop these skills
Not Applicable
(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assess ment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Midterm Exam	9th	20%
2- 3	Participation, assignments and quizzes	All Along	20%
	Final Exam	After 16 sessions	60%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
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.

E Learning Resources

Required Text(s)
Interactions One: Reading (Middle East Editions). Elaine Kern and Pamela Hartmann.

2. Essential References - Longman Dictionary of English - Internet resources
3-Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) None
4-.Electronic Materials, Web Sites etc http//www.englishclub.com. http//esl.about.com. http//www.eflnet.com http//www.tolearnenglish.com
5- Other learning material such as computer-based programs/CD, professional standards/regulations None

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) A lecture room including about 100 seats
2. Computing resources There is a need for a computer lab for the English department with access to the internet.
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) There is a need of an Overhead Projector.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Classroom discussions Reviewing the individual vocabulary records (assignments) written by the students from different resources as the internet or dictionaries Discussions concerning the answers for the reading comprehension questions Reviewing and assessing the articles presented by the students from the internet

Midterm Exam
Final Exam

Other Strategies for Evaluation of Teaching by the Instructor or by the Department
Continual revision of the previously taught vocabulary before every new session Classroom discussion about the topic of the previous reading texts before every new session

3 Processes for Improvement of Teaching
Continual reading of articles about teaching and developing reading strategies and skills from different journals and conferences on the internet Always taking feedback from the students about their understanding of every reading text Discussion of challenges in the classroom with colleagues Keeping up to date with pedagogical theory and practice Using various teaching strategies

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- Check marking of a sample of examination papers or assignment tasks.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
Continual revision of the previously taught vocabulary before every new session Classroom discussion about the topic of the previous reading text before every new session to check the students full comprehension of the texts Reviewing the individual vocabulary records (assignments) written by the students An oral questionnaire with the students to check their benefit of the course in developing their reading strategies and skills Biannual meetings of faculty members to discuss methods of improvement

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Writing (1)

Course Specification

Institution	AL-BAHA UNIVERSITY
College: Faculty of Science & Arts	
Department: DEPARTMENT OF ENGLISH	

A. Course Identification and General Information

1. Course title and code: Writing (1)
2. Credit hours: 2 hours
3. Program(s) in which the course is offered **(If general elective available in many programs indicate this rather than list programs)** B. A. in English
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 1
6. Pre-requisites for this course (if any) None
7. Co-requisites for this course (if any) None
8**. Location if not on main campus** Not Applicable

B. Objectives

1. Summary of the main learning outcomes for students enrolled in the course **Students will learn to:** Master the paragraph format with its topic sentence, supporting details and concluding statement. Develop cohesion and style so that ideas in a written paragraph are logically arranged. Combine sentences by using appropriate conjunctions, transition words and correct grammatical sentences. Edit sentences for form, content and organization. - Stress in this course is laid on writing correct sentences and paragraphs on topics related to daily life such as writing about one's classmate, describing pictures, special foods for holidays and writing a letter to a friend. - Students are also trained to write the topic sentence, supporting sentences and conclusion. They are also trained to combine and edited sentences. - Students in this course will be trained to think logically and critically to help organize their ideas on paper.
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) - Communicative writing techniques will be involved in this course. Students will read, speak and write about relevant topics of certain interest. - Independent writing and group writing activities will be conducted along with discussions, sharing ideas and error correction techniques.

- Students will be divided into groups and asking each group to write a number of general ideas and to organize them to write the thesis statement and finally to write a paragraph. Each student in the group is going to do a certain thing. - Classes include the ideal number of students.

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

Students will be given practice in producing ordered and developed writing that would meet practical needs. The students will be required to develop their abilities to describe and narrate. Students will also be introduced to the basic concepts of paragraph writing, topic sentences, unity and coherence**.**

1 Topics to be Covered		
List of Topics	**No of Weeks**	**Contact hours**
Unit One: Friends and relatives	Week 1+3	4 hours
Unit Two: Introducing yourself	Week 4+6	4 hours
Unit Three: Places 1	Week 7-8	4 hours
Midterm Exam **Unit Four:** Places 2	Week 8+10	4 hours
Unit Five: Describing a day	Week 11+12	4 hours
Unit Six: Describing a scene	Week 13-14	4 hours
Revision for Final Exam	Week 15	2 hours

2 Course components (total contact hours per semester): 32				
Lecture: 28 hours	Tutorial:	Laboratory	Practical/Field work/Internship	Other: Tests (2 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week) -Students need to work at least 10 hours weekly.

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
 The course provides productive skills necessary for basic communication in written forms of the language. Emphasis on systematic learning of grammar and vocabulary is balanced with development of linguistic sub-skills. It encourages students to develop sub-skills such as planning, note-taking and key word. On completion of the course students should have reasonable ability in writing

(ii) Teaching strategies to be used to develop that knowledge
Recognizing the writing process
Recognizing basic sentences structure
Focusing on coherence and cohesion

(iii) Methods of assessment of knowledge acquired
Give students homework and check their homework with them.
Ask students to write topic sentences and thesis statements for several topics and correcting them.
Short tests: For example, the instructor gives students a number of ideas and asks them to use these ideas in writing a paragraph.

b. Cognitive Skills

(i) Description of cognitive skills to be developed
-The ability to think of new ideas and to elaborate them
-The ability to use several conjunction words as much as possible

(ii) Teaching strategies to be used to develop these cognitive skills
The teacher explains the writing strategies. Then students apply those strategies while writing under teacher's supervision and guidance.

(iii) Methods of assessment of students cognitive skills

The students are asked to do a number of tasks as part of the in-term tests and the final exams. These include home assignments and a research paper which test whether they have acquired the necessary skills. (30% of the total).

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
 - The ability to work in groups to exchange ideas and to write a good essay

(ii) Teaching strategies to be used to develop these skills and abilities
Suggesting new ideas for group discussions in class or asking students to collect information about certain topics by finding out the thesis statements in order to start writing paragraphs
Students can chat to talk about certain topics and at the same time can try to write correct sentences.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
Dividing students into groups, and asking each group to write one essay about a certain topic After that, the teacher collects the essays and corrects them.

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.
 1. Use of electronic journals and data basis
 2. Web CT
 3. Use of PowerPoint and laptop – projector systems
 4. Introduction to blogging
 5. Experience wiki/moodle to develop collaborative testing skills

(ii) Teaching strategies to be used to develop these skills
 1. Encourage students to make extensive use of material on the web
2. Encourage students to consult the specialist in the computer lab for help on web-based material
3. Demand the use of PowerPoint when giving presentations
4. Demonstrate and give blogging and wiki/moodle assignments and coach students in how to carry them out

(iii) Methods of assessment of students numerical and communication skills
 1. Allot marks for the use of web-based material in students' presentations.
 2. Distribute rubric at the beginning of assignment so students know what they will be evaluated on.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required

	Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1.	Home assignments & Class Participation	All along the term	10%
2.	Midterm Exam	Week Seven	30%
3.	Final Exam	End of Term	60 %
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Teacher will be available during office hours according to schedule.

E. Learning Resources

1.Required Text(s)
Keep Writing 1: A writing course for Arab students. By Richard Harrison Longman. 1989.

2. Essential References
Writing English: A Composition Text in English as a Foreign Language, by: Janet Ross & Gladys Doty.

Guided Writing & Free Writing: A Text in Composition for English as a Second Language, by: Lois Robinson
3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Writing English: A Composition Text in English as a Foreign Language, by: Janet Ross & Gladys Doty. Guided Writing & Free Writing: A Text in Composition for English as a Second Language, by: Lois Robinson
4.Electronic Materials, Web Sites etc www.eslbears.homestead.com/writing.html Owl.english.purdue.edu/sitemap.html www.writing-world.com www.sun.com/980713/webwriting www.lclark.edu/-krauss/toppicks.html
5- Other learning material such as computer-based programs/CD, professional standards/regulations Not Applicable

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) -Spare lecture rooms should be available to take extra classes when more practice is needed during office hours/free time. There should not be more than 30 students per group.
2. Computing resources Not Applicable
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Not Applicable

G. Course Evaluation and Improvement Processes

1.Strategies for Obtaining Student Feedback on Effectiveness of Teaching A questionnaire can be developed and given to the students to present their opinions and the details should be kept confidential. Students' ratings can be calculated and used for assessing the performance of an individual teacher.
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Individual teachers can be asked to fill a self-appraisal form. Lecturers often do not like being observed while teaching and find the process threatening and time consuming and often see it as a paper exercise. However, if handled sensitively, the time invested in the process of observing teaching can help improve students' experience, build academic links and foster innovation. One way of learning from each other is Peer Observation. It is intended to be supportive rather than evaluative.

- Teachers meet with each other to discuss students' shortcomings and suggest ways to help them overcome the problems faced in the upcoming groups.
3 Processes for Improvement of Teaching - Workshops should be arranged once in two weeks. - Even training programmes can be arranged or even teachers can be sent in groups to attend seminars to gather information on various teaching aspects. - Meetings are held to discuss what is being taught in the preceding and following skill level. - Constant discussions and meetings with other colleagues and teachers sharing the course are to be held on a regular basis.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Unified in-term and final exams, with an agreed upon answer key and mark distribution
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Periodical meetings with the course coordinator are to be held in order to evaluate the effectiveness of the course in relation to the needs of students.

Kingdom of Saudi Arabia
The National Commission for Academic
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COURSE SPECIFICATION

VOCABULARY BUILDING (1)

Course Specification

Institution	AL-BAHA UNIVERSITY
College	**Faculty of Science & Arts**
Department	DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: -Vocabulary Building **(1)**

2. Credit hours 2 hours

3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   B.A. in English Language & Literature

4. Name of faculty member responsible for the course

5. Level/year at which this course is offered   Level 1

6. Pre-requisites for this course (if any)   **Not Applicable**

7. Co-requisites for this course (if any)

8. Location if not on main campus   **Not Applicable**

B Objectives

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 words via related semantic fields or domains   (body parts, education, travel, food, law, describing people's appearance, family & clothes).   Recognize and use related word groups (sounds, 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 vocabulary (formal, informal, (abbreviations & abbreviated words), and (notices & warnings).   Use and recognize at least 450 newly introduced words.   Pronounce words correctly.   2- To review basic 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) <u>Presenting New Language</u>. Oxford University Press: Oxford.
Wellman, Guy (1992) <u>The Heinemann English Wordbuilder</u>. Heinemann International. Oxford.
<u>www.englishclub.com</u>.
<u>http://www.uab.ro/reviste_recunoscute/philologica/philologica_2005_tom3/16.doc</u>
http//esl.about.com.

C. 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 basic vocabulary and to bring students' vocabulary to the intermediate level, using different techniques such as affixes, word formation, etc. Students should be able to use and recognize at least 450 newly introduced words.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Introducing words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes)	1-3	6
Related word groups (sounds, colours, shapes)	4	2
Word formation (prefixes, suffixes, affixes, changing parts of speech, compound nouns, compound adjectives)	5-6	4
Phrase building (collocations, idioms, (apologies, excuses & thanks), (requests, invitations & suggestions), (opinions, agreeing & disagreeing), (greetings & farewells) and phrasal verbs	7-11	10
Specialized vocabulary (formal, informal, (abbreviations & abbreviated words), and (notices & warnings)	12-15	8
Final Exam	16	2

2 Course components (total contact hours per semester):				
Lecture: 28 hours	Tutorial:	Laboratory None	Practical/Field work/Internship	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)

 -The hours expected for the students' assignments (making individual vocabulary records) are about 30 hours in the semester.

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4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
Knowledge of words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes)
Knowledge of related word groups (sounds, colours, shapes)
Knowledge of word formation (prefixes, suffixes, affixes, changing parts of speech, compound nouns, compound adjectives)
Knowledge of phrase building (collocations, idioms, (apologies, excuses & thanks), (requests, invitations & suggestions), (opinions, agreeing & disagreeing), (greetings & farewells) and phrasal verbs
Knowledge of specialized vocabulary (formal, informal, (abbreviations & abbreviated words), and (notices & warnings)
Knowledge of at least 450 newly introduced words
 Recognize how to use the dictionary
Eliciting the meanings of new vocabulary from context

(ii) Teaching strategies to be used to develop that knowledge
Encouraging reading to develop vocabulary in context
Brainstorming
Lectures
Collaborative learning, Pair/group work
Written assignments

(iii) Methods of assessment of knowledge acquired
Weekly revision of previous vocabulary
Quizzes throughout the term
Collecting the individual vocabulary records (written assignments)
Midterm Exam
Final Exam

b. Cognitive Skills

(i) Description of cognitive skills to be developed
At the end of this course, the students should have the ability to:

Understand and use words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes).
Recognise and use related word groups (sounds, colours, shapes).
Understand and practise word formation (prefixes, suffixes, affixes, changing parts of speech, compound nouns, compound adjectives).
Understand and practice phrase building (collocations, idioms, (apologies, excuses & thanks), (requests, invitations & suggestions), (opinions, agreeing & disagreeing), (greetings & farewells) and phrasal verbs.
Recognize specialized vocabulary (formal, informal, (abbreviations & abbreviated words), and (notices & warnings).
Recognize and use at least 450 newly introduced words.
Think critically and analytically.
Elicit the meaning from the context**.**

(ii) Teaching strategies to be used to develop these cognitive skills
Explanations and examples given in lectures
Independent study assignments
Class discussions/encouraging students to think independently and engage in group discussions
Brainstorming

(iii) Methods of assessment of students Weekly revision of previous vocabulary
1- Quizzes throughout the term
2- Collecting the individual vocabulary records (written assignments)
3- Midterm Exam
4- Final Exam

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1- Using the internet as a means of developing self study skills and finding vocabulary related to the topics of study
2- Expanding students' dictionary use skills by encouraging them to use library resources to find meaning of words from dictionaries
3- Completing written assignments in due time
4-Participating in class discussion and thinking critically
5- Having the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team

(ii) Teaching strategies to be used to develop these skills and abilities
Individual assignments requiring investigation using internet and library resources as a means of developing self study skills
Brainstorming
Lectures in which students are made aware of the significance of time management
Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers, such as dividing the students into groups and each group prepares a PowerPoint presentation for the vocabulary that has been covered.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
Reviewing the individual vocabulary records (written assignments) written by the students from different resources as the internet or dictionaries Assessing each group's Power Point presentation Performance on midterm and final exams are evidence of the student's ability to recollect and synthesize information.
d. Communication, Information Technology and Numerical Skills
Description of the skills to be developed in this domain. Using the internet to find meaning of new vocabulary Using the laptop when presenting the PowerPoint presentations Using the internet to search for vocabulary related to the field of study, such as: Words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes) Word groups (sounds, colours, shapes). Word formation (prefixes, suffixes, affixes, changing parts of speech, compound nouns, compound adjectives). Phrase building (collocations, idioms, (apologies, excuses & thanks), (requests, invitations & suggestions), (opinions, agreeing & disagreeing), (greetings & farewells) and phrasal verbs Specialized vocabulary (formal, informal, (abbreviations & abbreviated words), and (notices & warnings)
(ii) Teaching strategies to be used to develop these skills - Students' assignments which require good standards of use of the computer and internet - Encouraging students to make extensive use of material on the web
Methods of assessment of students numerical and communication skills Reviewing the individual vocabulary records (assignments) written by the students from different resources as the internet or dictionaries Allotting marks for the use of web-based material in students' presentations.
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1-	Quizzes throughout the term	4-8	10%

2-	Midterm Exam	5	20%
	Written assignments	10	10 %
3-	Final Exam	16	60%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

-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.

E Learning Resources

Required Text(s)

Redman, Stuart (2003) English Vocabulary in use: pre-intermediate & intermediate. 2nd edition. Cambridge University Press. Cambridge.

2. Essential References
- Wellman, Guy (1992) The Heinemann English Wordbuilder. Heinemann International. Oxford.
-Longman Dictionary of English.

Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
1. Hadfield, Jill & Hadfield, Charles (1999) Presenting New Language. Oxford University Press: Oxford.
2. Nadell, Judith; Johnson, Beth & Langan, Paul (1998) Vocabulary Basics. Townsend Press: New Jersey

4-.Electronic Materials, Web Sites etc
http//www.englishclub.com**.**
http://www.uab.ro/reviste_recunoscute/philologica/philologica_2005_tom3/16.doc
http//esl.about.com.
http//www.eflnet.com/vocab
http//www.tolearnenglish.com

5- Other learning material such as computer-based programs/CD, professional standards/regulations
None.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)
- A lecture room including about 100 seats

2. Computing resources
-There is a need for a computer lab for the English department with access to the internet.

3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)   An overhead projector

G Course Evaluation and Improvement Processes

Strategies for Obtaining Student Feedback on Effectiveness of Teaching Classroom discussions Quizzes throughout the term Midterm Exam Final Exam
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Continual revision of the previously taught vocabulary before every new session Class observations
3 Processes for Improvement of Teaching 1. Continual reading of articles about teaching vocabulary from different journals and conferences on the internet 2. Always taking feedback from the students about their understanding of every lesson 3. Discussion of challenges in the classroom with colleagues 4. Keeping up to date with pedagogical theory and practice 5. Using various teaching strategies
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Check marking of a sample of examination papers or assignment tasks.
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Classroom discussions 2. Quizzes throughout the term 3. Reviewing the individual vocabulary records (assignments) written by the students 4. Biannual meetings of faculty members to discuss methods of improvement

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Study Skills

Course Specification

Institution   AL-BAHA UNIVERSITY
College: College of Science & Arts - Almakhwah
Department: Department of English Language

A. Course Identification and General Information

1. Course title and code: Study Skills -
2. Credit hours: 2 hours
3. Program(s) in which the course is offered (If general elective available in many programs indicate this rather than list programs) B. A. in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 1
6. Pre-requisites for this course (if any) None
2. Co-requisites for this course (if any)
8. Location if not on main campus

B. Objectives

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

The major aim of this course is to help students to improve their skills of learning English language and give them skills and practice to use English as a language of instruction. The course aims at guiding students to acquire and develop the basic study skills that improve their learning of the four language skills. This course focuses on the practical rather than the cognitive skills of learning as the freshmen in this level are not yet qualified to read/write passages. In this course The students should practice the following drills:

- Learning Skills
- Note-taking
- Outlining
- Using Dictionary
- Reading Strategies
- Handwriting Practices
- Strategies of Learning Vocabulary
- Oral Presentation Skills
- Examination Skills

Therefore, the course heavily consists of a set of drills pertaining to the several aspects and requirements that enable the English language students to professionally acquire and use the language applying the communicative techniques in class. The current course will not be a burden on the students' memory, as it targets their personal and collective skills rather than their knowledge per se.

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)

The course will be open to any additional and appropriate materials that fulfil and conform the above-mentioned objectives. Also this course is susceptible to amendment through using library and the internet to find online books, dictionaries, articles and references to modify and progress the topics in order to improve students' language study skills.

C. Course Description

2. Course components (total contact hours per semester): 32 hours				
Lecture: 28 hours	Tutorial: Teachers are available during office hours.	Practical/Field work/Internship: NA	Other:	Tests: 4 hours

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

The major aim of this course is to provide instructional and practical material for basic study skills needed for EFL college students. It aims to equip the EL students with all techniques and instructions that will qualify them to handle and go through the university courses and their requirements.

1. Topics to be Covered

List of topics	Weeks	Contact Hours	Assessment
Learning Skills: • Studying at home • Memory Techniques • Test Taking Strategies • Handwriting	1- 4	8 hours	5% Quiz
Reading Strategies: • How to read a foreign language Text • How to read: Bar, line, circle Graph • Using the Dictionary	5-8	8 hours	5% Quiz
Note-taking: • Highlighting • Criteria for good notes • How to paraphrase • How to summarize	9-12	8 hours	15% Mid-Term
Skills of Oral Presentations	13-16	8 hours	10% Presentation

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)

Students need to work at least 2 hours weekly for the specified number of weeks for the course.
4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
 A brief summary of the knowledge or skills the course is intended to develop;
 A description of the teaching strategies to be used in the course to develop that knowledge or skills;
 The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

 The course presents the basic needed information, knowledge and exercises that are intended to prepare EFL students to use English as their language of instruction. The course also improves students' reading and writing strategies and skills which help them to acquire and practise the language skills efficiently. In addition to each study skill being learnt in this course, the focus is regularly on developing vocabulary and practicing them in the four language skills.

(ii) Teaching strategies to be used to develop that knowledge

1. Lectures
2. Class discussion
3. Presentation
4. Collaborative learning/Team work

(iii) Methods of assessment of knowledge acquired

1. Class participation
2. Homework and quizzes
3. Presentations
5. Midterm Exams
6. Final exam

b. Cognitive Skills

(i) Description of cognitive skills to be developed:

- Ability to differentiate between different types of dictionaries.
- Skills of searching words quickly and easily.
- Improving study habits in English and using English as a language of instruction.
- Ability of surveying the textbook.
- Skills of making notes in the lecture.
- Ability of revision and preparation for the examination.

(ii) Teaching strategies to be used to develop these cognitive skills

1. Lectures
2. Class discussion
3. Presentation

4. Collaborative learning/Team work

(iii) Methods of assessment of students cognitive skills

 1. Class Drills
2. Homework and quizzes
3. Presentations
5. Midterm Exams
6. Final exam

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

Students develop the essential study skills to facilitate communicative skills, and develop team-working skills by helping one another in their assignments. They will also learn from each other's academic strengths and weaknesses.

They should be able to be good at motivating others, mentoring, collaboration and decision making.

  Students should also learn to achieve the following:

- Submit the given assignments in due time

- Participate in class discussion and think critically.

-Act responsibly and ethically in carrying out individual as well as group projects

(ii) Teaching strategies to be used to develop these skills and abilities

- Class and students' groups discussions.

- Increasing students' dictionary use skills by encouraging them to use library resources to find meaning of words from dictionaries
· Individual assignments requiring investigation using internet and library resources as a means of developing self study skills
- Encouraging students to make competitions, for example on speedy dictionary using and words' formation processes, etc.

- Individual counselling on difficulties.

- Group assignments where much of the most effective learning comes from student

- Role play strategy

- Referring to real life situations

- Using the language outside the classroom

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

1. Class participation
2. Homework and quizzes
3. Presentation
5. Midterm Exams
6. Final exam

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.

The students will learn how to search information in the internet, how to use digital libraries and electronic dictionaries, and how to apply all types of ICTs (Information Communication Technologies) to develop communicative skills.

(ii) Teaching strategies to be used to develop these skills

- Extensive use and practice on dictionaries and using information sources inside the classroom.

- Encourage students to consult the specialist in the computer for help on web-based material.

- Guiding and encouraging students to use ICTs, and make wide use and practice of dictionaries and libraries as well as searching materials on the internet.
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required   Not Applicable
(ii) Teaching strategies to be used to develop these skills   Not Applicable
(iii) Methods of assessment of students psychomotor skills   Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Midterm exam	Middle of the term	15%
2	Assignments, Participation and quizzes	All along	15 %
	Presentations	Weeks 13-16	10 %
3	Final exam	After Week 16	60 %
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice (include amount of time teaching staff are expected to be available each week) 1. Contacting students during office hours 2. Contacting students via electronic media

E Learning Resources

1. Required Text(s) • Sherman, S. Richard. (2012). *A Study Skills Handbook*. Great Neck, New York.

2. Essential References
- Donald, G. Sydney. (2001). *Study Skills for Language Students*. Arnold. London.
- Study Skills for Students of English. Second Edition. Richard, C. Yorkey (1982). St. Michael's College, Winooski Vermont.
- Flemming. D. Neil. (2004) *Study Skills Guide*. Christchurch, New Zealand.
- Rowntree, Derek: Learn How to Study: A Guide for Students of All Ages. Time Warner Paperbacks. 4. ed. 1998.
- Severs, S. (2002), Study Skills, Disability Support Service, University of Newcastle upon Tyne

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
- Journal of the Scholarship of Teaching and Learning, Vol. 10, No. 1, January 2010. www.iupui.edu/~josotl
- Wingate, U. (2006). Doing away with 'study skills.' Teaching in Higher Education, 11, 457-469

4-.Electronic Materials, Web Sites etc
- http://www.ncl.ac.uk/students/wellbeing/assets/documents/StudySkillsGuide.pdf
  http://www.teachingenglish.org.uk/
- http://www.everythingesl.net/inservices/study_skills.php
- http://library.soton.ac.uk/sash
- http://www.mantex.co.uk
- http://www.reading.ac.uk/Counselling/Studyskills/notetaking.htm
- https://www.thoughtco.com/study-skills-for-intermediate-level-learners-1211273

5- Other learning material such as computer-based programs/CD, professional standards/regulations

Not Applicable

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)
Language lab should have the capacity to accommodate 25 students

2. Computing resources
Not Applicable

3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Language lab with the network of computers Data show to facilitate going over student papers in class

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department 1.The University evaluation of the course. 2.Designing an evaluation form to be filled by students at the end of term
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences 6. Keep up to date with pedagogical theory and practice 2. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Students who believe they are under graded can have their papers checked by a second reader.
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Compare syllabi and course description with other universities (including those on the net) 2. Biannual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

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COURSE SPECIFICATION

Listening & Speaking (2)

Course Specification

Institution   AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**
Department DEPARTMENT OF ENGLISH LANGUAGE

A Course Identification and General Information

1. Course title and code: Listening & Speaking (2)
2. Credit hours: 3 hours
3. Program(s) in which the course is offered **(If general elective available in many programs indicate this rather than list programs)** B. A. in English Language and Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 2
6. Pre-requisites for this course (if any) : LISTENING & SPEAKING (1)
7. Co-requisites for this course (if any)
8. Location if not on main campus

B Objectives

C. Course Description

1. Summary of the main learning outcomes for students enrolled in the course.
 The course aims to train the students to develop their speaking and listening skills so that at the end of the course they will be able to handle specific communicative tasks. The focus of the course will be on practical language use. Every student will perform these tasks numerous times within the class and in laboratory. Extensive use will be made of audio and visual materials to train the students to listen to language used in different situations. Intonation drills will be covered so that students can produce language that approximates native language rhythms.
Listening:
 At this stage students are trained to understand discussions on concrete topics related to particular interests and special fields of competence. They are provided with the opportunities to take notes while listening to sustained talks given at a normal rate by a speaker familiar with foreign learners. They understand spoken English at a variety of communicative situations, especially lectures. Students learn to concentrate while listening, and develop general listening skills. They identify general ideas in the listening passage apart from listening for specific details and taking notes.
Speaking:
- An awareness of formal/informal language and practice at choosing appropriate language for different situations accepting and refusing invitations, understand and use expressions of locations in contexts, open and close phone conversations, request and give advice, apologize and reconcile, ask for help…etc. . To be taught patterns of real interaction like talking about abilities, recognizing expressions of advice, giving opinion, politely interrupting an action or a speaker, etc .The ability to participate in classrooms discussions.
-Students are trained to communicate on concrete topics related to social relations, current events and study matters. Their accent should be intelligible to a native speaker. Speak about different topics in different communicative situations.
Note: listening and speaking are integrated courses hence one cannot be separated from the other.

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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)
- Listening to topics that are more related to students' study field
- Listening to familiar and shorter passages
- Providing students materials to which they listen and practice as a homework
- Classes include the ideal number of students

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

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

Speaking: Students are trained to communicate on concrete topics related to social relations, current events and study matters. Their accent should be intelligible to a native speaker.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Introduction to the course	1st week	3
Chapter one: Education and Student Life	2nd week	3
Chapter Two: City Life	3rd week	3
Chapter Three: Business and Money	4th week	3
Chapter Four: Jobs and Professions	5th week	3
Chapter Five: Lifestyles around the World	6th week	3
Chapter Six: Global Connections	7th week	3
Chapter Seven: Language and Communication	8th week	3
Mid-term Exam	9th week	3
Chapter Eight: Tastes and Preferences	10th week	3
Chapter Nine: New Frontiers	11th week	3
Chapter Ten: Medicine, Myth and Magic	12th week	3
Chapter Eleven: The Media	13th week	3
Chapter Twelve: With Liberty and Justice for All	14th week	3
Revision	15th week	3

Final Exam	16th week	3

2 Course components (total contact hours per semester): 48				
Lecture: 42	Tutorial:	Practical/Fieldwork/Internship:	Other:	Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be a semester not a specific requirement in each week)   Students need to work for the specified number of hours per week for the course.
4. Development of Learning Outcomes in Domains of Learning   For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop;   A description of the teaching strategies to be used in the course to develop that knowledge or skill;   The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired   The course provides integrated skills (productive and receptive) necessary for basic communication in both oral and written forms of the language. Emphasis on systematic learning of grammar and vocabulary is balanced with development of linguistic sub-skills. The course ensures the coverage of common and useful language related topics of general interest with which the students are expected to be familiar with. It encourages students to develop sub-skills such as listening for gist or for specific information and use new vocabulary in a meaningful context. On completion of the course students should have reasonable ability in listening and speaking.
(ii) Teaching strategies to be used to develop that knowledge   1. Lectures   2. Class discussion   3. Collaborative learning/Team work

(iii) Methods of assessment of knowledge acquired
1. Class participation
2. Homework and quizzes
3. Midterm Exam
4. Final exam
b. Cognitive Skills
(i) Description of cognitive skills to be developed
-Requesting, giving, accepting and rejecting advice
-Requesting and giving directions
-Showing interest
-Identifying the stressed words
-Apologizing and reconciling
-Making requests, answering requests
-Asking for repetition and interrupting a conversation
-Contributing to opening and closing conversation
-Making invitations and declining invitations
(ii) Teaching strategies to be used to develop these cognitive skills
The students listen to the tape in the audio labs and answer the given questions either orally or written.
(iii) Methods of assessment of students cognitive skills
1. Class participation and attendance
2. Presentations
3. Assignments
4. Midterm and final exams
5. Group discussions
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Students can complete assignments in due time
2. Students can participate in class discussion and think critically
3. Students can act responsibly and ethically in carrying out individual as well as group projects
4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team.
(ii) Teaching strategies to be used to develop these skills and abilities
Role play strategy
Referring to real life situations
Using the language outside the classroom
Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1-Active class participation reflects the students' ability to keep up with the reading schedule. 2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines 3. Performance on midterm and final exams are evidence of the student's ability to recollect and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. . -Use of PowerPoint and laptop – projector systems
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Demand the use of PowerPoint when giving presentations
(i) Description of the skills to be developed in this domain. .- Use of PowerPoint and laptop – projector systems
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Midterm exam	Week 9	20%

2	Assignments, Participation and quizzes	All along	20%
3	Final exam	Week 16	60%
Note: All the listening exams will be written and all the speaking exams will be oral.			

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week) Students can meet the instructor during his office hours.

E Learning Resources

1. Required Text(s) Interactions 2: Listening/Speaking by Judith Tanka & Lida R. Baker
2. Essential References - NEW HEADWAY SERIES BY LIZ AND JOHN SOARS
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) ESL : Grammar and English Usage- The Internet TESL Journal's. EJ464125 - Development of an English Grammar Checker: A Progress Report.
4-.Electronic Materials, Web Sites etc http://owl.english.purdue.edu/handouts/grammar/ http://www.teachingenglish.org.uk/ http://en.wikipedia.org/wiki/English_language#Classification_and_related_languages http://englishplus.com/grammar/contents.htm http://www.englishclub.com/grammar/index.htm
5- Other learning material such as computer-based programs/CD, professional standards/regulations N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Language lab should have the capacity to accommodate 25 students
2. Computing resources Not Applicable
3. Other resources (specify –e.g. If specific laboratory equipment is required, list requirements or attach list) Language lab with the network of computers Data show to facilitate going over student papers in class

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department The University evaluation of the course Designing an evaluation form to be filled by students at the end of term
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences 6. Keep up to date with pedagogical theory and practice 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Students who believe they are under graded can have their papers checked by a second reader.
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Compare syllabi and course description with other universities (including those on the net) 2. Biannual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Reading (2)

Course Specification

Institution	AL-BAHA UNIVERSITY

College **Faculty of Science & Arts**

Department DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: Reading (2)

2. Credit hours 2 hours

3. Program(s) in which the course is offered. **(If general elective available in many programs indicate this rather than list programs)** B.A. in English Language & Literature

4. Name of faculty member responsible for the course

5. Level/year at which this course is offered Level 2

6. Pre-requisites for this course (if any) Reading (1)

7. Co-requisites for this course (if any)

8. Location if not on main campus

B Objectives

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:

Identify the writer's audience and purpose.

Build up the reading rate to handle heavy academic reading load.

Pay attention to how an author uses figurative language.

Use different reading strategies and skills while reading.

Express main ideas in readings.

Utilize visual features in readings.

Create graphic organizers.

Identify cause and effect in readings.

Draw inferences from reading.

Distinguish main ideas from supporting ideas.

Separate opinions from facts.

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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)

Developing students' study skills by encouraging them to:

 read textbook design and chapter format.

 use the dictionary to look up new vocabulary after guessing the meaning first from the context.

 prepare vocabulary cards.

 practice and review each chapter regularly.

 build a daily, weekly and monthly study schedule.

take notes.

- encourage the students to find other articles related to the topics in each chapter from the internet (as written assignments).

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

This course aims at improving students' reading skills, teaching them new strategies, and helping them acquire some techniques and methods. These methods, strategies and techniques will enable students to tackle any reading material. Reading skills such as making inferences from facts presented in the reading selections, and separating opinions from facts are emphasized.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
-Introduction to the course -Explaining the different parts of the reading material and the requirements of the course	1st week	2
Chapter one: Education and Student Life	2nd week	2
Chapter Two: City Life	3rd week	2
Chapter Three: Business and Money	4th week	2
Chapter Four: Jobs and Professions	5th week	2
Chapter Five: Lifestyles around the World	5th week	2
Chapter Six: Global Connections	7th week	2
Chapter Seven: Language and Communication	8th week	2
Mid-term Exam	9th week	2
Chapter Eight: Tastes and Preferences	10th week	2
Chapter Nine: New Frontiers	11th week	2
Chapter Ten: Medicine, Myth and Magic	12th week	2
Chapter Eleven: The Media	13th week	2
Chapter Twelve: With Liberty and Justice for All	14th week	2
Revision	15th week	2
Final Exam	16th week	2

2 Course components (total contact hours per semester):				
Lecture: 28 hours	Tutorial:	Laboratory	Practical/Field work/Internship	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)

 -The hours expected for the students' assignments (writing a record which includes definitions for the new vocabulary of every reading passage) and (finding other articles related to the topics in each chapter from the internet) are about 30 hours for the semester.

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
Knowledge of the definition of new vocabulary included in every reading passage
Knowledge of different reading strategies and skills which students could apply in order to fully comprehend the text
Knowledge of how to identify the writer's audience and purpose
Recognizing how to build up the reading rate to handle heavy academic reading load
Recognizing how an author uses figurative language
Recognizing how to use graphic organizers
Knowledge of how to identify cause and effect in readings
Knowledge of how to draw inferences from reading
Knowledge of how to distinguish main ideas from supporting ideas
Knowledge of how to separate opinions from facts

(ii) Teaching strategies to be used to develop that knowledge
Previewing comprehension questions to create a purpose for reading
Asking questions to focus the reading process
Reading to develop vocabulary in context
Brainstorming
Clarifying any matters that are not understood
 Individual assignments require use of library reference material and web sites to identify definition of new vocabulary
Skimming the passage before reading
Scanning a text for specific information

Teaching to identify causes and effects in reading to better understand relationships between main ideas
Teaching the differences between opinions and facts

(iii) Methods of assessment of knowledge acquired
Collecting the individual vocabulary definition records
Checking the answers of comprehension questions
Weekly revision of previous vocabulary
Written assignments
Midterm Exam
Final Exam

b. Cognitive Skills

(i) Description of cognitive skills to be developed
At the end of this course, the students should have the ability to:
Use different reading strategies and skills while reading such as:
Preview comprehension questions to create a purpose.
Skim the passage to get the general idea
Scan a text for specific information
Use contextual, and syntactic clues to improve vocabulary comprehension
Use the dictionary to look up definitions of new vocabulary
Identify the writer's audience and purpose.
Build up the reading rate to handle heavy academic reading load.
Recognize how an author uses figurative language.
Use graphic organizers.
Identify cause and effect in readings.
Draw inferences from reading.
Distinguish main ideas from supporting ideas.
Separate opinions from facts.

(ii) Teaching strategies to be used to develop these cognitive skills
1. Explanations and examples given in lectures and practiced about how to identify writer's audience and how to identify cause and effect in readings
2. Explanations and examples given in lectures and practiced about how to use different reading strategies and skills to fully comprehend the reading texts.
3. Independent study assignments
4. Explanations and examples given in lectures and practiced about how to use graphic organizers, how to draw inferences, how to distinguish main ideas from supporting ideas & how to separate opinions from facts

(iii) Methods of assessment of students cognitive skills
1. Weekly revision of previous vocabulary
2. Collecting the individual vocabulary definition records

3. Checking the answers of comprehension questions
4. Written assignments
5. Midterm Exam
6. Final Exam

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

1- Using the internet as a means of developing self-study skills and finding definition of vocabulary included in the reading texts.

2. Encouraging the students to use the internet to find other articles related to the topics in each chapter from the internet (as written assignments).

3. Encouraging the students to use graphic organizers

4. Expanding students' dictionary use skills by encouraging them to use library resources to find meaning of words from dictionaries.

5. Writing a vocabulary record

6. Answering comprehension questions for each reading text

7. Participating in class discussion and thinking critically

8. Completing written assignments in due time

9. Setting realistic academic goals

(ii) Teaching strategies to be used to develop these skills and abilities

1. Individual assignments requiring investigation using internet and library resources as a means of developing self-study skills and finding articles related to the topics of each chapter.

2. Brainstorming

3. Discussions concerning the answers for the reading comprehension questions

4. Lectures in which students are made aware of the significance of time management

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

Reviewing the individual vocabulary records (assignments) written by the students from different resources as the internet or dictionaries

Discussions concerning the answers for the reading comprehension questions

Performance on midterm and final exams are evidence of the student's ability to recollect and synthesize information.

Assessing the articles presented by the students from the internet.

d. Communication, Information Technology and Numerical Skills

Description of the skills to be developed in this domain.

Using the internet to look up meaning of new vocabulary

Using the internet to find other articles related to the topics in each chapter from the internet (as written assignments).

Using of basic statistical information to find answers for the reading comprehension questions.

(ii) Teaching strategies to be used to develop these skills

- Students' assignments which require good standards of use of the computer and internet.

(iii) Methods of assessment of students numerical and communication skills
Reviewing the individual vocabulary records (written assignments) written by the students from different resources as the internet or dictionaries
Discussions concerning the answers for the reading comprehension questions
Reviewing and assessing the articles presented by the students from the internet.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assess ment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Midterm Exam	9th	20%
2	Participations, assignments and quizzes	All Along	20%
3	Final Exam	16th week	60%
4	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
2 hours

E Learning Resources

Required Text(s)
Interactions Two: Reading (Middle East Editions). Elaine Kern and Pamela Hartmann.

2. Essential References
- Longman Dictionary of English

3-Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

None
4-.Electronic Materials, Web Sites etc http//www.englishclub.com. http//esl.about.com. http//www.eflnet.com http//www.tolearnenglish.com
5- Other learning material such as computer-based programs/CD, professional standards/regulations None

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) A lecture room including about 100 seats
2. Computing resources -There is a need for a computer lab for the English department with access to the internet.
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) **-**There is a need of an Overhead Projector**.**

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Classroom discussions Reviewing the individual vocabulary records (written assignments) written by the students from different resources as the internet or dictionaries Discussions concerning the answers for the reading comprehension questions Reviewing and assessing the articles presented by the students from the internet Midterm Exam Final Exam
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department 1. Continual revision of the previously taught vocabulary before every new session 2. Classroom discussion about the topic of the previous reading text before every new session
3 Processes for Improvement of Teaching

1. Continual reading of articles about teaching and developing reading strategies and skills from different journals and conferences on the internet
2. Always taking feedback from the students about their understanding of every reading text
3. Discussion of challenges in the classroom with colleagues
4. Keeping up to date with pedagogical theory and practice
5. Using various teaching strategies

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
Check marking of a sample of examination papers or assignment tasks.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
1. Continual revision of the previously taught vocabulary before every new session
2. Classroom discussion about the topic of the previous reading texts before every new session to check the students' full comprehension of the texts
3. Reviewing the individual vocabulary records (assignments) written by the students
4. An oral questionnaire with the students to check their benefit of the course in developing their reading strategies and skills
5. Biannual meetings of faculty members to discuss methods of improvement

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Writing (2)

Course Specification

Institution	AL-BAHA UNIVERSITY
College Faculty of Science & Arts	
Department DEPARTMENT OF ENGLISH	

A Course Identification and General Information

1. Course title and code: Writing (2)
2. Credit hours: 2 hours
3. Program(s) in which the course is offered **(If general elective available in many programs indicate this rather than list programs)** B.A. in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 2
6. Pre-requisites for this course (if any) Writing (1)
7. Co-requisites for this course (if any) None
8. Location if not on main campus Not applicable

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. 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. The course also aims at developing students' ability to write a well-connected expository, narrative, descriptive, persuasive, informative multi-paragraph essay that has a sound thesis statement and sufficient supporting details of various types (e.g. facts, examples, quotations, etc.) in addition to, using correct grammar, spelling, punctuation, capitalization, indentation etc.
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) In order to make teaching effective and interesting, topics that might be of interest and informative at the same time are thrown at students for discussion in class. This is followed by brainstorming sessions for generating ideas. Sometimes pictures and articles are used so that learners are encouraged to elicit words and structures to describe and write about them.

ESL/EFL websites are used for preparing handouts to practice the skills taught and students are encouraged to collect relevant information from the net. Group discussions and different group activities are held in class to promote collaborative work.

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

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.

Topics to be Covered		
List of Topics	**No of Weeks**	**Contact hours**
Chapter One: A journey	Week 1+2	4 hours
Chapter Two: A life story	Week 3+4	4 hours
Chapter Three: Telling a story	Week 5+6	4 hours
Midterm Exam **Chapter Four:** Giving instructions	Week 7+8	4 hours
Chapter Five: Giving directions	Week 9+11	6 hours
Chapter Six: Future plans	Week 12+14	6 hours
Revision	15	2 hours
Final Examination	Week 16	2 hours

2 Course components (total contact hours per semester):				
Lecture: 28 hours	Tutorial	Laboratory	Practical/Field work/Internship	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
Students are expected to spend at least 1 hr. every day and 5-6 hrs per week to complete their assignments. This requires them to spend time brainstorming for ideas on different topics, outlining and arranging ideas logically, in addition to collecting quotations and paraphrasing them so as to produce well-connected well-unified cohesive paragraphs.

> They are also encouraged in the process to do extra reading so as to get relevant vocabulary and ideas which they can make use of while writing essays.

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

A brief summary of the knowledge or skill the course is intended to develop;

A description of the teaching strategies to be used in the course to develop that knowledge or skill;

The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

-Observing the major stages in the writing process viz. brainstorming, outlining, drafting, revising and editing

- Recognizing 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.

- Students are expected to observe the basic structure of the essay and therefore write well-developed paragraphs, good topic sentences and a sound thesis statement on a given topic. In addition, students are expected to be able to provide sufficient supporting ideas to develop supporting paragraphs, write at least four different types of introduction and a relevant conclusion for an essay, use direct quotations and paraphrase them. The course also aims at developing learners' knowledge of the basic linguistic structures for cause-and-effect, persuasive, informative, comparison/contrast essays.

(ii) Teaching strategies to be used to develop that knowledge

Lectures to explain the main themes and techniques to be used for enhancing writing.

Writing assignments that put various concepts and writing techniques into actual practice.

Class work including free writing and peer editing, which enhances the students awareness of their own weaknesses and help them promote the ability to self-edit their work and stimulate their individual thinking. Invariably, a topic is thrown at them and they are asked to do a brainstorming session and with the help of clusters develop ideas and write them on board.

Students are sometimes put in groups and the group leaders are asked to come up and make clusters on the board. Once the ideas are generated, logical arrangement is done and then they are helped in using the expressions to produce grammatically correct sentences. Handouts on structures, correct expressions and grammar are given in the process.

Students are moreover asked to do research work and bring the information to class where group work helps them to differentiate between what is relevant and what is irrelevant.

(iii) Methods of assessment of knowledge acquired

After a lesson is taught students are given a variety of topics to choose from to write essays. They are also given tasks where they have to write thesis statements/topic

sentences/collect quotations on the topics discussed and make use of them to support their ideas, paraphrasing quotations. In addition to these, class tests where the intention is to test whether students have comprehended the skills taught are administered. Apart from these tests, they are also supposed to do assignments for which 10 marks are allotted, one midterm exam of 20 marks, a research paper of 20 marks, and a final exam of 50 marks.

b. Cognitive Skills

(i) Description of cognitive skills to be developed
- Capacity for self-directed learning, and ability to judge own work are expected cognitive abilities as a result of peer review work.
- Ability to think creatively and critically to generate ideas for academic writing. There are four behaviours associated with it. They are fluency, flexibility, originality and elaboration. Fluency is the ability to formulate sentences to express their ideas. Flexibility requires generating a wide range of ideas and arguments and the ability to support one's own arguments. Originality refers to unique unusual responses. And elaboration requires adding ideas, providing details, and extended thinking.

(ii) Teaching strategies to be used to develop these cognitive skills
- Students are encouraged to search information on different topics and be able to discuss and express themselves freely.
- They are encouraged to make use of the internet to help them formulate their ideas, and help them with the vocabulary they need to express themselves.
- In order that they think creatively and critically a lot of activities take place in the classroom like analysing pros and cons, making inferences, speculating, building on their knowledge base, distinguishing between general and specific information and making comparisons.
-Students are given class assignments including peer review which help promote individual thinking and self- assessment.

(iii) Methods of assessment of students cognitive skills
-The students are asked to do a number of tasks as part of the in-term tests and the final exams. These include home assignments and a research paper which test whether they have acquired the necessary skills (30% of the total).

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
- Ability to search the net for the required information on one's own
- Ability to select the right link for the required information
- Ability to carry out and appreciate collaborative work with classmates and teacher

(ii) Teaching strategies to be used to develop these skills and abilities
When students cannot find information on the net, they are encouraged to collaborate with their classmates to seek the required information.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
- Class discussions and numerous writing assignments

d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. - Using the Internet and the different search engines
(ii) Teaching strategies to be used to develop these skills - Constant referral to the Internet for looking up related topics, supporting ideas, vocabulary, quotations and extra information. - Students are asked to hand in the assignments where they have to write essays on a wide variety of topics.
(iii) Methods of assessment of students numerical and communication skills 10 points are allocated for the assignments
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Assignments	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%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week) - 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.

E Learning Resources

1. Required Text(s)
Keep Writing 2. By Richard Harrison Longman. 1989.
Essential References Writing English: A Composition Text in English as a Foreign Language, by Janet Ross & Gladys Doty.
3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Guided Writing & Free Writing: A Text in Composition for English as a Second Language, by Lois Robinson
4. Electronic Materials, Web Sites etc www.eslbears.homestead.com/writing.html Owl.english.purdue.edu/sitemap.html www.writing-world.com www.sun.com/980713/webwriting www.lclark.edu/-krauss/toppicks.html
5- Other learning material such as computer-based programs/CD, professional standards/regulations None

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) - Spare lecture rooms should be made available to take extra classes when more practice is needed during our office hours/free time.
2. Computing resources 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.
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) - A well-equipped library is a must on campus to encourage students to read and to do research work and to utilise their time constructively.

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching A questionnaire can be developed and given to the students to present their opinions and the details should be kept confidential.

Students' ratings can be calculated and used for assessing the performance of an individual teacher.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department   - Individual teachers can be asked to fill a self-appraisal form. Lecturers often do not like being observed while teaching and find the process threatening and time consuming and often see it as a paper exercise. However, if handled sensitively, the time invested in the process of observing teaching can help improve students' experience, build academic links and foster innovation. One way of learning from each other is Peer Observation. It is intended to be supportive rather than evaluative. - Teachers meet with the translation instructors to discuss students' shortcomings and suggest ways to help them overcome the problems faced in the upcoming groups.
3. Processes for Improvement of Teaching - Workshops should be arranged once in two weeks. - Even training programmes can be arranged or even teachers can be sent in groups to attend seminars to gather information on various teaching aspects. - Meetings are held to discuss what is being taught in the preceding and following skill level. - Constant discussions and meetings are held with other colleagues and teachers sharing the course.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Unified in-term and final exams, with an agreed upon answer key and mark distribution
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Periodical meetings with the course coordinator are to be held in order to evaluate the effectiveness of the course in relation to the needs of students.

Kingdom of Saudi Arabia
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Accreditation & Assessment

COURSE SPECIFICATION

VOCABULARY BUILDING (2)

Course Specification

Institution	AL-BAHA UNIVERSITY
College	**Faculty of Science & Arts**
Department	DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: -Vocabulary Building **(2)**
2. Credit hours 2 hours
3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   B.A. in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 2
6. Pre-requisites for this course (if any)   Vocabulary Building **(1)**
7. Co-requisites for this course (if any)
8. Location if not on main campus   **Not Applicable**

B Objectives

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 words via related semantic fields or domains   (body parts, education, travel, food, law, describing people's appearance, family & clothes).   Recognize and use related word groups (sounds, 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 vocabulary (formal, informal, (abbreviations& abbreviated words), and (notices & warnings).   Use and recognize at least 450 newly introduced words.   Pronounce words correctly.   2- To review basic 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) <u>Presenting New Language</u>. Oxford University Press: Oxford.

Wellman, Guy (1992) <u>The Heinemann English Wordbuilder</u>. Heinemann International. Oxford.

www.englishclub.com.

http://www.uab.ro/reviste_recunoscute/philologica/philologica_2005_tom3/16.doc

http//esl.about.com.

C. 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 complicated   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.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Daily life	1-2	6
Work	3-4	4
Leisure and entertainment	5-6	4
Communication and technology	7-8	4
Social concern	9-10	4
Tourism	10-11	4
National concepts	12-13	4
Varieties of English	14	2
Revision	15	2
Final Exam	16	2

2 Course components (total contact hours per semester):				
Lecture: 28 hours	Tutorial:	Laboratory None	Practical/Field work/Internship	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)

 -The hours expected for the students' assignments (making individual vocabulary records) are about 30 hours in the semester.

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

Knowledge of words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes)

Knowledge of related word groups (sounds, colours, shapes)

Knowledge of word formation (prefixes, suffixes, affixes, changing parts of speech, compound nouns, compound adjectives)

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

Knowledge of specialized vocabulary (formal, informal, (abbreviations & abbreviated words), and (notices & warnings)

Knowledge of at least 450 newly introduced words

 Recognize how to use the dictionary

Eliciting the meanings of new vocabulary from context

(ii) Teaching strategies to be used to develop that knowledge

Encouraging reading to develop vocabulary in context

Brainstorming

Lectures

Collaborative learning, Pair/group work

Written assignments

(iii) Methods of assessment of knowledge acquired

Weekly revision of previous vocabulary

Quizzes throughout the term

Collecting the individual vocabulary records (written assignments)

Midterm Exam

Final Exam

b. Cognitive Skills

(i) Description of cognitive skills to be developed

At the end of this course, the students should have the ability to:

Understand and use words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes).

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

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

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

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

Recognize and use at least 450 newly introduced words.

Think critically and analytically.

Elicit the meaning from the context**.**

(ii) Teaching strategies to be used to develop these cognitive skills

Explanations and examples given in lectures

Independent study assignments

Class discussions/encouraging students to think independently and engage in group discussions

Brainstorming

(iii) Methods of assessment of students Weekly revision of previous vocabulary

1- Quizzes throughout the term

2- Collecting the individual vocabulary records (written assignments)

3- Midterm Exam

4- Final Exam

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

1- Using the internet as a means of developing self study skills and finding vocabulary related to the topics of study

2- Expanding students' dictionary use skills by encouraging them to use library resources to find meaning of words from dictionaries

3- Completing written assignments in due time

4-Participating in class discussion and thinking critically

5- Having the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team

(ii) Teaching strategies to be used to develop these skills and abilities

Individual assignments requiring investigation using internet and library resources as a means of developing self study skills

Brainstorming

Lectures in which students are made aware of the significance of time management

Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers, such as dividing the students into groups and each group prepares a PowerPoint presentation for the vocabulary that has been covered.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

Reviewing the individual vocabulary records (written assignments) written by the students from different resources as the internet or dictionaries

Assessing each group's Power Point presentation

Performance on midterm and final exams are evidence of the student's ability to recollect and synthesize information.

d. Communication, Information Technology and Numerical Skills

	Description of the skills to be developed in this domain.

Using the internet to find meaning of new vocabulary

Using the laptop when presenting the PowerPoint presentations

Using the internet to search for vocabulary related to the field of study, such as:

Words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes)

Word groups (sounds, colours, shapes).

Word formation (prefixes, suffixes, affixes, changing parts of speech, compound nouns, compound adjectives).

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

Specialized vocabulary (formal, informal, (abbreviations & abbreviated words), and (notices & warnings)

(ii) Teaching strategies to be used to develop these skills

- Students' assignments which require good standards of use of the computer and internet
- Encouraging students to make extensive use of material on the web

Methods of assessment of students numerical and communication skills

Reviewing the individual vocabulary records (assignments) written by the students from different resources as the internet or dictionaries

Allotting marks for the use of web-based material in students' presentations.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
 Not Applicable

(ii) Teaching strategies to be used to develop these skills
 Not Applicable

(iii) Methods of assessment of students psychomotor skills
 Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1-	Quizzes throughout the term	4-8	10%
2-	Midterm Exam	5	20%
	Written assignments	10	10 %
3-	Final Exam	16	60%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

-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. |

E Learning Resources

Required Text(s) Redman, Stuart (2003) <u>English Vocabulary in use: pre-intermediate & intermediate.</u> 2nd edition. Cambridge University Press. Cambridge.
2. Essential References - Wellman, Guy (1992) <u>The Heinemann English Wordbuilder</u>. Heinemann International. Oxford. -Longman Dictionary of English.
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.
4-.Electronic Materials, Web Sites etc http//<u>www.englishclub.com</u>**.** <u>http://www.uab.ro/reviste_recunoscute/philologica/philologica_2005_tom3/16.doc</u> http//esl.about.com. http//www.eflnet.com/vocab http//www.tolearnenglish.com
5- Other learning material such as computer-based programs/CD, professional standards/regulations **None**.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) **-** A lecture room including about 100 seats
2. Computing resources **-**There is a need for a computer lab for the English department with access to the internet.
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)   An overhead projector

G Course Evaluation and Improvement Processes

Strategies for Obtaining Student Feedback on Effectiveness of Teaching Classroom discussions Quizzes throughout the term Midterm Exam Final Exam
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Continual revision of the previously taught vocabulary before every new session Class observations
3 Processes for Improvement of Teaching 1. Continual reading of articles about teaching vocabulary from different journals and conferences on the internet 2. Always taking feedback from the students about their understanding of every lesson 3. Discussion of challenges in the classroom with colleagues 4. Keeping up to date with pedagogical theory and practice 5. Using various teaching strategies
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Check marking of a sample of examination papers or assignment tasks.
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Classroom discussions
2. Quizzes throughout the term
3. Reviewing the individual vocabulary records (assignments) written by the students
4. Biannual meetings of faculty members to discuss methods of improvement

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COURSE SPECIFICATION

Advanced Listening & Speaking

Course Specification

Institution	AL-BAHA UNIVERSITY
College	FACULTY OF SCIENCE & ARTS
Department	ENGLISH LANGUAGE

A Course Identification and General Information

1. Course title and code: Advance Listening & Speaking
2. Credit hours: 3 hours
3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English Language and Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 3
6. Pre-requisites for this course (if any) :   **Listening & Speaking (2)**
7. Co-requisites for this course (if any)
8. Location if not on main campus:

B Objectives:

1. have discovered in thoughtful, effective, and ethical ways to multiple audiences.

1. Summary of the main learning outcomes for students enrolled in the course.
    1. To encourage students to think reflexively about the diverse world in which they live as they engage in collaborative work with local, transnational, and international communities.
    2. To provide opportunities for students to meaningfully apply what they are learning in the classroom, both theoretically and methodologically, to the world beyond – and to bring their experiences in the world back into the classroom.
    3. To challenge students to ask significant and relevant questions of the people and communities with which they are working.
    4. To actively listen to what others say about their lives and realities; to reflect on their own lives, worlds, and perspectives.
    5. To design research that addresses the needs and interests of their partner communities.
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)
- Listening to topics that are more related to students' study field.
-Listening to familiar and shorter passages.
-Providing students materials to which they listen and practice as a homework.
-Classes include the ideal number of students.

C. Course Description

The component of this course aims at training students in critical listening to make predictions about what a speaker will say next, listening for tone of voice that reveals intentions, listening for expressions that offer clarification, distinguishing main ideas and details in a lecture, listening for straw man arguments, listening for expressions used for generalizations

Speaking : Students are trained to share personal perspectives on academic lecture styles, brainstorm and share predictions about lecture content and real-world situation, use appropriate expressions to request and offer clarifications in formal and informal situations, compare outlining strategies with classmates, discuss how to reach consensus on a controversial topic, compare and contrast cross-cultural differences in sibling rank and relationships, refuting others' assumptions, making and paraphrasing generalizations.

1 Topics to be Covered		
List of Topics	Nos. of Weeks	Contact hours
Introduction to the course	1st week	3 hours
Chapter one: New Challenges	2nd week	3 hours
Chapter one: New Challenges	3rd week	3 hours

Chapter Two: Cooperation and Competition	4th week	3 hours
Chapter Two: Cooperation and Competition	5th week	3 hours
Chapter Three: Relationships	6th week	3 hours
Chapter Four: Health and Leisure	7th week	3 hours
Chapter Five: High Tech, Low Tech	8th week	3 hours
Mid-term Exam	9th week	3 hours
Chapter Six: Money Matters	10th week	3 hours
Chapter Seven: Remarkable individuals	11th week	3 hours
Chapter Eight: Creativity	12th week	3 hours
Chapter Nine: Human Behavior	13th week	3 hours
Chapter Ten: Crime and Punishment	14th week	3 hours
Revision	15th week	3 hours
Final Exam	16th week	3 hours

2 Course components (total contact hours per semester):				
Lecture: 42	Tutorial: 3 End of term exam.	Practical/Fieldwork/Internship:	Other:	Tests (6 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)
Students need to work for the specified number of hours per week for the course.

4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill; The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired   The course provides integrated skills (productive and receptive) necessary for basic communication in both oral and written forms of the language. Emphasis on systematic learning of grammar and vocabulary is balanced with development of linguistic sub-skills. The course ensures the coverage of common and useful language related topics of general interest with which the students are expected to be familiar with. It encourages students to develop sub-skills such as listening for gist or for specific information and use new vocabulary in a meaningful context. On completion of the course students should have reasonable ability in listening and speaking.
(ii) Teaching strategies to be used to develop that knowledge 1. Lectures 2. Class discussion 3. Collaborative learning/Team work
(iii) Methods of assessment of knowledge acquired 1. Class participation. 2. Homework and quizzes. 3. Midterm Exam.. 4. Final exam.
b. Cognitive Skills (i) Description of cognitive skills to be developed -Requesting, giving, accepting and rejecting advice -Requesting and giving directions -Showing interest -Identifying the stressed words -Apologizing and reconciling -Making requests, answering requests -Asking for repetition and interrupting a conversation -Contributing to opening and closing conversation -Making invitations and declining invitations
(ii) Teaching strategies to be used to develop these cognitive skills The students listen to the tape in the audio labs and answer the given questions either orally or written.
(iii) Methods of assessment of students cognitive skills 1. Class participation and attendance 2. Presentations 3. Assignments 4. Midterm and final exams

5. Group discussions
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete assignments in due time 2. Students can participate in class discussion and think critically 3. Students can act responsibly and ethically in carrying out individual as well as group projects 4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team.
(ii) Teaching strategies to be used to develop these skills and abilities Role play strategy Referring to real life situations Using the language outside the classroom Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1-Active class participation reflects the students' ability to keep up with the reading schedule. 2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines 3. Performance on midterm and final exams are evidence of the student's ability to recollect and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
d.   Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. . -Use of PowerPoint and laptop – projector systems
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Demand the use of PowerPoint when giving presentations

| (i) Description of the skills to be developed in this domain. |
| .- Use of PowerPoint and laptop – projector systems |

| e. Psychomotor Skills (if applicable) |

| (i) Description of the psychomotor skills to be developed and the level of performance required |
| Not Applicable |

| (ii) Teaching strategies to be used to develop these skills |
| Not Applicable |

| (iii) Methods of assessment of students psychomotor skills |
| Not Applicable |

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Midterm exam	Week 9	20%
2	Assignments, Participation and quizzes	All along	20%
3	Final exam (Oral 20 + Written Exam 40)	Week 16	60%
Note: All the listening exams will be written and all the speaking exams will be oral.			

D. Student Support

| 1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week) |
| Students can meet the instructor during his office hours. |

E Learning Resources

| 1. Required Text(s) |
| Mosaic 1: LISTENING/SPEAKING by Jami Hanreddy and Elizabeth Whalley. SILVER EDITION |

| 2. Essential References |
| - NEW HEADWAY SERIES BY LIZ AND JOHN SOARS |

| 3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) |
| Advanced Listening and Speaking by Kathy Gide: OUP, Oxford, 2nd Edition May 1, 2006. LEAP Advanced Listening and Speaking Student Book by Ken Beatty: Edition, 10, Jun. 2013 . |

| 4-.Electronic Materials, Web Sites etc |
| http://englishpage.com/listening/ |
| http://www.elllo.org/ |

https://www.englishlistening.com/index.php/esl-students/ http://www.bbc.co.uk/worldservice/learningenglish http://www.englishclub.com/listening/index.htm http://www.esl-lab.com/ http://www.talkenglish.com/Listening/listen.aspx http://www.eslfast.com/ http://www.talkenglish.com/listening/listenadvanced.aspx
5- Other learning material such as computer-based programs/CD, professional standards/regulations N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Language lab should have the capacity to accommodate 25 students
2. Computing resources   Not Applicable
3. Other resources (specify –e.g.. If specific laboratory equipment is required, list requirements or attach list) Language lab with the network of computers. Data show to facilitate going over student papers in class

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department The University evaluation of the course. Designing an evaluation form to be filled by students at the end of term
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences

6. Keep up to date with pedagogical theory and practice 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Students who believe they are under graded can have their papers checked by a second reader.
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Compare syllabi and course description with other universities (including those on the net) 2. Biannual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

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COURSE SPECIFICATION

Advanced Reading

Course Specification

Institution	AL-BAHA UNIVERSITY
Faculty of Sciences & Arts	
DEPARTMENT OF ENGLISH	

A Course Identification and General Information

1. Course title and code: Advanced Reading
2. Credit hours 2 hours
B.A. in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 3
6. Pre-requisites for this course (if any) Reading (2)
7. Co-requisites for this course (if any)
8. Location: **Faculty of Sciences & Arts**-

B Objectives

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:

Identify the writer's audience and purpose.

Build up the reading rate to handle heavy academic reading load.

Pay attention to how an author uses figurative language.

Use different reading strategies and skills while reading.

Express main ideas in readings.

Utilize visual features in readings.

Create graphic organizers.

Identify cause and effect in readings.

Draw inferences from reading.

Distinguish main ideas from supporting ideas.

Separate opinions from facts.

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)

Developing students' study skills by encouraging them to:

 read textbook design and chapter format.

 use the dictionary to look up new vocabulary after guessing the meaning first from the context.

 prepare vocabulary cards.

 practice and review each chapter regularly.

 build a daily, weekly and monthly study schedule.

take notes.

- encourage the students to find other articles related to the topics in each chapter from the internet (as written assignments).

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

This course aims at improving students' reading skills, teaching them new strategies, and helping them acquire some techniques and methods. These methods, strategies and techniques will enable students to tackle any reading material. Reading skills such as making inferences from facts presented in the reading selections, and separating opinions from facts are emphasized.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
-Introduction to the course -Explaining the different parts of the reading material and the requirements of the course	1st week	2
Chapter one: Language and Learning	2nd week	2
Chapter Two: Danger and Daring	3rd week	2
Chapter Three: Gender and Relationships	4th week	2
Chapter Four: Aesthetics and Beauty	5th week	2
Chapter Five: Transitions	5th week	2
Mid-term Exam	7th week	2
Chapter Six: The Mind	8th week	2
Chapter Seven: Working	9th week	2
Chapter Eight: Breakthroughs	10th + 11th week	4
Chapter Nine: Art and Entertainment	12th +13th week	4
Chapter Ten: Conflict and Resolution	14th + 15th week	4
Final Exam	16th week	2

2 Course components (total contact hours per semester):				
Lecture: 28 hours	Tutorial:	Laboratory	Practical/Field work/Internship	Other: Tests (4 hours)

The hours expected for the students' assignments (writing a record which includes definitions for the new vocabulary of every reading passage) and (finding other articles related to the topics in each chapter from the internet) are about 30 hours for the semester.

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
Knowledge of the definition of new vocabulary included in every reading passage
Knowledge of different reading strategies and skills which students could apply in order to fully comprehend the text
Knowledge of how to identify the writer's audience and purpose
Recognizing how to build up the reading rate to handle heavy academic reading load
Recognizing how an author uses figurative language
Recognizing how to use graphic organizers
Knowledge of how to identify cause and effect in readings
Knowledge of how to draw inferences from reading
Knowledge of how to distinguish main ideas from supporting ideas
Knowledge of how to separate opinions from facts

(ii) Teaching strategies to be used to develop that knowledge
Previewing comprehension questions to create a purpose for reading
Asking questions to focus the reading process
Reading to develop vocabulary in context
Brainstorming
Clarifying any matters that are not understood
 Individual assignments require use of library reference material and web sites to identify definition of new vocabulary
Skimming the passage before reading
Scanning a text for specific information
Teaching to identify causes and effects in reading to better understand relationships between main ideas
Teaching the differences between opinions and facts

(iii) Methods of assessment of knowledge acquired
Collecting the individual vocabulary definition records
Checking the answers of comprehension questions
Weekly revision of previous vocabulary
Written assignments
Midterm Exam
Final Exam

b. Cognitive Skills

(i) Description of cognitive skills to be developed

At the end of this course, the students should have the ability to:

Use different reading strategies and skills while reading such as:

Preview comprehension questions to create a purpose.

Skim the passage to get the general idea

Scan a text for specific information

Use contextual, and syntactic clues to improve vocabulary comprehension

Use the dictionary to look up definitions of new vocabulary

Identify the writer's audience and purpose.

Build up the reading rate to handle heavy academic reading load.

Recognize how an author uses figurative language.

Use graphic organizers.

Identify cause and effect in readings.

Draw inferences from reading.

Distinguish main ideas from supporting ideas.

Separate opinions from facts.

(ii) Teaching strategies to be used to develop these cognitive skills

1. Explanations and examples given in lectures and practiced about how to identify writer's audience and how to identify cause and effect in readings

2. Explanations and examples given in lectures and practiced about how to use different reading strategies and skills to fully comprehend the reading texts.

3. Independent study assignments

4. Explanations and examples given in lectures and practiced about how to use graphic organizers, how to draw inferences, how to distinguish main ideas from supporting ideas & how to separate opinions from facts

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(iii) Methods of assessment of students cognitive skills

1. Weekly revision of previous vocabulary

2. Collecting the individual vocabulary definition records

3. Checking the answers of comprehension questions

4. Written assignments

5. Midterm Exam

6. Final Exam

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c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

1- Using the internet as a means of developing self-study skills and finding definition of vocabulary included in the reading texts.

2. Encouraging the students to use the internet to find other articles related to the topics in each chapter from the internet (as written assignments).

3. Encouraging the students to use graphic organizers

4. Expanding students' dictionary use skills by encouraging them to use library resources to find meaning of words from dictionaries.

5. Writing a vocabulary record

6. Answering comprehension questions for each reading text

7. Participating in class discussion and thinking critically

8. Completing written assignments in due time

9. Setting realistic academic goals

(ii) Teaching strategies to be used to develop these skills and abilities

1. Individual assignments requiring investigation using internet and library resources as a means of developing self-study skills and finding articles related to the topics of each chapter.

2. Brainstorming

3. Discussions concerning the answers for the reading comprehension questions

4. Lectures in which students are made aware of the significance of time management

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

Reviewing the individual vocabulary records (assignments) written by the students from different resources as the internet or dictionaries

Discussions concerning the answers for the reading comprehension questions

Performance on midterm and final exams are evidence of the student's ability to recollect and synthesize information.

Assessing the articles presented by the students from the internet.

d. Communication, Information Technology and Numerical Skills

Description of the skills to be developed in this domain.

Using the internet to look up meaning of new vocabulary

Using the internet to find other articles related to the topics in each chapter from the internet (as written assignments).

Using of basic statistical information to find answers for the reading comprehension questions.

(ii) Teaching strategies to be used to develop these skills

- Students' assignments which require good standards of use of the computer and internet.

(iii) Methods of assessment of students numerical and communication skills

Reviewing the individual vocabulary records (written assignments) written by the students from different resources as the internet or dictionaries

Discussions concerning the answers for the reading comprehension questions

Reviewing and assessing the articles presented by the students from the internet.

	5. Schedule of Assessment Tasks for Students During the Semester		
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Midterm Exam	9th	20%
2	Participations, assignments and quizzes	All Along	20%
3	Final Exam	16th week	60%
4	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

2 hours

E Learning Resources

Required Text(s)

-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

Essential References
-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

3-Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

None

4-.Electronic Materials, Web Sites etc
http//www.englishclub.com.
http//esl.about.com.
http//www.eflnet.com
 http//www.tolearnenglish.com

5- Other learning material such as computer-based programs/CD, professional standards/regulations
None

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

A lecture room including about 100 seats

2. Computing resources

-There is a need for a computer lab for the English department with access to the internet.

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

-There is a need of an Overhead Projector**.**

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
Classroom discussions
Reviewing the individual vocabulary records (written assignments) written by the students from different resources as the internet or dictionaries
Discussions concerning the answers for the reading comprehension questions
Reviewing and assessing the articles presented by the students from the internet
Midterm Exam
Final Exam

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

1. Continual revision of the previously taught vocabulary before every new session
2. Classroom discussion about the topic of the previous reading text before every new session

3 Processes for Improvement of Teaching

1. Continual reading of articles about teaching and developing reading strategies and skills from different journals and conferences on the internet
2. Always taking feedback from the students about their understanding of every reading text
3. Discussion of challenges in the classroom with colleagues
4. Keeping up to date with pedagogical theory and practice
5. Using various teaching strategies

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
Check marking of a sample of examination papers or assignment tasks.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
1. Continual revision of the previously taught vocabulary before every new session
2. Classroom discussion about the topic of the previous reading texts before every new session to check the students' full comprehension of the texts
3. Reviewing the individual vocabulary records (assignments) written by the students
4. An oral questionnaire with the students to check their benefit of the course in developing their reading strategies and skills
5. Biannual meetings of faculty members to discuss methods of improvement

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Advanced Vocabulary Building

Institution	AL-BAHA UNIVERSITY
College	**College of Sciences & Arts**
Department	DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: **-**Advanced Vocabulary Building
2. Credit hours 2 hours
3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   B.A. in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 3
6. Pre-requisites for this course (if any)   Vocabulary Building **(2)**
7. Co-requisites for this course (if any)
8. Location if not on main campus   **Not Applicable**

B Objectives

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.uab.ro/reviste_recunoscute/philologica/philologica_2005_tom3/16.doc
http//esl.about.com.

C. 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.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Word formation	1-3	6
Work and study	4-6	4
People and relationships	7-9	4
Leisure and lifestyle	9-11	6
Travel	12-13	4
The environment	14-15	4
Final Exam	16	2

2 Course components (total contact hours per semester):

Lecture: 28 hours	Tutorial:	Laboratory None	Practical/Field work/Internship	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
 -The hours expected for the students' assignments (making individual vocabulary records) are about 30 hours in the semester.

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
Knowledge of words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes)
Knowledge of related word groups (sounds, colours, shapes)
Knowledge of word formation (prefixes, suffixes, affixes, changing parts of speech, compound nouns, compound adjectives)
Knowledge of phrase building (collocations, idioms, (apologies, excuses & thanks), (requests, invitations & suggestions), (opinions, agreeing & disagreeing), (greetings & farewells) and phrasal verbs
Knowledge of specialized vocabulary (formal, informal, (abbreviations & abbreviated words), and (notices & warnings)
Knowledge of at least 450 newly introduced words
 Recognize how to use the dictionary
Eliciting the meanings of new vocabulary from context

(ii) Teaching strategies to be used to develop that knowledge
Encouraging reading to develop vocabulary in context
Brainstorming
Lectures
Collaborative learning, Pair/group work
Written assignments

(iii) Methods of assessment of knowledge acquired
Weekly revision of previous vocabulary
Quizzes throughout the term
Collecting the individual vocabulary records (written assignments)
Midterm Exam
Final Exam

b. Cognitive Skills
(i) Description of cognitive skills to be developed
At the end of this course, the students should have the ability to:
Understand and use words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes).
Recognise and use related word groups (sounds, colours, shapes).
Understand and practise word formation (prefixes, suffixes, affixes, changing parts of speech, compound nouns, compound adjectives).
Understand and practice phrase building (collocations, idioms, (apologies, excuses & thanks), (requests, invitations & suggestions), (opinions, agreeing & disagreeing), (greetings & farewells) and phrasal verbs.
Recognize specialized vocabulary (formal, informal, (abbreviations & abbreviated words), and (notices & warnings).
Recognize and use at least 450 newly introduced words.
Think critically and analytically.
Elicit the meaning from the context**.**

(ii) Teaching strategies to be used to develop these cognitive skills
Explanations and examples given in lectures
Independent study assignments
Class discussions/encouraging students to think independently and engage in group discussions
Brainstorming

(iii) Methods of assessment of students Weekly revision of previous vocabulary
1- Quizzes throughout the term
2- Collecting the individual vocabulary records (written assignments)
3- Midterm Exam
4- Final Exam

c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1- Using the internet as a means of developing self study skills and finding vocabulary related to the topics of study
2- Expanding students' dictionary use skills by encouraging them to use library resources to find meaning of words from dictionaries
3- Completing written assignments in due time
4-Participating in class discussion and thinking critically
5- Having the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team

(ii) Teaching strategies to be used to develop these skills and abilities

Individual assignments requiring investigation using internet and library resources as a means of developing self study skills Brainstorming Lectures in which students are made aware of the significance of time management Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers, such as dividing the students into groups and each group prepares a PowerPoint presentation for the vocabulary that has been covered.
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility Reviewing the individual vocabulary records (written assignments) written by the students from different resources as the internet or dictionaries Assessing each group's Power Point presentation Performance on midterm and final exams are evidence of the student's ability to recollect and synthesize information.
d. Communication, Information Technology and Numerical Skills
Description of the skills to be developed in this domain. Using the internet to find meaning of new vocabulary Using the laptop when presenting the PowerPoint presentations Using the internet to search for vocabulary related to the field of study, such as: Words via related semantic fields or domains (body parts, education, travel, food, law, describing people's appearance, family & clothes) Word groups (sounds, colours, shapes). Word formation (prefixes, suffixes, affixes, changing parts of speech, compound nouns, compound adjectives). Phrase building (collocations, idioms, (apologies, excuses & thanks), (requests, invitations & suggestions), (opinions, agreeing & disagreeing), (greetings & farewells) and phrasal verbs Specialized vocabulary (formal, informal, (abbreviations & abbreviated words), and (notices & warnings)
(ii) Teaching strategies to be used to develop these skills - Students' assignments which require good standards of use of the computer and internet - Encouraging students to make extensive use of material on the web
Methods of assessment of students numerical and communication skills Reviewing the individual vocabulary records (assignments) written by the students from different resources as the internet or dictionaries Allotting marks for the use of web-based material in students' presentations.
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1-	Quizzes throughout the term	4-8	10%
2-	Midterm Exam	5	20%
	Written assignments	10	10 %
3-	Final Exam	16	60%
	Total		100%

5. Schedule of Assessment Tasks for Students During the Semester

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

-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.

E Learning Resources

Required Text(s)

Redman, Stuart (2003) English Vocabulary in use: Advanced. 2nd edition. Cambridge University Press. Cambridge.

2. Essential References
- Wellman, Guy (1992) The Heinemann English Wordbuilder. Heinemann International. Oxford.
-Longman Dictionary of English.

Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
1. Hadfield, Jill & Hadfield, Charles (1999) Presenting New Language. Oxford University Press: Oxford.

2. Nadell, Judith; Johnson, Beth & Langan, Paul (1998) <u>Vocabulary Basics</u>. Townsend Press: New Jersey.
4-.Electronic Materials, Web Sites etc http//<u>www.englishclub.com</u>**.** http://www.uab.ro/reviste_recunoscute/philologica/philologica_2005_tom3/16.doc http//esl.about.com. http//www.eflnet.com/vocab http//www.tolearnenglish.com
5- Other learning material such as computer-based programs/CD, professional standards/regulations **None**.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) **-** A lecture room including about 100 seats
2. Computing resources **-**There is a need for a computer lab for the English department with access to the internet.
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)   An overhead projector

G Course Evaluation and Improvement Processes

Strategies for Obtaining Student Feedback on Effectiveness of Teaching Classroom discussions Quizzes throughout the term Midterm Exam Final Exam
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Continual revision of the previously taught vocabulary before every new session Class observations
3 Processes for Improvement of Teaching

1. Continual reading of articles about teaching vocabulary from different journals and conferences on the internet
2. Always taking feedback from the students about their understanding of every lesson
3. Discussion of challenges in the classroom with colleagues
4. Keeping up to date with pedagogical theory and practice
5. Using various teaching strategies

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4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Check marking of a sample of examination papers or assignment tasks.

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5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Classroom discussions
2. Quizzes throughout the term
3. Reviewing the individual vocabulary records (assignments) written by the students
4. Biannual meetings of faculty members to discuss methods of improvement

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Debate and Discussion

Course Specification

Institution	AL-BAHA UNIVERSITY
College **Faculty of Sciences & Arts**	
Department: DEPARTMENT OF ENGLISH LANGUAGE	

A Course Identification and General Information

1. Course title and code: Debate and Discussion
2. Credit hours: 2 hours
3. Program(s) in which the course is offered   **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English Language and Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 4
6. Pre-requisites for this course (if any) :   LISTENING & SPEAKING 2
7. Co-requisites for this course (if any)
8. Location if not on main campus

B Objectives

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 other's.
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.

C. 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 lessens will be introduced:

1 Topics to be introduced		
List of Topics	No of Weeks	Contact hours
Introduction to the course	Week 1	2
- Definitions: Debate, Opinion, Fact, Mediator, Debating Teams, Debatable Issues, Lame Issues	Week 2	2
- Have an opinion: Opinions of Value, Policy, & Fact , Agree or Disagree, Opinion Survey, Debate Terms Debate in the News, Opinions in the News	Week 3	2
- Explaining your opinion: Explaining your Opinion Strong Reasons - Compare & Contrast, Giving Reasons	Week 4	2
- Supporting Your Opinion: Supporting your Opinion Types of Support, Giving Supports	Week 5	2
- **Organizing Your Opinions**: Signposts; macro and micro-organization for the affirmative team, Practice	Week 6	2
- **Refuting explanations:** Refuting Opinions , Refuting an Opinion - Types of Refutations, Stating a Refutation	Week 7	2
- **Challenging Supports:** Testing Supports, Asking Questions, Refuting a Source	Week 8	2
Mid-term Exam	Week 9	2
- Organizing Your Refutation: macro and micro organization for the negative team & Practice	Week 10	2
- **Debating an opinion**: Debate Formats, Responding to Attacks, The Rebuttal	Week 11	2
- **Discover Debate**: Flow a Complete Debate Topics, Advanced Topics	Week 12	2
- Practice: students will be asked to collect data about suggested topics of their interests.	Week 13	2
- Practice: students will be asked to collect data about suggested topics of their interests.	Week 14	2
- Practice: students will be asked to collect data about suggested topics of their interests.	Week 15	2
Final Exam	Week 16	2

2 Course components (total contact hours per semester): 32				
Lecture: 28	Tutorial:	Practical/Fieldwork/Internship:	Other:	Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be a for the semester not a specific requirement in each week) Students need to work for the specified number of hours per week for the course.
4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill; The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired Getting the students to know the basic skills of debate and discussion. The students should know how to: state an opinion - agree to an opinion - disagree with an opinion - refute an opinion - give reasons - give support - refute a source - respond to attacks - criticize an opinion - differentiate between debatable and lame issues, and - interrupt a speaker politely
(ii) Teaching strategies to be used to develop that knowledge 1. Lectures 2. Class discussion 3. Collaborative learning/Team work
(iii) Methods of assessment of knowledge acquired 1. Class participation 2. Homework and quizzes 3. Midterm Exam 4. Final exam

b. Cognitive Skills
(i) Description of cognitive skills to be developed: - having an opinion - explaining an opinion - supporting an Opinion - organizing Opinions - refuting explanations - organizing Refutation - debating an opinion **-**
(ii) Teaching strategies to be used to develop these cognitive skills The students will be asked to collect data about suggested topics of their interests.
(iii) Methods of assessment of students cognitive skills 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
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete assignments in due time 2. Students can participate in class discussion and think critically 3. Students can act responsibly and ethically in carrying out individual as well as group projects 4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team.
(ii) Teaching strategies to be used to develop these skills and abilities Role play strategy Referring to real life situations Using the language outside the classroom Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1-Active class participation reflects the students' ability to keep up with the reading schedule. 2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines 3. Performance on midterm and final exams are evidence of the student's ability to recollect and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours

d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. . -Use of PowerPoint and laptop – projector systems
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Demand the use of PowerPoint when giving presentations
(i) Description of the skills to be developed in this domain. .- Use of PowerPoint and laptop – projector systems
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assess ment	Assessment task (e.g. data collection, expressing sound opinions, group debate session, teacher's evaluation, c.)	Week due	Proportion of Final Assessment
1	Quiz: collecting data about suggested current hot topics of argumentation	Week 9	20%
2	Midterm exam: Mini debates	All along	20%
3	Final exam (oral debate presentation)	Week 16	60%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
Students can meet the instructor during his office hours.

E Learning Resources

1. Required Text(s)
Lubetsky, M., LeBeau, C., & Harrington, D. (2000). Discover Debate: Basic Skills for Supporting and refuting Opinions. California: Language Solutions Incorporated.
2. Essential References
- Lubetsky, M., LeBeau, C., & Harrington, D. (2000). Discover Debate: Basic Skills for Supporting and refuting Opinions. California: Language Solutions Incorporated.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
 	
  - Freeley, J. Austin. Argumentation and Debate; Critical Thinking for Reasoned Decision Making. 13th Int Edition. Cengage Learning. 2014
  - Cavender, Nancy abd Kahane, Howard. Logic and Contemporary Rhetoric. 12th Edition. Cengage Learning. 2014

4-.Electronic Materials, Web Sites etc http://flynn.debating.net/old/genguide.htm http://flynn.debating.net/colmmain.htm http://eagle.northwestu.edu/academic/artsci/faculty/ggillespie/quick_tips_for_debating.htm
5- Other learning material such as computer-based programs/CD, professional standards/regulations N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Language lab should have the capacity to accommodate 25 students
2. Computing resources Not Applicable
3. Other resources (specify –e.g. If specific laboratory equipment is required, list requirements or attach list) Language lab with the network of computers Data show to facilitate going over student papers in class

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department The University evaluation of the course Designing an evaluation form to be filled by students at the end of term
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences 6. Keep up to date with pedagogical theory and practice 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Students who believe they are under graded can have their papers checked by a second reader.
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Compare syllabi and course description with other universities (including those on the net) 2. Biannual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

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COURSE SPECIFICATION

Essay Writing

Course Specification

Institution	Al Baha University
College/Department	**Faculty of Science & Arts**

A Course Identification and General Information

1. Course title and code: **Essay writing**
2. Credit hours: 2 hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. in English Language and Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 4
6. Pre-requisites for this course (if any) Advanced Writing
7. Co-requisites for this course (if any) None
8. Location if not on main campus Not Applicable

B. Objectives

1. Summary of the main learning outcomes for students enrolled in the course. This course teaches students practice in producing longer and substantial essay of several paragraphs. The course re-emphasizes the writing process procedures and paragraph. 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.
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) In order to make teaching effective and interesting, topics that might be of   interest and informative at the same time are thrown at students for discussion in class. This is followed by brainstorming sessions for generating ideas. Sometimes pictures, articles are used so that learners are encouraged to elicit words and structures to describe and write about them. ESL/EFL websites are used for preparing handouts to practice the skills taught and students are encouraged to collect relevant information from the net. Group discussions and different group activities are held in class to promote collaborative work.

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

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

<u>**Topics to be Covered**</u>

List of Topics	Weeks	Contact hours
1. Introduction- The Writing Process	Week 1	2 hours
2. Pre-writing	Week 2	2 hours
3. Pre-writing- Methods of brainstorming	Week 3	2 hours
4. the structure of a paragraph	Week 4	2 hours
5. The development of a paragraph	Week 5	2 hours
6. The structure of an essay	Week 6	2 hours
Midterm exam	Week 7	2 hours
7. More on essay structure	Week 8	2 hours
8. Outlining an essay	Week 9	2 hours
9. Introductions and conclusions	Week 10	2 hours
10. Unity and coherence	Week 11	2 hours
11. Descriptive and Process essays	Week 12	2 hours
12. Opinion Essays	Week 13	2 hours
13. Comparison / contrast Essays	Week 14	2 hours
14. Problem / Solution Essays	Week 15	2 hours
15. Final Examination	Week 16	2 hours

2. Course components (total contact hours per semester):				
Lecture: 28 hours	**Tutorial:**	**Laboratory**	**Practical/Field work/Internship**	**Other:** Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
 Students are expected to spend at least 1 hr. every day and 5-6 hrs per week to complete their assignments. This requires them to spend time brainstorming for ideas on different topics, outlining and arranging ideas logically, in addition to collecting quotations and paraphrasing them so as to produce well-connected well-unified cohesive paragraphs. They are also encouraged in the process to do extra reading so as to get relevant vocabulary and ideas which they can make use of while writing essays.

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop.
A description of the teaching strategies to be used in the course to develop that knowledge or skill.
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
- Observing the major stages in the writing process viz. brainstorming, outlining, drafting, revising and editing
- Recognizing 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.
- Observing the basic structure of the essay and therefore write well-developed paragraphs, good topic sentences and a sound thesis statement on a given topic
- In addition, students are expected to be able to provide sufficient supporting ideas to develop supporting paragraphs, write at least four different types of introduction and a relevant conclusion for an essay, use direct quotations and paraphrase them. The course also aims at developing learners' knowledge of the basic linguistic structures for cause-and-effect, persuasive, informative, comparison/contrast essays.

(ii) Teaching strategies to be used to develop that knowledge
Lectures to explain the main themes and techniques are to be used for enhancing writing. Writing assignments that put various concepts and writing techniques into actual practice. Class work including free writing and peer editing, which enhances the students awareness of their own weaknesses and help them promote the ability to self-edit their work and stimulate their individual thinking. Invariably, a topic is thrown at them and they are asked to do a brainstorming session and with the help of clusters develop ideas and write them on board. Students are sometimes put in groups and the group leaders are asked to come up and

make clusters on the board. Once the ideas are generated, logical arrangement is done and then they are helped in using the expressions to produce grammatically correct sentences. Handouts on structures, correct expressions and grammar are given in the process. Students are moreover asked to do research work and bring the information to class where group work helps them to differentiate between what is relevant and what is irrelevant.

(iii) Methods of assessment of knowledge acquired

After a lesson is taught students are given a variety of topics to choose from to write essays. They are also given tasks where they have to write thesis statements/topic sentences/collect quotations on the topics discussed and make use of them to support their ideas, paraphrasing quotations. In addition to these, class tests where the intention is to test whether students have comprehended the skills taught are administered. Apart from these tests, they are also supposed to do assignments for which 10 marks are allotted, one midterm exam of 20 marks, a research paper of 20 marks, and a final exam of 50 marks.

b. Cognitive Skills

(i) Description of cognitive skills to be developed
- Capacity for self-directed learning and ability to judge one's own work are expected cognitive abilities as a result of peer review work.
- Ability to think creatively and critically to generate ideas for academic writing
- There are four behaviours associated with it: fluency, flexibility, originality and elaboration.
- Fluency is the ability to formulate sentences to express their ideas.
- Flexibility requires generating a wide range of ideas and arguments and the ability to support one's own arguments.
- Originality refers to unique unusual responses.
-Elaboration requires adding ideas, providing details, and extended thinking.

(ii) Teaching strategies to be used to develop these cognitive skills
- Students are encouraged to search information on different topics and be able to discuss and express themselves freely.
- They are encouraged to make use of the internet to help them formulate their ideas, and help them with the vocabulary they need to express themselves.
- In order that they think creatively and critically a lot of activities take place in the classroom like analysing pros and cons, making inferences, speculating, building on their knowledge base, distinguishing between general and specific information and making comparisons.
-Students are given class assignments including peer review which help promote individual thinking and self-assessment.

(iii) Methods of assessment of students cognitive skills
The students are asked to do a number of tasks as part of the in-term tests and the final exams. These include home assignments and a research paper which test whether they have acquired the necessary skills (30% of the total).

c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed - Ability to search the net for the required information on one's own - Ability to select the right link for the required information - Ability to carry out and appreciate collaborative work with classmates and teacher
(ii) Teaching strategies to be used to develop these skills and abilities - When students cannot find information on the net, they are encouraged to collaborate with their classmates to seek the required information.
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility - Class discussions and numerous writing assignments
c. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. - Using the Internet and the different search engines
(ii) Teaching strategies to be used to develop these skills - Constant referral to the Internet for looking up related topics, supporting ideas, vocabulary, quotations and extra information. - Students are asked to hand in the assignments where they have to write essays on a wide variety of topics.
(iii) Methods of assessment of students numerical and communication skills 10 points are allocated for the assignments
d. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Assignments	1per 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%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 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.

E. Learning Resources

Required Text(s):
Zemach, D. & Rumisk, L. College writing from paragraph to essay. Macmillan, 2002.
Essential References
Folse, Keith S. et al. Great Essays: An Introduction to Writing Essays. NY: Houghton Mifflin Company, 1999. Writing English: A Composition Text in English as a Foreign Language, by: Janet Ross & Gladys Doty.
3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Guided Writing & Free Writing: A Text in Composition for English as a Second Language, by: Lois Robinson
Electronic Materials, Web Sites etc www.eslbears.homestead.com/writing.html Owl.english.purdue.edu/sitemap.html www.writing-world.com www.sun.com/980713/webwriting www.lclark.edu/-krauss/toppicks.html
Other learning material such as computer-based programs/CD, professional standards/regulations None

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)

- Spare lecture rooms should be made available to take extra classes when more practice is needed during our office hours/free time.
2. Computing resources 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.
3. Other resources (specify –e.g. If specific laboratory equipment is required, list requirements or attach list) - A well-equipped library is a must on campus to encourage students to read and to do research work and to utilise their time constructively.

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching A questionnaire can be developed and given to the students to present their opinions and the details should be kept confidential. Students' ratings can be calculated and used for assessing the performance of an individual teacher.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Individual teachers can be asked to fill a self-appraisal form. Lecturers often do not like being observed while teaching and find the process threatening and time consuming and often see it as a paper exercise. However, if handled sensitively, the time invested in the process of observing teaching can help improve students' experience, build academic links and foster innovation. One way of learning from each other is Peer Observation. It is intended to be supportive rather than evaluative. - Teachers meet with the translation instructors to discuss students' shortcomings and suggest ways to help them overcome the problems faced in the upcoming groups.
3. Processes for Improvement of Teaching - Workshops should be arranged once in two weeks. - Even training programmes can be arranged or even teachers can be sent in groups to attend seminars to gather information on various teaching aspects. - Meetings are held to discuss what is being taught in the preceding and following skill level. - Constant discussions and meetings are held with other colleagues and teachers sharing the course.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Unified in-term and final exams, with an agreed upon answer key and mark distribution.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Periodical meetings are held with the course coordinator where the effectiveness of the course in relation to the need of the translation students.

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COURSE SPECIFICATION

Translation (1)

Course Specification

Institution   Al Baha University
College/Department **Faculty of Science & Arts**

A Course Identification and General Information

1. Course title and code: **Translation (1)**
2. Credit hours: 2 hours
3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English Language and Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 5
6. Pre-requisites for this course (if any)   None
7. Co-requisites for this course (if any)   None
8. Location if not on main campus   Main Campus

B. Objectives

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

This course helps students to:
Understand the main concepts of translation.
Translate simple sentences and short paragraphs from English into Arabic.
Recognize the structural and semantic differences between the two languages.
Enhance students' understanding of the English language by comparison to their native language.
Prepare students for next translation course, Translation (2).

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)
Providing students with web-based exercises for extra training
Communicating with students through teacher website by posting course related information and receiving student feedback

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)
Translation courses are used both to enhance students' familiarity with English usage and sentence structure and to point out contrasts between Arabic and English in this respect. Translation (1) is both practical and introductory in nature.

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Orientation week	Week 1	2 hours
Introduction to translation	Week 2	2 hours
Main concepts of translation	Week 3	2 hours
Brief practice and examples of major differences between Arabic and English	Week 4	2 hours
Practice translating sentences (1).	Week 5	2 hours

Practice translating sentences (2).	Week 6	2 hours
Translating verb tenses	Week 7	2 hours
Midterm Exam	Week 8	2 hours
Workshop on translating short paragraphs	Week 9	2 hours
Workshop on translating short paragraphs	Week 10	2 hours
Translating short texts from different subjects	Week 11	2 hours
Translating short texts from different subjects	Week 12	2 hours
Translation workshop	Week 13	2 hours
Translation workshop	Week 14	2 hours
Practice and revision	Week 15	2 hours
Final Exam	Week 16	2 hours

2. Course components (total contact hours per semester):			
Lectures: 28 hours	Tutorial: none	Practical/Fieldwork/Internship: None	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week) 2 hours per week

4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill; The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge

(i) Description of the knowledge to be acquired The ability to understand and analyse English texts by comparing them to Arabic texts The ability to translate from English into Arabic The ability to transfer meaning from English into Arabic Correct use of a monolingual dictionary
(ii) Teaching strategies to be used to develop that knowledge Lectures Class discussion Exercises and practice in translation workshops Individual, pair and group-in-class work Providing extra helpful material
(iii) Methods of assessment of knowledge acquired Class participation and homework Quizzes Midterm exam Final written exam
b. Cognitive Skills
(i) Cognitive skills to be developed Ability to translate and transfer meaning from English into Arabic Thorough practicing on translation Analysing structures of English and Arabic sentences
(ii) Teaching strategies to be used to develop these cognitive skills Lectures/direct teaching of analysis Class discussions and collaborative and individual practice Direct instruction on helpful cognitive strategies such as analysing sentences, recognizing relationships and patterns, practicing, reasoning, summarizing, grouping, and associating Individual meetings with students/encouragement of students to ask for help or repetition
(iii) Methods of assessment of students cognitive skills Class participation In-class collaborative and pair work activities Midterm exam Assignments
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

Ability to be punctual in handing in assignments and papers
Ability to participate in class individually as well as in group work
Acquiring the necessary skills to communicate, listen, analyse and evaluate themselves and others.

(ii) Teaching strategies to be used to develop these skills and abilities.
 Incorporating teaching of basic meta-cognitive strategies of time management, self-monitoring and evaluation
Giving students course description and outline with dates of midterm exam to help them organize their study time and prepare for exams from week one.
Discussions with students on their background knowledge needed to proceed with this course and asking them to refresh their linguistic knowledge
Individual counselling on areas of concern to the student during office hours
In-class pair and group work where much of the most effective learning comes from students explaining, discussing and defending their ideas

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
Active class participation reflects the student's willingness to learn and positive attitude towards the course.
Quizzes will show if students are keeping up with the course lecture by lecture.
Assignments and papers reacquired to be handed on certain dates will reflect their ability to take on responsibilities.
Performance on midterm and final exams are evidence of the student's ability to recollect and synthesize information.

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.
1. Use of the internet to download information
2. Use of available web links for practice

3. Use of the internet to communicate with the teacher
(ii) Teaching strategies to be used to develop these skills Encourage students to make extensive use of material on the web. Encourage students to communicate through the course website.
(iii) Methods of assessment of students numerical and communication skills   Active class participation
e. Psychomotor Skills (if applicable)   Not Applicable
(i) Description of the psychomotor skills to be developed and the level of performance required   Not Applicable
(ii) Teaching strategies to be used to develop these skills   Not Applicable
(iii) Methods of assessment of students psychomotor skills   Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Midterm	Week 8	30 %
2	Participation, assignments and quizzes	All **a**long	10%
3	Final	Week 16	60%

D. Student Support

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

1 hour per course per week

E. Learning Resources

1. Required Text(s)
1. Ibrahim, Abdullah Abdul-Razeq (2006) <u>Translation: Principles and Applications</u>. University Publishing House.
2. Different sentences and short passages from various sources provided by the teacher.

2. Essential References
Baker, M. (1992) <u>In Other Words: A Coursebook on Translation</u>. Routledge.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

Anani, Muhammad (1992) <u>The Art of Translation</u>. Longman.

4-.Electronic Materials, Web Sites etc:
www.tarjem.com/
www.arabictranslat.com/
www.englishlink.com/languagetranslator_Eng_HTML.asp
www.todaytranslations.com/

www.motargem.com/ www.altafsir.com/ www.translatorcafe.com/cafe/member42326nohtm
5- Other learning material such as computer-based programs/CD, professional standards/regulations None

F. Facilities Required

ndicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 50 students
2. Computing resources Computer lab
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Students' name and e-mail lists. Board, markers Photocopy of extra material provided by the teacher.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class End of term college evaluation of course by students (to be collected by the department)

End of term evaluation with course coordinator and other instructors giving the same course
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Class observations by supervisors Course coordinators
3 Processes for Improvement of Teaching Workshops to facilitate the exchange of experiences amongst faculty members Workshops provided by the university throughout the semester on teaching methods, personal improvement, and computer and technology to improve faculty members' abilities Regular meetings where problems are discussed and solutions given Discussion of challenges in the classroom with colleagues and supervisors Encouragement of faculty members to attend professional development conferences Keep up to date with pedagogical theory and practice
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution) Check marking of a sample of examination papers either by a resident or visiting faculty member Students who believe they are under graded can have their papers checked by a second reader.
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Biannual meetings of faculty members to discuss improvements

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COURSE SPECIFICATION

Advanced Writing

B Objectives

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

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. The course also aims at developing students' ability to write a well-connected expository, narrative, descriptive, persuasive, informative multi-paragraph essay that has a sound thesis statement and sufficient supporting details of various types (e.g. facts, examples, quotations, etc.) in addition to, using correct grammar, spelling, punctuation, capitalization, indentation etc.

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)
In order to make teaching effective and interesting, topics that might be of interest and informative at the same time are thrown at students for discussion in class.
This is followed by brainstorming sessions for generating ideas. Sometimes pictures and articles are used so that learners are encouraged to elicit words and structures to describe and write about them.
 ESL/EFL websites are used for preparing handouts to practice the skills taught and students are encouraged to collect relevant information from the net.
Group discussions and different group activities are held in class to promote collaborative work.

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

Topics to be Covered		
List of Topics	**No of Weeks**	**Contact hours**
Chapter One: Education and Students Life Utilize the basic writing skills. Write a draft about merits/demerits of small and large colleges. Avoid overgeneralization. Edit the first drafted paragraph for content & organization. Edit the second paragraph for grammar & form.	Week 1+2	4 hours
Chapter Two: City Life Write opening, concluding sentences on describing places. Give reasons. Look at photos; in groups, discuss questions. Read some sample paragraphs. Write similar paragraphs using sense details.	Week 3+4	4 hours
Chapter Three: Business & Money Discuss attitudes towards money. Analyse the organization of a letter. Discuss the value embedded in the quotations about money. Support opinions with general facts and examples. Write a paragraph about one of collected quotations on money.	Week 5+6	4 hours

Midterm Exam Going over different terms and concepts covered in the previous chapters **Chapter Four:** Jobs and Professions Look at photos, describe the people, places and activities in them. Describe accomplishments. Write a reply to a job or a college application in a form of a unified paragraph.	Week 7+8	4 hours
Chapter Five: Lifestyles around the World Discuss lessons people learn from experience. Analyse morals of a story. Learn new concepts: digressions, distractions. Use details to make writing more lively. Avoid digressions and unimportant details. Write an anecdote.	Week 9+10	4 hours
Chapter Six: Global Connections Look at photos, describe the people, time, periods, and activities. Concentrate on giving examples in writing. Write a paragraph about the effects of globalization.	Week 11+12	4 hours
Chapter Seven: Language and Communication Interview someone. Divide a composition into paragraphs. Keep to one subject. Use transitions, subordinating conjunctions.	Week 13-15	6 hours
Final Examination	Week 16	2 hours

2 Course components (total contact hours per semester):				
Lecture: 28 hours	Tutorial	Laboratory	Practical/Field work/Internship	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)

Students are expected to spend at least 1 hr. every day and 5-6 hrs per week to complete their assignments. This requires them to spend time brainstorming for ideas on different topics, outlining and arranging ideas logically, in addition to collecting quotations and paraphrasing them so as to produce well-connected well-unified cohesive paragraphs. They are also encouraged in the process to do extra reading so as to get relevant vocabulary and ideas which they can make use of while writing essays.

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
-Observing the major stages in the writing process viz. brainstorming, outlining, drafting, revising and editing
- Recognizing 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.

- Students are expected to observe the basic structure of the essay and therefore write well-developed paragraphs, good topic sentences and a sound thesis statement on a given topic. In addition, students are expected to be able to provide sufficient supporting ideas to develop supporting paragraphs, write at least four different types of introduction and a relevant conclusion for an essay, use direct quotations and paraphrase them. The course also aims at developing learners' knowledge of the basic linguistic structures for cause-and-effect, persuasive, informative, comparison/contrast essays.

(ii) Teaching strategies to be used to develop that knowledge
Lectures to explain the main themes and techniques to be used for enhancing writing.
Writing assignments that put various concepts and writing techniques into actual practice.
Class work including free writing and peer editing, which enhances the students awareness of their own weaknesses and help them promote the ability to self-edit their work and stimulate their individual thinking. Invariably, a topic is thrown at them and they are asked to do a brainstorming session and with the help of clusters develop ideas and write them on board.
Students are sometimes put in groups and the group leaders are asked to come up and make clusters on the board. Once the ideas are generated, logical arrangement is done and then they are helped in using the expressions to produce grammatically correct sentences. Handouts on structures, correct expressions and grammar are given in the process. Students are moreover asked to do research work and bring the information to class where group work helps them to differentiate between what is relevant and what is irrelevant.

(iii) Methods of assessment of knowledge acquired

 After a lesson is taught students are given a variety of topics to choose from to write essays. They are also given tasks where they have to write thesis statements/topic sentences/collect quotations on the topics discussed and make use of them to support their ideas, paraphrasing quotations. In addition to these, class tests where the intention is to test whether students have comprehended the skills taught are administered. Apart from these tests,

they are also supposed to do assignments for which 10 marks are allotted, one midterm exam of 20 marks, a research paper of 20 marks, and a final exam of 50 marks.

b. Cognitive Skills

(i) Description of cognitive skills to be developed
- Capacity for self-directed learning, and ability to judge own work are expected cognitive abilities as a result of peer review work.
- Ability to think creatively and critically to generate ideas for academic writing. There are four behaviours associated with it. They are fluency, flexibility, originality and elaboration. Fluency is the ability to formulate sentences to express their ideas. Flexibility requires generating a wide range of ideas and arguments and the ability to support one's own arguments. Originality refers to unique unusual responses. And elaboration requires adding ideas, providing details, and extended thinking.

(ii) Teaching strategies to be used to develop these cognitive skills
- Students are encouraged to search information on different topics and be able to discuss and express themselves freely.
- They are encouraged to make use of the internet to help them formulate their ideas, and help them with the vocabulary they need to express themselves.
- In order that they think creatively and critically a lot of activities take place in the classroom like analysing pros and cons, making inferences, speculating, building on their knowledge base, distinguishing between general and specific information and making comparisons.
-Students are given class assignments including peer review which help promote individual thinking and self assessment.

(iii) Methods of assessment of students cognitive skills
-The students are asked to do a number of tasks as part of the in-term tests and the final exams. These include home assignments and a research paper which test whether they have acquired the necessary skills (30% of the total).

c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed - Ability to search the net for the required information on one's own - Ability to select the right link for the required information - Ability to carry out and appreciate collaborative work with classmates and teacher
(ii) Teaching strategies to be used to develop these skills and abilities When students cannot find information on the net, they are encouraged to collaborate with their classmates to seek the required information.
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility - Class discussions and numerous writing assignments
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. - Using the Internet and the different search engines
(ii) Teaching strategies to be used to develop these skills - Constant referral to the Internet for looking up related topics, supporting ideas, vocabulary, quotations and extra information. - Students are asked to hand in the assignments where they have to write essays on a wide variety of topics.
(iii) Methods of assessment of students numerical and communication skills 10 points are allocated for the assignments
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Assignments	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%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 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.

E Learning Resources

1. Required Text(s) Interactions 2 Writing. By Elaine Kirn and Pamela Hartmann.
Essential References Writing English: A Composition Text in English as a Foreign Language, by Janet Ross & Gladys Doty.
3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Guided Writing & Free Writing: A Text in Composition for English as a Second Language, by Lois Robinson
4. Electronic Materials, Web Sites etc www.eslbears.homestead.com/writing.html Owl.english.purdue.edu/sitemap.html www.writing-world.com www.sun.com/980713/webwriting www.lclark.edu/-krauss/toppicks.html
5- Other learning material such as computer-based programs/CD, professional standards/regulations None

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) - Spare lecture rooms should be made available to take extra classes when more practice is needed during our office hours/free time.
2. Computing resources 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.

3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)
- A well-equipped library is a must on campus to encourage students to read and to do research work and to utilise their time constructively.

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
A questionnaire can be developed and given to the students to present their opinions and the details should be kept confidential.
Students' ratings can be calculated and used for assessing the performance of an individual teacher.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
 - Individual teachers can be asked to fill a self-appraisal form. Lecturers often do not like being observed while teaching and find the process threatening and time consuming and often see it as a paper exercise. However, if handled sensitively, the time invested in the process of observing teaching can help improve students' experience, build academic links and foster innovation. One way of learning from each other is Peer Observation. It is intended to be supportive rather than evaluative.
 - Teachers meet with the translation instructors to discuss students' shortcomings and suggest ways to help them overcome the problems faced in the upcoming groups.

3. Processes for Improvement of Teaching
- Workshops should be arranged once in two weeks.
 - Even training programmes can be arranged or even teachers can be sent in groups to attend seminars to gather information on various teaching aspects.
- Meetings are held to discuss what is being taught in the preceding and following skill level.
- Constant discussions and meetings are held with other colleagues and teachers sharing the course.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- Unified in-term and final exams, with an agreed upon answer key and mark distribution

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Periodical meetings with the course coordinator are to be held in order to evaluate the effectiveness of the course in relation to the needs of students.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Translation (2)

Course Specification

For Guidance on the completion of this template, please refer to Handbook 2
Internal Quality Assurance Arrangements

Institution: Al-Baha University
College/Department **Faculty of Science & Arts**

A Course Identification and General Information

1. Course title and code: Translation (2)
2. Credit hours: 2 hours
3. Program(s) in which the course is offered. **(If general elective available in many programs indicate this rather than list programs)** B. A. in English Language and Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 6
6. Pre-requisites for this course (if any) Translation (1)
7. Co-requisites for this course (if any) None
8. Location if not on main campus Main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.
1. Improve students' ability to translate English passages to proper Arabic and vice versa in a given time.
2. Teach students how to use the dictionary effectively to precisely translate difficult vocabulary and terminology within their context.
3. Help students practice different kinds of passages while emphasizing the importance of remaining faithful to the text in providing a general meaning of a certain passage.
4. Class-practice translation teaches students good time management.

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)
1. Encourage students to consult the web to learn more tips about translation.
2. Students are encouraged to translate on line to practice time management during translation.

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

This course contains the introduction, through translation, of contrasts between English and Arabic sentence patterns and usage. The range of vocabulary is wider and the grammar is more complex in the passages given in Translation (1). This course is also of a purely practical nature.

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
General introduction to translation theories Emphasis on time management, beneficial use of dictionary, being faithful to a certain text, tips on how to translate in general . . .etc.	Week 1	2 hours
Strategies to translate from Arabic into English and from English into Arabic	Week 2	2 hours
Copies of different Arabic and English passages are provided by the instructor every class. Students are asked to translate a certain passage in a given time while the instructor helps with tips of how to go about a certain text. Then students' translations are worked on board so students are able to differentiate between a good and a weak translation.	Weeks 3-7	10 hours
Mid-Term Exam	Week 8	2 hours
Copies of different Arabic and English passages are provided by instructor every class and students are asked to translate a certain passage in a given time while instructor helps with tips of how to go about a certain text, then students' translations are worked on board so students are able to differentiate between a good and a weak translation.	Weeks 9-15	14 hours
Final Exam	Week 16	2 hours

2. Course components (total contact hours per semester):

Lectures: 28 hours	Tutorial: None	Practical/Fieldwork/Internship: None	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week.
(This should be an average: for the semester not a specific requirement in each week)
2 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill
The methods of student's assessment to be used in the course to evaluate learning outcomes in the domain concerned

a. Knowledge

(i) Description of the knowledge to be acquired
1. Improve students' ability to translate both Arabic and English passages in a given
time.
2. Help students to develop some translation tips such as time management and good
use of dictionary.

(ii) Teaching strategies to be used to develop that knowledge
1. Lectures
2. Class discussion
3. In-class practice

(iii) Methods of assessment of knowledge acquired
1. Mid-Term Exam
2. Quizzes
3. Final written exam

b. Cognitive Skills

(i) Cognitive skills to be developed
1. Ability to translate soundly and properly both certain Arabic and English passages

in a given time
2. Ability to use the dictionary effectively
(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures/teaching students how to translate properly 2. Class discussions/teaching students to translate independently and engage in group discussions. 3. Individual meetings with students to discuss their own individual translation
(iii) Methods of assessment of students Midterm and quizzes Final exam
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students should be able to translate certain passages within a specific time frame.
(ii) Teaching strategies to be used to develop these skills and abilities 1. Lectures in which students are made aware of the significance of time management 2. Individual counselling on translation difficulties
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility Active class participation reflects the students' ability to keep up with the different passages to be translated. Performance on midterms and final exams are evidence of the student's ability to develop certain translation skills. Instructor's assessment of students' performance and seriousness during individual supervision hours
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain 1. Use the Web to practice translation on line 2. Use the Web to view various translation passages
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of materials on the web.

(iii) Methods of assessment of students numerical and communication skills
-Students are encouraged to use the web and that use is counted as part of class participation.
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-Term Test	Week 8	30 %
2	Participation, assignments and quizzes	All along	10%
3	Final Exam	Week 16	60%
	Total		100 %

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week) 2 hours

E. Learning Resources

1. Required Text(s) 1. <u>Translation for students and beginners</u>, by Akram Mo'men. 2. Different Arabic and English passages selected and provided by instructor.
2. Essential References (books of translation): 1. Ibrahim, Abdullah Abdul-Razeq (2006) <u>Translation: Principles and Applications</u>. University Publishing House. ٢ـ <u>أسس الترجمة</u> ، تأليف الدكتور: عز الدين محمد نجيب
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) <u>الترجمة أصولها و مبادئها و تطبيقاتها</u> ، تأليف: عبدالعليم السيد منسي و عبدالله عبدالرزاق إبراهيم
4-.Electronic Materials, Web Sites etc Web-Cite (A knowledge base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre) www.tarjem.com/ www.arabictranslat.com/ www.englishlink.com/languagetranslator_Eng_HTML.asp www.todaytranslations.com/ www.motargem.com/ www.altafsir.com/ www.translatorcafe.com/cafe/member42326nohtm
5- Other learning material such as computer-based programs/CD, professional standards/regulations Signed Student Code of honour explained during student orientation to university to protect against plagiaries

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 50 students.
2. Computing resources Laptop computer - projector system
Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) T.A.L

G Course Evaluation and Improvement Processes

1 **Strategies for Obtaining Student Feedback on Effectiveness of Teaching** 1. End of term college evaluation of course by students (to be collected by the department) 2. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
2 **Other Strategies for Evaluation of Teaching by the Instructor or by the Department** 1. Peer evaluation to assess ability of faculty members to work with their colleagues.
3 Processes for Improvement of Teaching 1. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another 1. Students who believe they are under-graded can have their papers checked by a second reader

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Compare syllabi and course description with other universities
 (including those on the net)

Kingdom of Saudi Arabia

**The National Commission for Academic
Accreditation & Assessment**

COURSE SPECIFICATION

Translation (3)

Course Specification

For Guidance on the completion of this template, please refer to of Handbook 2 Internal Quality Assurance Arrangements

Institution   Al-Baha University
College **Faculty of Science & Arts**
Department Department of English

A Course Identification and General Information

1. Course title and code: **Translation (3)**
2. Credit hours: 2 hours
3. Program(s) in which the course is offered. **(If general elective available in many programs indicate this rather than list programs)** B. A. in English Language and Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course (if any) Translation (2)
7. Co-requisites for this course (if any) None
8. Location if not on main campus Main Campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.
1. Teach students to translate Arabic texts (mainly Islamic) into English and vice versa.
2- Teach students to avoid transferring Arabic stylistics & syntax into their target text.
3- Teach students the proper use of English-English dictionary in order to get the
 right nuance of the words.
4- Develop a comparative approach between both languages.

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)
1- Increased use of IT or web-based reference material
2- Increased use of multiple English- English electronic dictionaries
3- Increased use of power point and projector in class
4- Encourage students to consult the web to learn more tips about translation.
5- Students are encouraged to translate on line to practice time management during
 translation

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

 In this course, students are expected to handle more complex material, from a wider variety of texts, than those used in Translation (1) and (2). Translation will be from Arabic into English and vice versa.

1 Topics to be Covered

Topic	No of Weeks	Contact hours
Orientation: Introduction to the course	Week 1	2 Hours
Translation of selected passages from the press, books and Web Sites Emphasis on semantics and syntax Comparative approach to grammar and diction is always encouraged. The proper use of dictionaries Passive and active in Arabic and English Sentence structure in both languages Word meaning, open class words, reference, sense, denotation, connotation, the translation of figures of speech and dead metaphors Translation and culture Problems of Translation.	Weeks 2-6	10 hours
Mid-term Exam	Week 7	2 Hours
Translation of selected passages from the press, books, and Web Sites	Weeks 8-15	16 Hours
Final Exam	Week 16	2 Hours

2. Course components (total contact hours per semester):			
Lectures: 28 hours	Tutorial:	Practical/Fieldwork/Internship: None	Other: Tests: 4 hours

3. Additional private study/learning hours expected for students per week.
(This should be an average: for the semester not a specific requirement in each week)
2 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student's assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
1- Developing students' knowledge of syntax and semantics while translating texts
2- Developing an efficient use of dictionary
3- Developing awareness of the nuances of words
4- Developing an understanding of the way English and Arabic are similar and different
5- Raising awareness of the difference of cultural sensibilities and reflecting that
 in translation

(ii) Teaching strategies to be used to develop that knowledge
1. Tutorials
2. Class discussion
3. Working with the dictionaries first hand

(iii) Methods of assessment of knowledge acquired
1. Class participation and discussion of assignments
2. Mid-term exams
3. Final written exam

B. Skills

(i) Cognitive skills to be developed
1. Ability to translate soundly and properly both certain Arabic and English passages

in a given time
2. Ability to use the dictionary effectively
3. Ability to think critically and analytically
4. Ability to do research and to make use of information from primary and secondary
sources in support of a valid thesis and argument
(ii) Teaching strategies to be used to develop these cognitive skills
1. Tutorials/teaching students to define meaning in Arabic first, to find the appropriate
meaning of words within the required context, negotiate a range of synonyms, and
put these in the right structure and word order in English.
2. Class discussions: students to think independently and engage in-group discussions
(iii) Methods of assessment of students cognitive skills
1. Class participation
2- Homework and assignments
4. Mid-terms and final exams
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Students can complete assignments in due time.
2- Students can participate in class discussion and think critically.
3- Students can act responsibly & ethically in carrying out individual & group projects.
(ii) Teaching strategies to be used to develop these skills and abilities
1. Lectures in which students are made aware of the significance of time management.
2. Discussions with students on ethical behaviour in conducting research
3. Individual counselling on research projects and writing difficulties
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
Active class participation reflects the students ability to keep up with the reading schedule
Research papers will attest to the student's ability to fulfil assignments and respect deadlines.

Performance on midterm and final exams are evidence of the student's ability to recollect and synthesize information . Instructor's assessment of student's performance and seriousness	
d. Communication, Information Technology and Numerical Skills	
(i) Description of the skills to be developed in this domain. 1- Use of PowerPoint and laptop 2- Use of projector systems	
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web. 2. Encourage students to consult the specialist in the computer lab for help on web-based material. 3. Demand the use of PowerPoint when giving presentations.	
(iii) Methods of assessment of students numerical and communication skills None	
e. Psychomotor Skills (if applicable)	
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable	
(ii) Teaching strategies to be used to develop these skills Not Applicable	
(iii) Methods of assessment of students psychomotor skills Not Applicable	

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Midterm	Week 8	30 %
2	Participation, assignments and quizzes	All along	10%
3	Final	Week 16	60%
	Total		100%

C. Student Support

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 course per week

E. Learning Resources

1. Required Text (s)   1. Ghazala, Hasan (2002) <u>Translation as Problems and Solutions</u>. 4th Edition. Dar Al-Kalam Al-Arabi.   2. Selected passages from Saudi & international press.
2. Essential References   - Any of the advanced or concise English-English dictionaries by Oxford, Longman, Webster, Collins in the form of paper or electronic versions.   - Munir Al-Baalbaki, Almawrid Arabic English dictionary. Dar Al-Ilm Lil-Malayen, Beirut 1980.   - Aziz, Yowell Y., and Mufleh Lataiwish. Principles of Translation (Dar Annahda Alarabiya, Benghazi, 2000.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)   1. Baker, M. (1992) <u>In Other Words: A Coursebook on Translation</u>. Routledge.   2. T.A.L
4-.Electronic Materials, Web Sites etc   *Resources on the Web:*   Google translator: www.translate.google.com.   Professional translation: www.appliedlanguage.com/free_translation   www.tarjem.com/   www.arabictranslat.com/   www.englishlink.com/languagetranslator_Eng_HTML.asp   www.todaytranslations.com/   www.motargem.com/   www.altafsir.com/   www.translatorcafe.com/cafe/member42326nohtm

5- Other learning material such as computer-based programs/CD, professional standards/regulations
Signed Student's Code of honour explained during student orientation to university to protect against plagiarism.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 50 students.
2. Computing resources -Laptop computer - projector system -Smart board
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) None

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching End of term college evaluation of course by students (to be collected by the department)
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department   Not applicable
3 Processes for Improvement of Teaching: 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences

6. Keep up to date with pedagogical theory and practice 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution) Check marking of a sample of examination papers either by a resident or visiting faculty member
5. Describe planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Compare syllabi and course description with other universities (including those on the Internet). 2. Biannual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

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COURSE SPECIFICATION

Interpretation

Course Specification

Institution   AL-BAHA UNIVERSITY
College **Faculty of Sciences & Arts**
Department: DEPARTMENT OF ENGLISH LANGUAGE

A Course Identification and General Information

1. Course title and code: interpretation
2. Credit hours: 3 hours
3. Program(s) in which the course is offered   **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English Language and Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 8
6. Pre-requisites for this course (if any):   Translation (2)
7. Co-requisites for this course (if any)
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. The course aims at introducing students to interpretation and training them to develop their translation and interpretation skills so that at the end of the course they will be able to handle specific interpretation tasks. The focus of the course will be on theoretical and practical interpretation. It will address the following skills strategies, process and techniques of interpretation. Extensive use will be made of audio and visual materials to train the students to listen to interpretation used in different situations. Interpretation drills will be covered so that students can produce correct and wide range of good interpretation.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. interpretation used in different field and new trends in interpretation field.   - suggesting different situations in interpretation that are suitable for the students' interest.   Investigating different problems of interpretation and give solution to them   - providing students with materials that help them practice interpretation.

C. 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 interpretation in the field translation. The following lessons will be introduced:

Topics		
List of Topics	No of Weeks	Contact hours
Introduction to the course	1st week	3
Main concepts of interpretation	2nd week	3
theories of interpretation, within disciplines and between disciplines	3rd week	3
methods of interpretation, within disciplines and between discipline	4th week	3

explicitly comparing different methods and theories of interpretation	5th week	3
Types of interpretation: simultaneous, consecutive, relay, whispered	6th week	3
examines simultaneous interpretation and video, telephonic interpreting in terms of both the software and hardware available	7th week	3
Midterm Exam	8th week	3
Workshop on interpretation on short videos	9th week	3
Interpenetration of short items from different subjects	10th week	3
copies of different Arabic and English items are provided by instructor and students are asked to interpertate certain items	11th week	3
students are asked to interpertate certain items and then corrected by instructor	12th week	3
students are asked to interpertate certain items and then corrected by instructor	13th week	3
some problems of interpretation	14th week	3
Revision	15th week	3
Final Exam	16th week	3

2 Course components (total contact hours per semester): 45				
Lecture: 41	Tutorial:	Practical/Field work/Internship:	Other:	Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week) Students need to work for the specified number of hours per week for the course.
4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill; The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired Getting the students to know the basic skills of translation and interpretation. The students should know how to: -definition of interpretation - know theory of interpretation - understand methods and techniques of interpretation -know types of interpretation - how special case in interpretation can be solve
(ii) Teaching strategies to be used to develop that knowledge 1. Lectures 2. application interpretation through exercises 3. practice/ team work
(iii) Methods of assessment of knowledge acquired 1. Class participation 2. Homework and quizzes 3. Midterm Exam 4. Final exam
b. Cognitive Skills (i) Description of cognitive skills to be developed: - understanding different expression - organizing sentences and texts - refuting explanations - organizing sentences and texts - interpreting differently according to texts and understanding and thinking

(ii) Teaching strategies to be used to develop these cognitive skills
The students will be asked to practice and interpertate suggested items of their interests.

(iii) Methods of assessment of students' cognitive skills
1. Class participation and attendance
2. Presentations
3. Assignments: collection of materials about suggested topics for practice and interpretation
4. Midterm and teacher's evaluation
5. mini texts and items

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Students can complete assignments in due time
2. Students can practice interpretation in class and think critically
3. Students can submit interpreted items after taken examples of interpretation
4. Students have the necessary skills to interpertate ,participate, practice, and evaluate their strengths and weaknesses as members of a team.

(ii) Teaching strategies to be used to develop these skills and abilities
practice
Referring to real life situations
Using the language outside the classroom
assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1-Active class participation reflects the students' ability to keep up with the reading schedule.
2. execises will attest to the student's ability to fulfil assignments and respect dead lines
3. Performance on midterm and final exams are evidence of the student's ability to recollect and synthesize information

4. Instructor's assessment of student's performance and seriousness during individual supervision hours
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain.   . -Use of PowerPoint and laptop – projector systems
(ii) Teaching strategies to be used to develop these skills   1. Encourage students to make extensive use of material on the web   2. Encourage students to consult the specialist in the computer lab for help on web-based material   3. Demand the use of PowerPoint when giving presentations
(i) Description of the skills to be developed in this domain.   .- Use of PowerPoint and laptop – projector systems
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required   Not Applicable
(ii) Teaching strategies to be used to develop these skills   Not Applicable
(iii) Methods of assessment of students' psychomotor skills   Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. selected items for interpretation , teacher's evaluation, c.)	Week due	Proportion of Final Assessment
1	Quiz: collecting data about suggested current topics of interpretation	Week 9	20%
2	Midterm exam: Mini texts	All along	20%
3	Final exam (oral interpretation)	Week 16	60%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
Students can meet the instructor during his office hours.

E Learning Resources

2. Essential References
Soler, A (2013). Translation Studies an Introduction to History and Development or (Audiovisual) Translation. Canada: Madrid, Villanueva de la.
Weber, N (2003). Automatic Translation: Background, Problems and Prospective. University of Applied Linguistic: cologne, Germany
Venuti, L (2004) Translation Studies Reader, London: Rouledge Taylor and Francis Group, Second Edition.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
Sherfi, A (2012). The Problem of the Application of Machine Translation with Reference to lexical Semantic Outputs in Legal and Medical Terms, Omdurman Islamic University: Family Studies institute, Department of Translation
Thawabteh, M (2009). Linguistic, cultural and Technical Problem in English-Arabic Subtitling, QUDS, University: Department of English, Gaza Region.
4-.Electronic Materials, Web Sites etc
Nida, E Eugene A. Nida. Theories of Translation, TTR: Traduction Terminologie Redaction, Vol, 4, n, 1, 1991, p. 19.
Nord, C (2006) Translating for communicative Purposes Across Culture Boundaries, Journal of Translation Studies, Vol, 9, January, 2006, p. 43, China: Hong Kong.
5- Other learning material such as computer-based programs/CD, professional standards/regulations
N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)

Class room should have the capacity to accommodate 25 students
2. Computing resources Not Applicable
3. Other resources (specify –e.g. If specific laboratory equipment is required, list requirements or attach list) classroom with the network of computers Data show to facilitate going over student papers in class

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department The University evaluation of the course Designing an evaluation form to be filled by students at the end of term
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences 6. Keep up to date with pedagogical theory and practice 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Students who believe they are under graded can have their papers checked by a second reader.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
1. Compare syllabi and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Kingdom of Saudi Arabia
The National Commission for Academic
Accreditation & Assessment

COURSE SPECIFICATION

Research Methods

Institution   AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**
Department DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: Research Methods
2. Credit hours Two Hours
3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   **B. A. in English Language and Literature**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered.   Level 8
6. Pre-requisites for this course (if any)   Essay Writing
7. Co-requisites for this course (if any)   None

8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.
1. To familiarize students with the skills of planning and writing a research paper, including the formulation of a research problem, the use of primary sources, and the techniques of documentation.
2. To provide students with step-by-step suggestions for writing academic papers that require research from the many sources open to them.
3. To help students understand the difference between essays and research papers.
4. To acquaint students with the essential research tools such as bibliographies, indexes, on-line resources, and library catalogs.

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 research methods and styles

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

In this course, students will practice the skills of planning and writing a research paper, including the formulation of a research problem, the use of primary sources, and the techniques of documentation. The course presents step-by-step suggestions for writing academic papers that require research from the many sources open to students. It will help them understand the difference between essays and research papers and be familiar with the essential research tools such as bibliographies, indexes, on-line resources, and library catalogs.

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Finding a Research Topic	1	2
Gathering Data	2+3	4
Organizing Ideas and Setting Goals	4+5	4
Finding and Reading the Best Sources	6+7	4
Mid-Term Test	8	2
Writing Notes	9	2
Writing the Paper	10+11	4
Blending Reference Material into the Paper	12	2
Handling Format	13+14	2
Works Cited: MLA & APA Styles	15	2
Final Exam	16	2

2 Course components (total contact hours per semester): 32 hours			
Lecture: 28 hours	Tutorial:	Practical/Fieldwork/Internship:	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)
2 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
1. The course introduces students to the nature of research writing.
2. It encourages students to learn how to find and narrow a topic.
3. It exposes the students gradually to the steps of writing a research paper.
4. It teaches the students how to generate an argument, find sources, gather information and write a short plan/outline.
5. It teaches them how to format a research paper using the MLA style and to write a Works Cited list.

(ii) Teaching strategies to be used to develop that knowledge
1. Lectures/Explaining the different steps of writing a paper
2. Class discussions
3. Collaborative Learning/Team Work

(iii) Methods of assessment of knowledge acquired
Mid-Term and Final Exams
Students' Presentations and Assignments
Term Paper

b. Cognitive Skills
(i) Cognitive skills to be developed 1. The ability not to just ask a question, but imagine the possible answer to it 2. The ability to choose an area of interest to do a good research work 3. The ability to choose a point or topic of study that the student can live with 4. The ability to glance through books and get some inspiration 5. The ability to return to old files and compare them with new interests 6. The ability to predict what will happen with the current plan and what others have done 7. The ability to identify persons, styles, ideas that are suitable for the students' interests
(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures 2. Class discussions 3. Individual meetings with students
(iii) Methods of assessment of students cognitive skills Mid-Term and Final Exams Students' Presentations and Assignments Term Paper
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Regular and punctual attending of classes 2. Cooperative work with peers in class 3. Responsible and ethical class discussion and participation
(ii) Teaching strategies to be used to develop these skills and abilities Group and individual discussions with students in and outside class
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Regular recording of students' attendance at the beginning of each lecture 2. Quantity and quality of class participation

3. Research papers will attest to the student's ability to fulfil assignments and respect deadlines.

d. Communication, Information Technology and Numerical Skills

Description of the skills to be developed in this domain.
1. Use of electronic journals and data bases
2. Use of PowerPoint and laptop – projector systems

(ii) Teaching strategies to be used to develop these skills
1. Encourage students to make extensive use of materials on the web
2. Encourage students to consult the specialist in the computer lab for help on web-based materials
3. Demand the use of PowerPoint when giving presentations

(iii) Methods of assessment of students numerical and communication skills
 Allot marks for the use of web-based material in students' presentations.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
 Not Applicable

(ii) Teaching strategies to be used to develop these skills
 Not Applicable

(iii) Methods of assessment of students psychomotor skills
 Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Assignments	All along	10%
2	Mid-Term Test	Week 8	15%
3	Term Paper	Week 15	15%

4	Final Exam	Week 16	60%
	Total		100 %

D. Student Support

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

E. Learning Resources

1. Required Text(s)

Lester, James D. (2009) <u>Writing Research Papers</u> (13th Edition). Longman.

2. Essential References

1. Maner, Martin. 2000. <u>The Research Process: A Complete Guide and Reference for Writers.</u> 2nd Edition. McGraw Hill

2. Yaggy, Elinor. 1980. <u>How to Write a Research Paper</u>. New York: Harper & Row, Publishers. Inc. 4th edition.

3. Ray, A.,Trol, K. & Bloomer, A. 1997. <u>Projects in Linguistics, A Practical Guide to Researching Language</u>. Cambridge: Cambridge University Press.

3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
1. Lamm, Kathryn (1995) <u>10,000 Ideas for Term Papers, Projects, Reports & Speeches</u> 4th edition. Hungry Minds Inc.

2. Meriwether, Nell W. (2000) <u>12 Easy steps to Successful Research Papers,</u> 2nd edition. National Textbook Co.

4. Electronic Materials, Web Sites etc. http://www.wright.edu/~martin.maner/eng344.htm http://www.wright.edu/~martin.maner/rptemp.htm http://www.yukoncollege.yk.ca/~agraham/guides/termpaper.htm www.bugsoft.com/research/ http://faculty.washington.edu/zald/neteval.htm www.library.ucla.edu/libraries/college/instruct/web/critical.htm

5. Other learning material such as computer-based programs/CD, professional standards/regulations http://www.oup.com/elt/global/products/englishfile/

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be equipped with a white board and large enough to accommodate 50 students
2. Computing resources Laptop computer - projector system
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Data show

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1. Mid-term feedback involving group and individual discussions with students about different aspects of teaching and evaluation of the course 2. Discussion of students' assignments 3. Students' presentations
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department 1. The university evaluation of the course 2. Designing an evaluation form to be filled by students at the end of term.
3 Processes for Improvement of Teaching 1. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results. 2. Having meetings with the instructors who taught the course in previous semesters 3. Keeping up-to-date with the new developments in the field of research writing by reading and subscribing to mailing lists and academic journals
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution) 1. Students who believe they are under graded can have their papers checked by a second reader under the department supervision. 2. Analysing students' assignments and presentations and providing feedback toward improving their knowledge.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Comparing course syllabus and reference/reading lists with the language or linguistic departments in famous international universities.

Specifications of Linguistics Courses

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Grammar (1)

Course Specification

Institution	AL-BAHA UNIVERSITY
College: **Faculty of Science & Arts**	
Department: **Department of English**	

A Course Identification and General Information

1. Course title and code: Grammar (1)
2. Credit hours: 3 Hours
3. Program(s) in which the course is offered   **(If general elective available in many programs indicate this rather than list programs)**   **B.A. in English Language and Literature**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 3
6. Pre-requisites for this course (if any)   None
7. Co-requisites for this course (if any)   None
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.   By the end of this course, students should be able to: use tenses appropriately in real life situations.   ask yes/no and information wh-questions without any difficulty.   identify quantifiers and use them.   identify count and non-count nouns.   identify modal auxiliaries and use them.
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)   1. Increased use of IT or web-based reference material   2. Consistently improve the list of readings

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

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

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Basic Grammar Terminology (Parts of speech + Parts of a sentence + Questions + Negatives)	1+2	6
Overview of Verb Tenses	3	3
Present & Past, Simple & Progressive	4+5	6
Perfect & Perfect Progressive Tenses	6+7	6
Mid-Term Test	8	3
Future Tenses	9+10	6
Subject-Verb Agreement	11	3
Nouns & Pronouns	12+13	6
Modals	14+15	3
Final Exam	16	3

2 Course components (total contact hours per semester): 48 hours				
Lecture: 42 hours	Tutorial:	Laboratory	Practical/Field work/Internship	Other: Tests (6 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week) 3 hours per week

4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill; The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired 1. A sound understanding of the form, meaning and usage of the basic English structures 2. A. detailed description of the English tenses and their usages
Teaching strategies to be used to develop that knowledge Explain the grammatical categories and structures. Encourage students to take part in the discussion by using the grammatical categories and structures in their spoken and written language. 3. Encourage students to search for more information and details through the Internet and then discuss them in class.
(iii) Methods of assessment of knowledge acquired Class participation Mid-term test Final exam
b. Cognitive Skills
(i) Description of cognitive skills to be developed Ability to speak and write English in a proper way Ability to form and distinguish sentences in various types
(ii) Teaching strategies to be used to develop these cognitive skills To emphasize and develop in learners the following learning Strategies:. 1. Memorization: Learn irregularities in grammar through memorization. 2. Elaborating on previous knowledge by applying the previously learned basic structures and extending them in new and more complex situations

3. Deduction & induction: Understand the rules, use them appropriately, and infer the rules from what is studied

(iii) Methods of assessment of students cognitive skills
1. Class participation
2. Presentations
3. Research papers
4. Midterm and final exams
5. Group assignments

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Students can complete assignments in due time.
2. Students may participate in class discussions and think critically.
3. Students can act responsibly and ethically in carrying out individual as well as group projects.
4. Students will have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team.

(ii) Teaching strategies to be used to develop these skills and abilities
1. Lectures in which students are made aware of the significance of time management
2. Discussions with students on ethical behaviour in fulfilling assignments
3. Individual counselling on research projects and writing difficulties
4. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Active class participation reflects the student's ability to keep up with the course schedule
2. Research papers will attest to the student's ability to fulfil assignments and respect deadlines
3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
4. The instructor can assess the student's performance and seriousness during individual supervision hours

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.
1. Use of electronic journals and data bases

2. Use of PowerPoint and laptop – projector systems
3. Introduction to Jusur (an e-learning system of the National Center of E-Learning and Distance Learning)

(ii) Teaching strategies to be used to develop these skills
1. Encourage students to make extensive use of materials on the web
2. Encourage students to consult the specialist in the computer lab for help on web-based materials
3. Demand the use of PowerPoint when giving presentations
4. Encourage students to use Jusur (the e-learning system of the National Center of E-Learning and Distance Learning) to participate in online discussion, submit their homework, and share files with other students

(iii) Methods of assessment of students numerical and communication skills
1. Allot marks for the use of web-based material in students' presentations.
2. Consider the frequency of students' use of Jusur in online discussions, chat, and file sharing.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
 Not Applicable

(ii) Teaching strategies to be used to develop these skills
 Not Applicable

(iii) Methods of assessment of students psychomotor skills
 Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-term	Week 8	30%
3	Final exam	Week 16	60%
	Total		100 %

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
2 hours per week

E. Learning Resources

1. Required Text(s) Understanding and Using English Grammar (with Answer Key and Audio CDs) (Fourth Edition) By Betty S. Azar & Stacy A. Hagen, Pearson-Longman, 2009.
2. Essential References 1. Interactions 1, Grammar (Middle East edition) by Kirn, Jack, and O'Sullivan 2. Modern English Exercises for Non-Native Speakers: Part 1, Parts of Speech and Part 2, Sentences and Complex Structures. Frank, Marcella
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) 1. The Oxford English Grammar by Sidney Greenbaum - Oxford University Press (1996) 2. Fundamentals of English Grammar by Betty Schrampfer Azar - Prentice Hall (2007) 3. ESL: Grammar and English Usage- The Internet TESL Journal's
4-.Electronic Materials, Web Sites etc http://owl.english.purdue.edu/handouts/grammar/ http://www.teachingenglish.org.uk/ http://englishplus.com/grammar/contents.htm http://www.englishclub.com/grammar/index.htm
5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 50 students
2. Computing resources

Laptop computer - projector system
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Data show to facilitate going over student papers in class

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End-of-term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department 1. Peer evaluation to asses ability of faculty members to work with their colleagues 2**.** Class observations by supervisors
3 Processes for Improvement of Teaching 1. Workshops to facilitate the exchange of experiences amongst faculty members 2. Regular meetings where problems are discussed and solutions given 3**.** Discussion of challenges in the classroom with colleagues and supervisors 4. Encouragement of faculty members to attend professional development conferences 5. Keeping up to date with pedagogical theory and practice
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arranging with another institution to have two common test items included on an exam and comparing marks given 3. Students who believe they are under graded can have their papers checked by a second reader
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Comparing syllabi and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Having a curriculum review committee to review the curriculum periodically and suggest improvements.

.Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Grammar (2)

Course Specification

Institution   AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**
Department DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: Grammar (2)
2. Credit hours: 3 Hours
3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   **B.A. in English Language and Literature**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 4
6. Pre-requisites for this course (if any)   Grammar (1)
7. Co-requisites for this course (if any)   None
8. Location if not on main campus   Main Campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.   By the end of this course, students should be able to: identify and use the passive voice.   recognize and use noun clauses.   understand and use adjective clauses.   understand and use gerunds and infinitives.   recognize and use adverb clauses.   recognize and use connectors.   identify and use conditional sentences.
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)

1. Increased use of IT or web-based reference material
2. Consistently improve the list of readings

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

The course aims at teaching basic language structures. It focuses on practice and the use of fundamental grammatical elements. Topics covered include: passive voice; phrases (adverbial, adjectival and noun phrases); clauses (adverb clauses, adjective clauses and noun clauses); reported speech; verbals (gerunds, infinitives and participles); connectives and conditional sentences.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
The Passive	1+2	6
Noun Clauses	3+4	6
Adjective Clauses	5+6	6
Mid-Term Test	7	3
Gerunds & Infinitives	8+9	6
Coordinating Conjunctions	10	3
Adverb Clauses	11+12	6
Reduction of Adverb Clauses	13	3
Connectives of Cause, Effect, Contrast and Condition	14	3
Conditional Sentences & Wishes	15	3

FINAL EXAM	16	3

2 Course components (total contact hours per semester): 48 hours

Lecture: 42 hours	Tutorial:	Laboratory	Practical/Field work/Internship	Other: Tests (6 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
 3 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
1. A sound understanding of the form, meaning and usage of the basic English structures
2. A. detailed description of the English verbals, phrases and clauses

Teaching strategies to be used to develop that knowledge
Explain the grammatical categories and structures.
Encourage students to take part in the discussion by using the grammatical categories and structures in their spoken and written language.
Encourage students to search for more information and details on the Internet and then discuss them in class.

(iii) Methods of assessment of knowledge acquired

Class participation
Mid-term test
Final exam

b. Cognitive Skills
(i) Description of cognitive skills to be developed Ability to speak and write English in a proper way Ability to form and distinguish sentences in various types
(ii) Teaching strategies to be used to develop these cognitive skills To emphasize and develop in learners the following learning Strategies:. 1. Memorization: Learn irregularities in grammar through memorization. 2. Elaborating on previous knowledge: Apply the previously learned basic structures and extend them in new and more complex situations 3. Deduction & induction: Understand the rules, use them appropriately, and infer the rules from what is studied
(iii) Methods of assessment of students cognitive skills 1. Class participation 2. Presentations 3. Research papers 4. Midterm and final exams 5. Group assignments
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete assignments in due time. 2. Students will have the ability to participate in class discussions and think critically. 3. Students can act responsibly and ethically in carrying out individual as well as group projects. 4. Students will have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team.
(ii) Teaching strategies to be used to develop these skills and abilities 1. Lectures in which students are made aware of the significance of time management 2. Discussions with students on ethical behaviour in fulfilling assignments 3. Individual counselling on research projects and writing difficulties 4. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers.
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Active class participation reflects the student's ability to keep up with the course schedule

2. Research papers will attest to the student's ability to fulfil assignments and respect deadlines

3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information

4. The instructor can assess the student's performance and seriousness during individual supervision hours

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.

1. Use of electronic journals and data bases

2. Use of PowerPoint and laptop – projector systems

3. Introduction to blogging

(ii) Teaching strategies to be used to develop these skills

1. Encourage students to make extensive use of materials on the web

2. Encourage students to consult the specialist in the computer lab for help on web-based materials

3. Demand the use of PowerPoint when giving presentations

(iii) Methods of assessment of students numerical and communication skills

Allot marks for the use of web-based material in students' presentations.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required

 Not Applicable

(ii) Teaching strategies to be used to develop these skills

 Not Applicable

(iii) Methods of assessment of students psychomotor skills

 Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment

1	Participation & Quizzes	All along	10%
2	Mid-term	Week 7	30%
3	Final exam	Week 16	60%
	Total		100 %

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

 2 hours per week

E. Learning Resources

1. Required Text(s)

Understanding and Using English Grammar (with Answer Key and Audio CDs) (Fourth Edition) By Betty S. Azar & Stacy A. Hagen, Pearson-Longman, 2009.

2. Essential References
1. Interactions 1, Grammar (Middle East edition) by Kerin, Jack, and O'Sullivan
2. Modern English Exercises for Non-Native Speakers: Part 1, Parts of Speech and Part 2, Sentences and Complex Structures. Frank, Marcella

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
1. The Oxford English Grammar by Sidney Greenbaum - Oxford University Press (1996)
2. Fundamentals of English Grammar by Betty Schrampfer Azar - Prentice Hall (2007)
3. ESL: Grammar and English Usage- The Internet TESL Journal's

4-.Electronic Materials, Web Sites etc
http://owl.english.purdue.edu/handouts/grammar/
http://www.teachingenglish.org.uk/
http://englishplus.com/grammar/contents.htm
http://www.englishclub.com/grammar/index.htm

5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 50 students
2. Computing resources Laptop computer - projector system

3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Data show to facilitate going over student papers in class

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End-of-term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department 1. Peer evaluation to asses ability of faculty members to work with their colleagues 2**.** Class observations by supervisors
3 Processes for Improvement of Teaching 1. Workshops to facilitate the exchange of experiences amongst faculty members 2. Regular meetings where problems are discussed and solutions given 3**.** Discussion of challenges in the classroom with colleagues and supervisors 4. Encouragement of faculty members to attend professional development conferences 5. Keeping up to date with pedagogical theory and practice
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arranging with another institution to have two common test items included on an exam and comparing marks given 3. Students who believe they are under graded can have their papers checked by a second reader
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Comparing syllabi and course description with other universities (including those on the net) 2. Biannual meetings of faculty members to discuss improvement 3. Having a curriculum review committee to review the curriculum periodically and suggest improvements.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Advanced Grammar

Course Specification

Institution	AL-BAHA UNIVERSITY
College	FACULTY OF SCIENCE & ARTS
Department	ENGLISH LANGUAGE

A Course Identification and General Information

1. Course title and code: **Advanced Grammar**
2. Credit hours   3 Hours
3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   **B.A. in English Language and Literature**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 3
6. Pre-requisites for this course (if any)   Grammar (2)
7. Co-requisites for this course (if any)
8. Location if not on main campus: AL-MIQWAH

B Objectives

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

By the end of this course, students will be able to:
Master the common aspects of grammar needed in daily live communication.
Relate Grammatical Structure systematically to meanings, uses and situations.
Improve and extend the range of communicative skills in language.

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)

1. Increased use of IT or web-based reference material
2. Consistently improve the list of readings

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

The course aims at introducing students to many more features of English grammar appropriate to an advanced level of study.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Grammar in use: Section A: Concepts	1+2	6
Grammar in use: Section B: Information, Reality And Belief	3+4	6
Grammar in use: Section C: Mood, Emotion And Attitude	5+6	6
Mid-Term Test	7	3
Grammar in use: Section D: Meaning in connected Discourse	8+9	6
Grammatical Compendium: Adjectives	10	3
Adverbials	11	3
Clauses and Cleft sentences	12	3
Nominal Clauses and Noun Phrases	13	3

Post-modifiers and Pre-modifiers	14	3
Verb Phrases and Word -classes	15	3
FINAL EXAM	16	3

2 Course components (total contact hours per semester): 48 hours				
Lecture: 42 hours	Tutorial:	Laboratory	Practical/Field work/Internship	Other: Tests (6 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)
   3 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
1. A sound understanding of the form, meaning and usage of the basic English structures
2. A. detailed description of the English verbals, phrases and clauses

Teaching strategies to be used to develop that knowledge
Explain the grammatical categories and structures.
Encourage students to take part in the discussion by using the grammatical categories and structures in their spoken and written language.
Encourage students to search for more information and details on the Internet and then discuss them in class.

(iii) Methods of assessment of knowledge acquired
Class participation
Mid-term test

Final exam
b. Cognitive Skills
(i) Description of cognitive skills to be developed Ability to speak and write English in a proper way. Ability to form and distinguish sentences in various types.
(ii) Teaching strategies to be used to develop these cognitive skills To emphasize and develop in learners the following learning Strategies:. 1. Memorization: Learn irregularities in grammar through memorization. 2. Elaborating on previous knowledge: Apply the previously learned basic structures and extend them in new and more complex situations 3. Deduction & induction: Understand the rules, use them appropriately, and infer the rules from what is studied
(iii) Methods of assessment of students cognitive skills 1. Class participation 2. Presentations 3. Research papers 4. Midterm and final exams 5. Group assignments
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete assignments in due time. 2. Students will have the ability to participate in class discussions and think critically. 3. Students can act responsibly and ethically in carrying out individual as well as group projects. 4. Students will have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team.
(ii) Teaching strategies to be used to develop these skills and abilities 1. Lectures in which students are made aware of the significance of time management 2. Discussions with students on ethical behaviour in fulfilling assignments 3. Individual counselling on research projects and writing difficulties 4. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers.
(iii) Methods of assessment of students' interpersonal skills and capacity to carry responsibility 1. Active class participation reflects the student's ability to keep up with the course schedule 2. Research papers will attest to the student's ability to fulfil assignments and respect deadlines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information

4. The instructor can assess the student's performance and seriousness during individual supervision hours
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. 1. Use of electronic journals and data bases 2. Use of PowerPoint and laptop – projector systems 3. Introduction to blogging
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of materials on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based materials 3. Demand the use of PowerPoint when giving presentations
(iii) Methods of assessment of students numerical and communication skills Allot marks for the use of web-based material in students' presentations.
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-term	Week 7	30%
3	Final exam	Week 16	60%

	Total		100 %

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week) 2 hours per week

E. Learning Resources

1. Required Text(s) A communicative Grammar of English (Third Edition) By Geoffrey Leech & Jan Savartvik, Pearson-Longman, 2002.

2. Essential References . 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- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) 1. The Oxford English Grammar by Sidney Greenbaum - Oxford University Press (1996) 2. Fundamentals of English Grammar by Betty Schrampfer Azar - Prentice Hall (2007) 3. ESL: Grammar and English Usage- The Internet TESL Journal's
4-.Electronic Materials, Web Sites etc http://owl.english.purdue.edu/handouts/grammar/ http://www.teachingenglish.org.uk/ http://englishplus.com/grammar/contents.htm http://www.englishclub.com/grammar/index.htm
5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)

Lecture rooms should be large enough to accommodate 50 students
2. Computing resources Laptop computer - projector system

3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

Data show to facilitate going over student papers in class

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class
2. End-of-term college evaluation of course by students (to be collected by the department)
3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

1. Peer evaluation to asses ability of faculty members to work with their colleagues
2. Class observations by supervisors

3 Processes for Improvement of Teaching

1. Workshops to facilitate the exchange of experiences amongst faculty members
2. Regular meetings where problems are discussed and solutions given
3. Discussion of challenges in the classroom with colleagues and supervisors
4. Encouragement of faculty members to attend professional development conferences
5. Keeping up to date with pedagogical theory and practice

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

1. Check marking of a sample of examination papers either by a resident or visiting faculty member
2. Arranging with another institution to have two common test items included on an exam and comparing marks given
3. Students who believe they are under graded can have their papers checked by a second reader

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
1. Comparing syllabi and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Having a curriculum review committee to review the curriculum periodically and suggest improvements.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Introduction to Linguistics

Course Specification

Institution	AL-BAHA UNIVERSITY
College	**Faculty of Sciences & Arts**
Department	DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: Introduction to Linguistics
2. Credit hours: 2 Hours
3. Program(s) in which the course is offered   **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 3
6. Pre-requisites for this course (if any)   none
7. Co-requisites for this course (if any)   none
8. Location if not on main campus   main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.   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.   Provide every individual speaker of a language with a more comprehensive knowledge of how language works than any linguist.   Encourage students to take a critical view of the effectiveness of the descriptions of the levels mentioned by measuring them against their intuitions about how their own language works.   Introduce data from numerous languages to be analysed.   Provide students with a lot about both the internal structure and the varied uses of language and its function in human life.
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)   - Encourage students to continuously check websites and new linguistic research findings.   - Encourage students to get benefit from the various language research and the online sources which included in the course.

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

This course offers a very brief introduction the linguistic subfields that are studied in the program; i.e. phonetics, phonology, morphology, syntax, semantics and applied linguistics. In addition, it offers a detailed introduction to the linguistic sub-fields that are not included in the program, such as pragmatics, psycholinguistics and language variation.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
1. Take a critical view of the origin and development of language.	1	3
2. Get a comprehensive view of the sounds and the sound patterns of language.	2-3	3
3. Learn about morphology of language; inflectional and derivational morphemes and word formation processes.	4-5	6
4. Be ready to ask and answer questions about the internal structure of the students' language in grammar and syntax.	6-7	6
Mid-Term Test	8	3
5. Presentation of various schools of linguistic analysis up to the transformational generative grammar	9-10	6
6. Introducing semantic features, semantic roles and semantic relations together with assignment of tasks and projects	11-12	6
7. Learning about invisible, double meaning, double speak, direct and indirect speech acts and politeness in one's own culture with research topics and small projects.	13	3
8. Study of how language is acquired and learned; L1 and L2 acquisition/learning. How language is lost is also introduced.	14	3
9. Introducing discourse analysis and looking for features of different genres and interpreting what speakers or writers say.	15	3
Final Exam	16	3

2 Course components (total contact hours per semester): 48 hours				
Lecture: 42 hours	Tutorial:	Laboratory	Practical/Field work/Internship	Other: Tests (6 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)   3 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
- Get an idea of animal vs. human language; origin and development.
- Comprehensive outlook of the sounds and sound system of a language
- Knowledge of kinds of morphemes, words, and word formation
- Knowledge of what is beyond words, i.e. phrases, sentences and related structures
- Knowledge of traditional, structural and transformational schools of grammar
- Knowledge of word meanings, various semantic relations and features
-Knowledge of double meanings and what speakers intend to convey behind what they say
- Knowledge of how language is acquired/learned and how it is lost
- Knowledge of different forms and levels of discourse and how to decipher what they say from context.

(ii) Teaching strategies to be used to develop that knowledge
1. Lectures
2. Class discussion
3. Collaborative learning/Team work.

(iii) Methods of assessment of knowledge acquired
1. Class participation
2. Quizzes
3. Class presentations based on the parts which are covered from the course book.
4. Midterm Exam/essay questions
5. Research papers
6. Final exam

b. Cognitive Skills

(i) Description of cognitive skills to be developed
- Ability to identify and classify sounds in a language.
- Ability to identify and classify morphemes and words
- Ability to study language in terms of a specific school, and to see how it approaches long and from which philosophical view
- Ability to recognize word meanings and find semantic relations between words and check dictionaries
- Ability to analyse talk and interpret what speakers mean behind what they say
- Ability to do research on how long is acquired in childhood and learned in later stages
- Ability to recognize kinds of discourse and analyse them

(ii) Teaching strategies to be used to develop these cognitive skills
1. Lectures/teaching students how to read attentively and critically
2. Class discussions/teaching students to think independently and engage in group discussions.
3. Individual meetings with students encouragement of students to discuss paper topics outside the class room with the instructor.

(iii) Methods of assessment of students cognitive skills
1. Class participation
2. Presentations
3. Research papers
4. Midterms and exams

5. Group assignments
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete both reading and writing assignments in due time 2. Students can participate in class discussion and think critically 3. Students can act responsibly and ethically in carrying out individual as well as group projects 4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team
(ii) Teaching strategies to be used to develop these skills and abilities 1. Lectures in which students are made aware of the significance of time management 2. Discussions with students on ethical behaviour in conducting research 3. Individual counselling on research projects and writing difficulties 4. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his peers.
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Active class participation reflects the students ability to keep up with the reading schedule 2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. 1. Use of electronic journals and data basis 2. Web CT 3. Use of PowerPoint and laptop – projector systems 4. Introduction to blogging 5. Experience wiki/moodle to develop collaborative testing skills
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Demand the use of PowerPoint when giving presentations 4. Demonstrate and give blogging and wiki/moodle assignments and coach students in how to carry them out
(iii) Methods of assessment of students numerical and communication skills 1. Allot marks for the use of web-based material in students' presentations. 2. Distribute rubric at beginning of assignment so students know what they will be evaluated on
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation and Quizzes	weekly	10%
2	Group project	13th	10%
3	Mid-Term Test	9th	20%
4	Final Exam	16th	60%
	Total		100%

5. Schedule of Assessment Tasks for Students During the Semester

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
1 hours per course per week

E Learning Resources

1. Required Text(s)
Yule, G. (2006) The Study of Language, Third edition. Cambridge: CUP.

2. Essential References

Robins, R.H. (1980) General Linguistics. London: Longman.
Atkinson, M., Kilby, D. & Roca, L (1988) Foundations of General Linguistics. London: Allen & Unwin.
Poole, C. (1999) An Introduction to Linguistics. London: Macmillan.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

- Fromkin, V. Rodman, R. (1998) An Introduction to Language. New York: Thomson and Heinle.

4-.Electronic Materials, Web Sites etc
Resources on the web:
- http://www.geocities.com/CollegePark/3920/
- http://www.essex.ac.uk/linguistics/clmt/w3c/corpus-ling/content/introduction.html
- http://www.ling.udel.edu/idsardi/101/
- http://www.ling.udel.edu/colin/courses/ling101/ling101.html

5- Other learning material such as computer-based programs/CD, professional standards/regulations

The use of Turn-it-in.com software program to detect plagiarism

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 35 students
2. Computing resources Laptop computer - projector system
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Data show to facilitate going over student papers in class

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department 1. Peer evaluation to asses ability of faculty members to work with their colleagues 2. Cass observations by supervisors
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences 6. Keep up to date with pedagogical theory and practice 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

1. Check marking of a sample of examination papers either by a resident or visiting faculty member
2. Arrange with another institution to have two common test items included on an exam and compare marks given
3. Students who believe they are under graded can have their papers checked by a second reader

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Language & Technology

Course Specification

Institution	AL-BAHA UNIVERSITY
College Faculty of Sciences & Arts	
Department: DEPARTMENT OF ENGLISH	

A. Course Identification and General Information

1. Course title and code: Language & Technology

2. Credit hours: 2 Hours

3. Program(s) in which the course is offered (If general elective available in many programs indicate this rather than list programs) **B. A. in English**

4. Name of faculty member responsible for the course

5. Level/year at which this course is offered **Level 3**

6. Pre-requisites for this course (if any): None

7. Co-requisites for this course (if any)   None

8.Location if not on main campus

B Objectives

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

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

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.

1 Topics to be Covered		
Topics	No of Weeks	Contact hours
Introduction to theories of Technology enhanced language learning	week 1	2 hours
Introduction to selected language learning software	weeks 3-4	4 hours
Computer-based Testing	weeks 4-5	4 hours
Using research engines, main electronic databases, email, mailing lists	weeks 6-7	2 hours
Using different software: power point presentations, word processing video, audio, language management systems. Mid-Term Exam	weeks 8-9	4 hours
Mobile-assisted language learning.	weeks 10	2 hours
The role of technology and language acquisition	weeks 11-12	4 hours
Criteria of evaluating language learning software	weeks 13-14	4 hours
Revision	week 15	2 hours
Final Exam	week 16	2 hours

2 Course components (total contact hours per semester): **32 hours**			
Lecture: 28	Tutorial: 28	Practical/Fieldwork /Internship:	Others: Tests: 4

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill; The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired Knowing the theories of technology enhanced language learning Computer based testing Using research engines, main electronic databases, email, mailing lists Using different software: power point presentation, video, audio, language management systems. The role of technology and language acquisition Selecting and evaluating language learning software
(ii) Teaching strategies to be used to develop that knowledge Discussions Co-operative learning Problem solving Students research Direct instruction (lectures) Demonstrations
(iii) Methods of assessment of knowledge acquired Assignments Projects Midterm tests Final Examination
b. Cognitive Skills
Cognitive skills to be developed Understanding the theories of technology enhanced language learning. Explaining the role of technology in language learning. Evaluating language learning software. Designing online tests. Evaluating internet sources for research purposes.
(ii) Teaching strategies to be used to develop these cognitive skills Demonstrations. Group work through e-learning. Discussions Lectures
(iii) Methods of assessment of students cognitive skills Quizzes Projects Assignments Tests

c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed Exchanging views regarding the use of technology in language learning. Collective and individual research tasks.
(ii) Teaching strategies to be used to develop these skills and abilities Classroom discussions Teamwork Demos.
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility Online forums Assignments
d.   Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. The use of Learning Management System, such as Blackboard Tools Using search engines. Using digital library Designing PowerPoint presentations
(ii) Teaching strategies to be used to develop these skills Discussions Lectures Demonstrations Cooperative learning
Methods of assessment of students numerical and communication skills Assignments Tests Projects Tests
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required   **N/A**

	Teaching strategies to be used to develop these skills **N/A**

	Methods of assessment of students psychomotor skills **N/A**

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Quiz	3	10%
2	Assignment	5	10%
3	Mid-term Test	10	20%
4	Final Examination	16	60%
5	**Total**		**100%**

D. Student Support

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

7 office hours a week

E. Learning Resources

Required Text(s)
Selected Chapters from:

Evans, Michael (editor). <u>Foreign Language Learning with Digital Technology.</u> New York: Continuum International Publishing Group, 2009.

Selected articles from international journals and magazines related to the use of technology in language learning.

2. Essential References

Crystal, D. <u>Language and the Internet</u>. Cambridge. Cambridge University Press, 2006.
Michael D. Bush (editor). <u>Technology Enhanced Langauge Learning.</u> Lincolnwood, Illinois: National Textbook Company, 1997.
Chapelle, Carol A. <u>English Langauge Learning and Technology.</u> Amestrdam/Phildelphia: Joghn Benjamins Publishing Company, 2003.
Egbert, Joy. (editor) <u>CALL Environment, Research, Practicec, and Critical Issues.</u>
Alexandria, Virginia: Teachers of English to Speakers of other Langauges, Inc., 1999.
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.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
Journal of Language Learning and Technology.

4-.Electronic Materials, Web Sites etc http://llt.msu.edu/default.html http://abacus.bates.edu/lrc/llt.html
5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
Accommodation (Lecture rooms, laboratories, etc.): Lecture rooms
Computing resources: students are encouraged to use the Language Enhancement Program (LEP)
Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) : N/A

Note For items in section F: Facilities vary depending on the nature of the course. What is written above is typical of most courses in the Department of English. Courses like Listening and Speaking additionally require the use of a language lab.

G. Course Evaluation and Improvement Processes

Strategies for Obtaining Student Feedback on Effectiveness of Teaching: Confidential completion of standard course evaluation questionnaire by students at the end of each semester Occasional student-faculty meetings to get students' feedback
Other Strategies for Evaluation of Teaching by the Instructor or by the Department: In-class observation by other colleagues Instructors' observation of students' attentiveness in class Observation by external experts
Processes for Improvement of Teaching Workshops by internal and external experts Coordination between teachers of different sections of the same course Training and orientation for new instructors of the course
Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution): Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department Mutual checking of random samples of examination papers by coordinators and other teachers of the same course
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Regular meetings between teachers and course coordinator Regular meetings by The Curriculum Review Committee

Departmental council meetings to discuss and finalize proposals made by the Curriculum
Review Committee

Kingdom of Saudi Arabia

**The National Commission for Academic
Accreditation & Assessment**

COURSE SPECIFICATION

Phonetics

Course Specification

Institution   AL-BAHA UNIVERSITY
College **Faculty of Sciences & Arts**
Department: **Department of English**

A Course Identification and General Information

1. Course title and code: Phonetics
2. Credit hours: 3 Hours
3. Program(s) in which the course is offered **(If general elective available in many programs indicate this rather than list programs)** B. A. in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 4
6. Pre-requisites for this course (if any) None
7. Co-requisites for this course (if any) None
8. Location if not on main campus Main Campus

B Objectives

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.

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)

1. Increased use of IT or web-based reference material
2. Consistently improve the list of readings

C. 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.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact Hours
Aims & Scope of Phonetics: Branches of Phonetics	1	3
Articulatory Phonetics: respiratory system, phonatory system, articulatory system	2	3

a. Air-stream Mechanisms: Pulmonic , Glottalic , Velaric, b. States of the glottis: voiced, voiceless, Breathy Voiced, etc.	3+4	6
Speech Organs: lips, teeth, tongue, teeth ridge, palate, etc.	5	3
Classification of Consonant Sounds: Voicing – Place and Manner of articulation	6+7	6
Practice and exercises on consonants articulation and transcription		
Classification of Vowel Sounds: Pure, Diphthong, (Front, Back, Central)	8+9	6
Factors of Describing Vowel Sounds: Tongue Height, Tongue Advancement, Lips shape (Detailed description of pure vowel sounds) + Mid - term Exam	10+11	6
Practice and exercises on vowels articulation and transcription	12	3
Diphthongs: Closing Diphthongs, Centering Diphthongs	13	3
Triphthongs	14	3
Revision of Consonant and vowel sounds	15	3
12.Final Exam	16	3

2 Course components (total contact hours per semester): 48 Hours				
Lecture: 44 hours	Tutorial:	Laboratory (12 hours)	Practical/Field work/Internship	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)

 2 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

1. Aims & scope of phonetics
2. Detailed description of the speech organs
3. The International Phonetic Alphabet
4. Classification of Consonant Sounds (voicing, place and manner of articulation)
5. Description of each consonant sound in detail
6. Classification of Vowel Sounds: Pure, Diphthong, (Front, Back, Central)
7. Description of each vowel sound in detail.

(ii) Teaching strategies to be used to develop that knowledge

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
4. Using dept. Lab for listening and practising.
5. Class discussion and team work

(iii) Methods of assessment of knowledge acquired

1. Class participation and brief presentations
2. Quizzes
3. Oral Test
4. Written Final Exam

b. Cognitive Skills

(i) Description of cognitive skills to be developed

1. The students will be able to distinguish between consonants and vowels
2. They will be able to read and write phonemic transcription.
3. They will be able to recognize sounds in pairs/group.

(ii) Teaching strategies to be used to develop these cognitive skills

1. Lectures/teaching students how to read attentively and critically

2. Class discussions/teaching students to think independently and engage in group discussions

(iii) Methods of assessment of students cognitive skills 1. Class participation 2. Brief presentations 3. Oral test and written exam

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. The students will be trained to pronounce words correctly and write the phonemic transcription of these words. 2. Correct pronunciation will help students participate in class discussion effectively. 3. Students will have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team

(ii) Teaching strategies to be used to develop these skills and abilities 1. Individual counselling on research papers and pronunciation difficulties 2. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Active class participation reflects the student's ability to keep up with the course schedule 2. Performance on oral tests and final exams are evidence of the student's ability to recollect and synthesize information 3. The instructor can assess student's performance and seriousness during individual supervision hours

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain. 1. Use of electronic journals and databases 2. Use of PowerPoint and laptop – projector systems

(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of materials on the web

2. Encourage students to consult the specialist in the computer lab for help on web-based materials

3. Demand the use of PowerPoint when giving presentations

(iii) Methods of assessment of students numerical and communication skills

Allot marks for the use of web-based material in students' presentations.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required

Not Applicable

(ii) Teaching strategies to be used to develop these skills

Not Applicable

(iii) Methods of assessment of students psychomotor skills

Not Applicable

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5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-Term Test	Week 8	10%
3	Oral Test	Week 15	20%
4	Final Written Exam	Week 16	60%
	Total		100 %

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice (include amount of time teaching staff are expected to be available each week)

3 hours per week

E Learning Resources

1. Required Text(s)
Roach, Peter (2000) <u>English Phonetics and Phonology</u>, Third Edition, CUP.
2. Essential References
1. O'Connor, J. D. <u>Better English Pronunciation</u>, Latest edition. Cambridge University Press.   2. Ladefoged, Peter (2006) <u>A Course in Phonetics</u>. Los Angeles: University of California.
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
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.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)
1. Classes should be divided into groups of 25 students at most.   2. Lecture rooms (Lab) should be large enough to accommodate25 students at least.   3. Cassettes & cassette recorder should be available
2. Computing resources
Laptop computer + projector system

3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)   Data show to facilitate going over student papers in class

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class   2. End-of-term evaluation of course by students (to be collected by the department)   3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department   1. Peer evaluation to assess ability of faculty members to work with their colleagues   2. Class observation by supervisors
3 Processes for Improvement of Teaching   1. Teaching in a multimedia computer lab with internet access   2. Showing consonant articulation in video clips through computer programs   3. Enhancing students' speech using computer programs and the internet
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   1. Check marking of a sample of examination papers either by a resident or a visiting faculty member   2. Students who believe they are under graded can have their papers checked by a second reader

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabus and course description with other universities (including those on the net)
2. Biannual meetings of specialized faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Morphology

Institution	AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**	
Department DEPARTMENT OF ENGLISH	

A Course Identification and General Information

1. Course title and code: Morphology
2. Credit hours: 2 Hours
3. Program(s) in which the course is offered **(If general elective available in many programs indicate this rather than list programs)** **B.A. in English Language and Literature**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered. Level 4
6. Pre-requisites for this course (if any) Grammar 2
7. Co-requisites for this course (if any)
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. 1. To provide students with a general introduction to English morphology 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

C. 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.

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Introduction to Morphology	1	2
Morpheme and their Types	2+3	4
Affixes and their Types	4+5	4
Suffixal Homophones, Noun Feminine forms, Noun Diminutive Forms, Immediate Constituents and Allomorphs	6+7	4
Md-Term Test	8	2
Words and their Categories	9-10	4
Word-Formation Processes	11-12	4
Inflectional Paradigms	13	2
Form Classes	14	2
Structure Classes	15	2
Final Exam	16	2

2 Course components (total contact hours per semester): 32 hours			
Lecture: 28 hours	Tutorial:	Practical/Fieldwork/Internship:	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)
2 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

1. The course introduces students to the basic knowledge of morphology.

2. The course encourages students to discover the value and fascination of studying morphology.

3. The course exposes the students gradually to the important topics in morphology like morphemes and their types, different word-formation processes, morphological analysis and inflectional paradigms.

4. The course helps students to have strong and basic knowledge of the internal structure of words.

5. The course assists students to classify words and distinguish between their kinds.

(ii) Teaching strategies to be used to develop that knowledge

1. Lectures/Explaining the different morphological notions

2. Class discussions

3. Exercises

(iii) Methods of assessment of knowledge acquired

Mid-Term and Final Exams

Students' Presentations and Assignments

b. Cognitive Skills

(i) Cognitive skills to be developed

1. The ability to think critically and analytically about the internal structure of words

 2. The ability to identify the various types of processes of word formation

3. The ability to compare some of the English morphological information with its Arabic counterpart

4. The ability to do morphological analysis

(ii) Teaching strategies to be used to develop these cognitive skills

1. Lectures

2. Class Discussions

3. Exercises

(iii) Methods of assessment of students cognitive skills
Mid-Term and Final Exams Students' Presentations and Assignments

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Regular and punctual attending of classes 2. Cooperative work with peers in class 3. Responsible and ethical class discussion and participation

(ii) Teaching strategies to be used to develop these skills and abilities
Group and individual discussions with students in and outside class

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Regular recording of students' attendance at the beginning of each lecture 2. Quantity and quality of class participation

d. Communication, Information Technology and Numerical Skills

Description of the skills to be developed in this domain.
1. Use of electronic journals and data bases 2. Use of PowerPoint and laptop – projector systems

(ii) Teaching strategies to be used to develop these skills
1. Encourage students to make extensive use of materials on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based materials 3. Demand the use of PowerPoint when giving presentations

(iii) Methods of assessment of students numerical and communication skills
Allot marks for the use of web-based material in students' presentations.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills

 Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-Term Test	Week 7	30%
3	Final Exam	Week 16	60%
	Total		100 %

D. Student Support

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

E. Learning Resources

1. Required Text(s)
Norman C. Stageberg and Dallin D. Oaks. (1999) An Introductory to English Grammar. Fifth Edition. Wadsworth Publishing.

2. Essential References
1. Aronoff, Mark and Fudeman, Kirsten. (2005) Fundamentals of Linguistics. What is Morphology? USA: Blackwell Publishing Ltd.
2. Adrian, Akmajian. Richard A, Demers. Ann K, Farmer. And Robert M, Hanish. (1996) Linguistics: An Introduction to Language and Communication.
3. Bauer, Laurie. (2003) Introducing Linguistic Morphology. USA: Blackwell Publishing Ltd.

3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
1. George Yule (2003) The Study of Language. U.K: Cambridge University Press.
2. Martin Haspelmath. Understanding Morphology.

4. Electronic Materials, Web Sites etc.
http://www.bletxas.edu/courses/linguistics/resourses/morphology/

http://www.sil.org/linguistics/ETEXT.HTML http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/Index.htm http://www.utexas.edu/courses/linguistics/resources/mrphology/index.html
5. Other learning material such as computer-based programs/CD, professional standards/regulations NONE

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be equipped with a white board and large enough to accommodate 50 students
2. Computing resources Laptop computer - projector system
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Data show

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Mid-term feedback involving group and individual discussions with students about different aspects of teaching and evaluation of the course 2. Discussion of students' assignments 3. Students' presentations
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department 1. The University evaluation of the course 2. Designing an evaluation form to be filled by students at the end of term.
3 Processes for Improvement of Teaching 1. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing the teaching strategies and results of the last semester

2. Having meetings with the instructors who taught the course in previous semesters
3. Keeping up-to-date with the new developments in the field of linguistics and more specifically morphology by reading and subscribing to linguistics mailing lists and linguistic journals
4. Focusing on professional developments by attending workshops and conferences in and outside the country

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

1. Students who believe they are under graded can have their papers checked by a second reader under the department supervision.
2. Unified mid-term and final exams with an agreed upon answer key and mark distribution.
3. Analysing students' assignments and presentations and providing feedback toward improving their knowledge.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Comparing course syllabus and reference/reading lists with the language or linguistic departments in famous international universities.

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COURSE SPECIFICATION

Semantics

Institution	AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**	
Department DEPARTMENT OF ENGLISH	

A Course Identification and General Information

1. Course title and code: Semantics
2. Credit hours: 2 Hours
3. Program(s) in which the course is offered (If general elective available in many programs indicate this rather than list programs) **B. A. in English Language and Literature**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 4
6. Pre-requisites for this course (if any)
7. Co-requisites for this course (if any)
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. 1. To introduce students to the basic semantic concepts and theories 2. To help students understand the relationships between semantics and other levels of linguistics: lexicon, morphology, syntax and pragmatics. 3. To expose students to the basic elements of semantics like sense and reference, fields and collocation. 4. To acquaint students with sense relations
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 new semantic notions

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

This course aims at introducing the students to the following major areas: the scope of semantics, context and reference, lexical semantics, fields and collocation, sense relations, semantics and grammar, utterance meaning as well as semantics and logic.

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Introduction to Semantics	1	2
The Scope of Semantics	2+3	4
Context and Reference	4+5	4
Fields and Collocation	6+7	4
Mid-Term Test	8	2
Sense Relations	9+10	4
Semantics and Grammar	11+12	4
Utterance Meaning	13+14	2
Semantics and Logic	15	2
Final Exam	16	2
2 Course components (total contact hours per semester): 32 hours		

Lecture: 28 hours	Tutorial:	Practical/Fieldwork/Internship:	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week) 2 hours per week

| 4. Development of Learning Outcomes in Domains of Learning |
| For each of the domains of learning shown below indicate: |
| A brief summary of the knowledge or skill the course is intended to develop; |
| A description of the teaching strategies to be used in the course to develop that knowledge or skill |
| The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned. |

a. Knowledge

(i) Description of the knowledge to be acquired

1. The course introduces students to the basic elements of semantics.
2. The course encourages students to discover the value and fascination of studying semantics.
3. The course exposes the students gradually to the important topics in semantics like sense, reference and sense relations.
4. The course provides students with an introductory theoretical background of the study of meaning reinforced by practical exercises in a way that helps the students to grasp the idea of meaning and acquire some critical and analytical thinking toward meanings in language.

(ii) Teaching strategies to be used to develop that knowledge

1. Lectures/Explaining the different semantic notions
2. Class discussions
3. Exercises

(iii) Methods of assessment of knowledge acquired

Mid-Term and Final Exams
Students' Presentations and Assignments

b. Cognitive Skills

(i) Cognitive skills to be developed

1. The ability to think critically and analytically about meanings in the language
2. The ability to identify the various types of meanings and differentiate between them
3. The ability to exemplify the various semantic concepts and theories discussed in the course.
4. The ability to formulate well-formed theoretical statements about the various semantic concepts discussed in the course.

(ii) Teaching strategies to be used to develop these cognitive skills
1. Lectures
2. Class Discussions
3. Exercises

(iii) Methods of assessment of students cognitive skills
Mid-Term and Final Exams
Students' Presentations and Assignments

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Regular and punctual attending of classes
2. Cooperative work with peers in class
3. Responsible and ethical class discussion and participation

(ii) Teaching strategies to be used to develop these skills and abilities
Group and individual discussions with students in and outside class

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Regular recording of students' attendance at the beginning of each lecture
2. Quantity and quality of class participation

d. Communication, Information Technology and Numerical Skills

Description of the skills to be developed in this domain.
1. Use of electronic journals and data bases
2. Use of PowerPoint and laptop – projector systems

(ii) Teaching strategies to be used to develop these skills
1. Encourage students to make extensive use of materials on the web
2. Encourage students to consult the specialist in the computer lab for help on web-based materials
3. Demand the use of PowerPoint when giving presentations

(iii) Methods of assessment of students numerical and communication skills
Allot marks for the use of web-based material in students' presentations.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-term	Week 8	30%
3	Final exam	Week 16	60%
	Total		100 %

D. Student Support

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

E. Learning Resources

1. Required Text(s) Palmer, F. (1988) <u>Semantics</u> (2nd Edition). Cambridge: Cambridge University Press.
2. Essential References   James R, Hurford, Brendan Heasley, & Michael B. Smith. <u>Semantics: A Coursebook</u>. 2nd Ed. Cambridge, New York: Cambridge University Press, 2007.
3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)   1. Ruth M. Kempson (1997) <u>Semantic Theory</u>. Cambridge: Cambridge University Press.   2. Leech, G. (1981) <u>Semantics</u> (2nd Ed.). Harmondsworth: Penguin Books.
4. Electronic Materials, Web Sites etc.   http://cslu.cse.ogi.edu/HLTsurvey/ch3node7.html

http://www.universalteacher.org.uk/lang/semantics.htm
http://semanticsarchive.net/
http://www.sil.org/linguistics/ETEXT.HTML
http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/Index.htm
http://www.utexas.edu/courses/linguistics/resources/semantics/index.html

5. Other learning material such as computer-based programs/CD, professional standards/regulations

NONE

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)
Lecture rooms should be equipped with a white board and large enough to accommodate 50 students

2. Computing resources
Laptop computer - projector system

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

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1. Mid-term feedback involving group and individual discussions with students about different aspects of teaching and evaluation of the course
2. Discussion of students' assignments
3. Students' presentations

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
1. The University evaluation of the course
2. Designing an evaluation form to be filled by students at the end of term.

3 Processes for Improvement of Teaching
1. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing the teaching strategies and results of the last semester
2. Having meetings with the instructors who taught the course in previous semesters
3. Keeping up-to-date with the new developments in the field of linguistics and more specifically semantics by reading and subscribing to linguistics mailing lists and linguistic journals

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)
1. Students who believe they are under graded can have their papers checked by a second reader under the department supervision.

2. Analysing students' assignments and presentations and providing feedback toward improving their knowledge.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Comparing course syllabus and reference/reading lists with the language or linguistic departments in famous international universities.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Applied Linguistics

Course Specification

Institution	AL-BAHA UNIVERSITY
College **Faculty of Sciences & Arts**	
Department DEPARTMENT OF ENGLISH	

A Course Identification and General Information

1. Course title and code: **Applied Linguistics**
2. Credit hours: 2 Hours
3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English Language and Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 4
6. Pre-requisites for this course (if any)   **None**
7. Co-requisites for this course (if any)   **None**
8. Location if not on main campus   **Main campus**

B Objectives

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.
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)
- Increased use of IT or web-based reference material   - Use Web-CT for uploading material.   - Consistently change the list of readings.   - Use of www.wiki.com and www.moodle.com for more information   - Include e-books such as those from Gutenberg.

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

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 ELT

1. Topics to be Covered		
List of Topics	**No of Weeks**	**Contact hours**
Applied Linguistics (AL) - Definitions: - History of the Term - The Aim of AL. - The Need for AL. - Branches of Applied linguistics	Weeks 1 - 2	4 hours
The Areas of AL -Language Teaching -Language Policy and Planning -Speech Pathology/Therapy -Lexicography and Dictionary Making -Translation and Interpretation -Computer Assisted Language Learning	Weeks 3-5	6 hours
Second Language Acquisition -The Difference between Acquisition and Learning:	Week 6	2 hours
Approaches of Language Learning: -Behaviouristic Approach -Creative construction Approach - Cognitive Psychological Approach. -The Sociological Approach.	Weeks 7-8	4 hours
Approaches to Learner's Performance: - Contrastive Analysis - Error analysis - Interlanguage	Weeks 9-11	6 hours

Non-Linguistic Factors in L2 Learning Language aptitude – intelligence - motivation - anxiety personality - age	Weeks 11-12	4 hours
Methodology in ELT Approach – method – techniques Some methods of ELT	Week 13	2 hours
Language testing Training and testing Types of test Three essential characteristics of a test Some examples of language tests	Week 14	2 hours
Revision	Week 15	2 hours
Final Exam	Week 15	2 hours

2 Course components (total contact hours per semester): 32 hours				
Lecture: 28 hours	Tutorial:	Laboratory	Practical/Field work/Internship	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week):
3 hours per week
4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill; The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired

- Improve students' reading and analytical skills by encouraging a close reading and understanding of the main tenants of the information given. - Introduce students to the intellectual and social issues relevant to an understanding of applied linguistics. - Expand students understanding of the characteristics of applied as a linguistic genre. - Introduce students to a range of theoretical and critical approaches in relation to the study of applied linguistics. - Teach students how to practice all what they have done in a practical way when they graduate.
(ii) Teaching strategies to be used to develop that knowledge 1. Lectures 2. Class discussion 3. Collaborative learning/Team work.
(iii) Methods of assessment of knowledge acquired 1. Class participation 2. Quizzes 3. Class presentations based on the parts which are covered from the course book. 4. Midterm Exam/essay questions 5. Research papers 6. Final exam
b. Cognitive Skills
(i) Description of cognitive skills to be developed - Ability to think critically and analytically - Ability to use standard and academic English - Ability to make sound judgement after reading some information - Ability to research and to make use of information from primary and secondary sources in support of a valid thesis and argument
(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures/teaching students how to read attentively and critically 2. Class discussions/teaching students to think independently and engage in group discussions 3. Individual meetings with students encouragement of students to discuss paper topics outside the class room with the instructor.
(iii) Methods of assessment of students cognitive skills 1. Class participation 2. Presentations 3. Research papers 4. Midterms and exams 5. Group assignments

c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete both reading and writing assignments in due time 2. Students can participate in class discussion and think critically 3. Students can act responsibly and ethically in carrying out individual as well as group projects 4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team
(ii) Teaching strategies to be used to develop these skills and abilities 1. Lectures in which students are made aware of the significance of time management 2. Discussions with students on ethical behaviour in conducting research 3. Individual counselling on research projects and writing difficulties 4. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his peers.
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Active class participation reflects the students ability to keep up with the reading schedule 2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. 1. Use of electronic journals and data basis 2. Web CT 3. Use of PowerPoint and laptop – projector systems 4. Introduction to blogging 5. Experience wiki/noodle to develop collaborative testing skills
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Demand the use of PowerPoint when giving presentations 4. Demonstrate and give blogging and wiki/noodle assignments and coach students in how to carry them out

	(iii) Methods of assessment of students numerical and communication skills
1. Allot marks for the use of web-based material in students' presentations.
2. Distribute rubric at beginning of assignment so students know what they will be evaluated on.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Presentations and/or papers	All along	10%
3	Mid-Term Test	Week 8	20%
4	Final	Week 14	60%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
1 hours per week

E Learning Resources

1. Required Text(s)
"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).

2. Essential References Every chapter of the textbook ends with a list of suggested reading.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Corder S. P. <u>Introducing Applied Linguistics.</u>
4-.Electronic Materials, Web Sites etc **Resources on the web:** - Chaudhuri, University of Alberta. - Web-Cite <u>www.Questia.com</u> - Purdue On-Line Writing Lab-http://owl.english.purdue.edu/oldindex.html
5- Other learning material such as computer-based programs/CD, professional standards/regulations **The use of Turn-it-in.com software program to detect plagiarism**

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) **Lecture rooms should be large enough to accommodate 35 students**
2. Computing resources **Laptop computer - projector system**
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) **Data show to facilitate going over student papers in class**

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class
2. End of term college evaluation of course by students (to be collected by the department)
3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

1. Peer evaluation to asses ability of faculty members to work with their colleagues
2. Cass observations by supervisors

3 Processes for Improvement of Teaching

1. Training sessions
2. Workshops to facilitate the exchange of experiences amongst faculty members
3. Regular meetings where problems are discussed and solutions given
4. Discussion of challenges in the classroom with colleagues and supervisors
5. Encouragement of faculty members to attend professional development conferences
6. Keep up to date with pedagogical theory and practice
7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

1. Check marking of a sample of examination papers either by a resident or visiting faculty member
2. Arrange with another institution to have two common test items included on an exam and compare marks given
3. Students who believe they are under graded can have their papers checked by a second reader

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities (including those on the net)

2. Biannual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Phonology

Course Specification

Institution	AL-BAHA UNIVERSITY
College	**Faculty of Science & Arts**
Department;	**Department of English**

A Course Identification and General Information

1. Course title and code: Phonology
2. Credit hours: 3 Hours
3. Program(s) in which the course is offered. **(If general elective available in many programs indicate this rather than list programs)** B. A. in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 5
6. Pre-requisites for this course (if any) Phonetics
7. Co-requisites for this course (if any) **None**
8. Location if not on main campus

B Objectives

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

1. Introduce the students to the major differences between phonetics & phonology: phones, phonemes, allophones
2. Teach the students the phonological Analysis of phonemes and allophones: minimal pairs and sets, contrastive distribution, complementary distribution, free variation, phonetic similarity
3. Provide the students with data of sounds from languages other than English in order to identify phonemes and allophones.
4. Introduce the students to the distinctive features of sounds
5. Get the students know the syllable structure of words and their syllabification
6. introduce the students to the phonological process affecting the pronunciation of sounds (Assimilation, Dissimilation, Insertion, Elision, Vowel Reduction, Metathesis)
7. Help the students identify stress in words and sentences and understanding intonation

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)

- **The students are encouraged to listen to native speakers, initiate dialogues with them, listen to cassettes, and use new IT on recorded materials.**
- **Giving individual, pair, and group participation to improve oral production**

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

Standard topics in Phonology such as sound system, phonological processes, syllable structure, stress and distinctive features form the core of the course. The students are also introduced to phonological rules including deletion, insertion and assimilatory rules. Comparison between phonology and morphology on the one hand and phonology and phonetics on the other is also essential.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Review of Phonetics: Consonants, and Vowels, Phonemic Transcription	1	3
The differences between Phonetics & Phonology – Phones, Phonemes, and Allophones	2	3
Phonological/Phonemic Analysis: minimal pairs/sets, contrastive distribution, complementary distribution, free variation, Phonetic Similarity	3&4	6
Common allophones of English phonemes, phonological rules, Data Analysis:	5	3
Distinctive Features	6&7	6
Syllable: syllable structure: syllable template and syllable pattern; Syllable types: strong , weak, syllabic consonants	8&9	6
Phonotactics and sonority hierarchy; Syllabification	10	3
Phonological Process: Assimilation, Dissimilation, Insertion, Elision, Vowel Reduction, Metathesis	11	3
Suprasegmentals: Word Stress, Sentence Stress	12	3
Tone, Pitch, Intonation Patterns	13	3
Final Exam	14	3

2 Course components (total contact hours per semester): 42 hours				
Lecture: 38 hours	Tutorial:	Laboratory	Practical/Field work/Internship	Other: Tests: 4 hours

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week) **3 hours per week**

4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill; The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired **By the end of the course, students should be able to:** 1. identify the major differences between phonetics & phonology: phones, phonemes, allophones 2. Know the phonological Analysis of phonemes and allophones: minimal pairs and sets, contrastive distribution, complementary distribution, free variation, phonetic similarity 3. Analyse data of sounds from languages other than English in order to identify phonemes and allophones. 4. recognize the distinctive features of sounds 5. identify the syllable structure of words and their syllabification 6.identify the phonological process affecting the pronunciation of sounds (Assimilation, Dissimilation, Insertion, Elision, Vowel Reduction, Metathesis) 7. Show stress in words and sentences and understand intonation
(ii) Teaching strategies to be used to develop that knowledge **1. Lectures** **2. Class discussion** **3. Collaborative learning/Team work.**
(iii) Methods of assessment of knowledge acquired **1. Class participation** **2. Quizzes** **3. Class presentations based on the parts which are covered from the course book.** **4. Midterm Exam/essay questions** **5. Research papers** **6. Final exam**
b. Cognitive Skills
(i) Description of cognitive skills to be developed **- Ability to point out the difference between phonetics & Phonology :phones, phonemes and allophones** **- Ability to distinguish between phonemes and allophones using phonological analysis** **- Ability to show the distinctive features of sounds.** **- Ability to mark the syllable and stress in the words and sentences** **-Ability to pronounce words in phonological juncture**

(ii) Teaching strategies to be used to develop these cognitive skills
1. **Lectures/teaching students how to read attentively and critically**
2. Class discussions/teaching students to think independently and engage in-group discussions.
3. Individual meetings with students encouragement of students to discuss paper topics outside the class room with the instructor.

(iii) Methods of assessment of students cognitive skills
1. Class participation
2. Presentations
3. Research papers
4. Midterms and exams
5. Group assignments

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Students can complete both reading and writing assignments in due time
2. Students can participate in class discussion and think critically
3. Students can act responsibly and ethically in carrying out individual as well as group projects
4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team

(ii) Teaching strategies to be used to develop these skills and abilities
1. Lectures in which students are made aware of the significance of time management
2. Discussions with students on ethical behaviour in conducting research
3. Individual counselling on research projects and writing difficulties
4. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his peers.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Active class participation reflects the students ability to keep up with the reading schedule
2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines
3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
4. Instructor's assessment of student's performance and seriousness during individual supervision hours

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.
1. Use of electronic journals and data basis
2. Web CT
3. Use of PowerPoint and laptop – projector systems
4. Introduction to blogging
5. Experience wiki/moodle to develop collaborative testing skills

(ii) Teaching strategies to be used to develop these skills
1. Encourage students to make extensive use of material on the web
2. Encourage students to consult the specialist in the computer lab for help on web-based material
3. Demand the use of PowerPoint when giving presentations
4. Demonstrate and give blogging and wiki/moodle assignments and coach students in how to carry them out

(iii) Methods of assessment of students numerical and communication skills
1. Allot marks for the use of web-based material in students' presentations.
2. Distribute rubric at beginning of assignment so students know what they will be evaluated on

e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required **Not Applicable**
(ii) Teaching strategies to be used to develop these skills **Not Applicable**
(iii) Methods of assessment of students psychomotor skills **Not Applicable**

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-Term Test	Week 8	10%
3	Oral Test	Week 15	20%
4	Final Written Exam	Week 16	60%
	Total		100 %

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week) **2 hours per course per week**

E Learning Resources

1. Required Text(s) **- Roach, Peter (2000) English Phonetics and Phonology, Third Edition, CUP.** **- O'Conner, I.D. 1986. Phonetics. London: Pelico.** **- Ladefoged, P.1993. A Course in Phonetics. New York: Horcourt Brace.** 2. Essential References

- O'Conner, J.D. (1987) Better English Pronunciation. Cambridge: CUP. - Clark, J. & Yallop, C. (1992) An Introduction to Phonetics and Phonology. London: Blackwell. - Gimson, A.C. (1997) An Introduction to the Pronunciation of English. London: Arnold.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) **So many books on the topic of phonology:** **- ESL Instant Immersion English: Speech Solution. 1997. Computerized Learning Inc.** **- The Rosetta Stone Language Library: English Explorer. 1999. Fairfield Language technologies.** **- Learn to Speak English. 1995. The Learning Company.**
4-.Electronic Materials, Web Sites etc **Resources on the web:** - **http://www.celt.stir.ac.uk/staff/HIGDOX/STEPHEN/PHONO/PHONOLOG.HTM** - **http://www.phon.ox.ac.uk/jcoleman/PHONOLOGY1.HTM** - **http://www.ling.upenn.edu/courses/ling001/PHONOLOG.HTM** - **http://www.ims.uni-stuttgart.de/1ehre/teaching/2004-SS/GK-phon.HTM** - **http://www.ling.hawaii.edu/faculty/stampe/phon.HTM**
5- Other learning material such as computer-based programs/CD, professional standards/regulations **The use of Turn-it-in.com software program to detect plagiarism**

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) **Lecture rooms should be large enough to accommodate 35 students**
2. Computing resources **Laptop computer - projector system**
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) **Data show to facilitate going over student papers in class**

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching **1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class** **2. End of term college evaluation of course by students (to be collected by the department)** **3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better** **4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated**

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

1. Peer evaluation to asses ability of faculty members to work with their colleagues
2. Cass observations by supervisors

3 Processes for Improvement of Teaching

1. Training sessions
2. Workshops to facilitate the exchange of experiences amongst faculty members
3. Regular meetings where problems are discussed and solutions given
4. Discussion of challenges in the classroom with colleagues and supervisors
5. Encouragement of faculty members to attend professional development conferences
6. Keep up to date with pedagogical theory and practice
7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

1. Check marking of a sample of examination papers either by a resident or visiting faculty member
2. Arrange with another institution to have two common test items included on an exam and compare marks given
3. Students who believe they are under graded can have their papers checked by a second reader

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Syntax

Institution	AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**	
Department DEPARTMENT OF ENGLISH	

A Course Identification and General Information

1. Course title and code: Syntax
2. Credit hours 3 Hours
3. Program(s) in which the course is offered. **(If general elective available in many programs indicate this rather than list programs)** **B. A. in English Language and Literature**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered. Level 5
6. Pre-requisites for this course (if any) Morphology
7. Co-requisites for this course (if any) None
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. 1. To introduce students to the basic knowledge of English syntax 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 phrases and their structures 4. To acquaint students with the internal structure of sentences and basic sentence patterns 5. To help students describe modification and its levels
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 new syntactic notions

C. 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 syntax. It is designed to give the students a brief glimpse of the theory and practice of

the structural grammar of the English language. A detailed analysis of the structure of English sentences and phrases will be treated. Topics include noun and verb phrases, basic sentence patterns, positional classes and modification.

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Introduction to Syntax: Traditional & Structural Approach, Form and Function, Open and Closed Word Classes	1	3
Basic Sentence Patterns	2	3
Noun and Verb Phrases	3-4	6
Adjective , adverb and prepositioinal phrases	5+6	6
Positional Classes	7	3
Modification	7-8	6
Levels of Modification	9	3
Complements & Subjunctive Forms of the Verb	10	3
Clauses in English: Coordinate & Subordinate Clauses Mid-term exam	11-12	6
Sentences in English: simple , compound, complex	13	3
Tree–diagrame structure, ambiguity, transformational grammar	14-15	6
Final Exam	16	3
2 Course components (total contact hours per semester): 32 hours		

Lecture: 28 hours	Tutorial:	Practical/Fieldwork/Internship:	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)

3 hours per week

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

A brief summary of the knowledge or skill the course is intended to develop;

A description of the teaching strategies to be used in the course to develop that knowledge or skill

The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

1. The course introduces students to the basic notions of syntax.

2. The course encourages students to discover the value and fascination of studying syntax.

3. The course exposes the students gradually to the important topics in syntax like phrases, phrase structure rules and basic sentence patterns.

4. The course helps students to have strong and basic knowledge of the internal structure of sentences.

5. The course assists students to understand modification and the levels of modification.

(ii) Teaching strategies to be used to develop that knowledge

1. Lectures/Explaining the different syntactic notions

2. Class discussions

3. Exercises

(iii) Methods of assessment of knowledge acquired

Mid-Term and Final Exams

Students' Presentations and Assignments

b. Cognitive Skills

(i) Cognitive skills to be developed

1. The ability to think critically and analytically about the internal structure of sentences

2. The ability to identify the various types of phrases, phrase structures and methods of representing sentence structure

3. The ability to compare some of the English syntactic information with its Arabic counterpart
4. The ability to do syntactic analysis.

(ii) Teaching strategies to be used to develop these cognitive skills
1. Lectures
2. Class Discussions
3. Exercises

(iii) Methods of assessment of students cognitive skills
Mid-Term and Final Exams
Students' Presentations and Assignments

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Regular and punctual attending of classes
2. Cooperative work with peers in class
3. Responsible and ethical class discussion and participation

(ii) Teaching strategies to be used to develop these skills and abilities
Group and individual discussions with students in and outside class

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Regular recording of students' attendance at the beginning of each lecture
2. Quantity and quality of class participation

d. Communication, Information Technology and Numerical Skills

Description of the skills to be developed in this domain.
1. Use of electronic journals and data bases
2. Use of PowerPoint and laptop – projector systems

(ii) Teaching strategies to be used to develop these skills
1. Encourage students to make extensive use of materials on the web
2. Encourage students to consult the specialist in the computer lab for help on web-based materials
3. Demand the use of PowerPoint when giving presentations

(iii) Methods of assessment of students numerical and communication skills
Allot marks for the use of web-based material in students' presentations.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable
(ii) Teaching strategies to be used to develop these skills
Not Applicable
(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-term	Week 8	30%
3	Final exam	Week 16	60%
	Total		100 %

D. Student Support

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

E. Learning Resources

1. Required Text(s) Norman C. Stageberg and Dallin D. Oaks. (1999) <u>An Introductory to English Grammar</u>. Fifth Edition. Wadsworth Publishing.
2. Essential References 1. Thomas, Linda (1993) <u>Beginning Syntax</u>. Oxford UK & Cambridge USA: Blackwell publishers. 2. Andrew Radford (2004) <u>An Introduction to Syntax</u>. Cambridge University Press.
3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) 1. Brosley, R. (1999) <u>Syntactic Theory: a Unified Approach</u>. Hodder Arnold. 2. Jr., Van Valin (2001) <u>An Introduction to Syntax</u>. New York: Library of Congress.
4. Electronic Materials, Web Sites etc. http://www.universalteacher.org.uk/lang/syntax.htm

http://www.sil.org/linguistics/ETEXT.HTML
http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/Index.htm
http://www.utexas.edu/courses/linguistics/resources/syntax/index.html
http://www.blexas.edu/courses/linguistics/resourses/syntax/

5. Other learning material such as computer-based programs/CD, professional standards/regulations

NONE

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

Lecture rooms should be equipped with a white board and large enough to accommodate 50 students

2. Computing resources

Laptop computer - projector system

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

Data show

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1. Mid-term feedback involving group and individual discussions with students about different aspects of teaching and evaluation of the course
2. Discussion of students' assignments
3. Students' presentations

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

1. The University evaluation of the course
2. Designing an evaluation form to be filled by students at the end of term.

3 Processes for Improvement of Teaching

1. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing the teaching strategies and results of the last semester
2. Having meetings with the instructors who taught the course in previous semesters
3. Keeping up-to-date with the new developments in the field of linguistics and more specifically syntax by reading and subscribing to linguistics mailing lists and linguistic journals

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

1. Students who believe they are under graded can have their papers checked by a second reader under the department supervision.
2. Analysing students' assignments and presentations and providing feedback toward improving their knowledge.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Comparing course syllabus and reference/reading lists with the language or linguistic departments in famous international universities.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Pragmatics

Institution	AL-BAHA UNIVERSITY
College **Faculty of Sciences & Arts**	
Department DEPARTMENT OF ENGLISH	

A Course Identification and General Information

1. Course title and code: Pragmatics
2. Credit hours 2 Hours
3. Program(s) in which the course is offered. **(If general elective available in many programs indicate this rather than list programs)** **B. A. in English Language and Literature**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered. Level 5
6. Pre-requisites for this course (if any) **Semantics**
7. Co-requisites for this course (if any) None
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. 1. To introduce students to the basic pragmatic concepts and theories 2. To help students understand the relationships between pragmatics and other levels of linguistics: lexicon, morphology, syntax and semantics. 3. To expose students to the basic elements of pragmatics like pragmatic principles, speech acts and conversation analysis.
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 new pragmatic notions

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

This course aims at introducing the students to the field of pragmatics - the study of language from the point of view of its users, of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on other participants in communication. Topics include the following major areas: the scope of pragmatics, pragmatic principles and rules, speech acts and their classification, and conversation analysis.

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Introduction to Pragmatics	1	2
The Scope of Pragmatics	2+3	4
Pragmatic Principles	4+5	4
Pragmatic Rules	6+7	4
Mid-Term Test	8	2
Speech Act Verbs	9+10	4
Classifying Speech Acts	11+12	4
Conversation & Context	13+14	2
What Happens in Conversation	15	2
Final Exam	16	2

2 Course components (total contact hours per semester): **32 hours**

Lecture: **28 hours**	Tutorial:	Practical/Fieldwork/Internship:	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week) **2 hours per week**
4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
1. The course introduces students to the basic elements of pragmatics.
2. The course encourages students to discover the value and fascination of studying pragmatics.
3. The course exposes the students gradually to the important topics in pragmatics like pragmatic principles and rules, speech acts and their classification, and conversation analysis.
4. The course provides students with an introductory theoretical background of the study of language in use reinforced by practical exercises in a way that helps the students to grasp the importance of studying language in actual situations.

(ii) Teaching strategies to be used to develop that knowledge
1. Lectures/Explaining the different pragmatic notions
2. Class discussions
3. Exercises

(iii) Methods of assessment of knowledge acquired
Mid-Term and Final Exams
Students' Presentations and Assignments

b. Cognitive Skills

(i) Cognitive skills to be developed
1. The ability to think critically and analytically about language use in actual situations
2. The ability to identify the various principles of pragmatics and differentiate between them
3. The ability to exemplify the various pragmatic concepts and theories discussed in the course.
4. The ability to understand the difference between speech acts.

(ii) Teaching strategies to be used to develop these cognitive skills
1. Lectures
2. Class Discussions
3. Exercises

(iii) Methods of assessment of students cognitive skills
Mid-Term and Final Exams
Students' Presentations and Assignments

c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Regular and punctual attending of classes 2. Cooperative work with peers in class 3. Responsible and ethical class discussion and participation
(ii) Teaching strategies to be used to develop these skills and abilities Group and individual discussions with students in and outside class
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Regular recording of students' attendance at the beginning of each lecture 2. Quantity and quality of class participation
d. Communication, Information Technology and Numerical Skills
Description of the skills to be developed in this domain. 1. Use of electronic journals and data bases 2. Use of PowerPoint and laptop – projector systems
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of materials on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based materials 3. Demand the use of PowerPoint when giving presentations
(iii) Methods of assessment of students numerical and communication skills Allot marks for the use of web-based material in students' presentations.
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-Term Test	Week 8	30%
3	Final Exam	Week 16	60%
	Total		100 %

D. Student Support

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

E. Learning Resources

1. Required Text(s)

Yule, George (1996) <u>Pragmatics</u>. Oxford: Oxford University Press.
Mey, Jacob. (2001) <u>Pragmatics: An Introduction</u>. 2nd Edition. Oxford: Blackwell.

2. Essential References

Davis, S. (1991) <u>Pragmatics: A Reader</u>. OUP.

3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

Levinson, S. (1983) <u>Pragmatics</u>. Cambridge U.P.

4. Electronic Materials, Web Sites etc.

www.pragmatics.com/
www.gxnu.edu.cn/Personal/szliu/definition.html
www. semprag.org/
www.sil.org/linguistics/./WhatIsPragmatics.htm
www.ipra.be/

5. Other learning material such as computer-based programs/CD, professional standards/regulations

NONE

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be equipped with a white board and large enough to accommodate 50 students
2. Computing resources Laptop computer - projector system
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Data show

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Mid-term feedback involving group and individual discussions with students about different aspects of teaching and evaluation of the course 2. Discussion of students' assignments 3. Students' presentations
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department 1. The University evaluation of the course 2. Designing an evaluation form to be filled by students at the end of term.
3 Processes for Improvement of Teaching 1. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing the teaching strategies and results of the last semester 2. Having meetings with the instructors who taught the course in previous semesters 3. Keeping up-to-date with the new developments in the field of linguistics and more specifically pragmatics by reading and subscribing to linguistics mailing lists and linguistic journals
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution) 1. Students who believe they are under graded can have their papers checked by a second reader under the department supervision. 2. Analysing students' assignments and presentations and providing feedback toward improving their knowledge.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Comparing course syllabus and reference/reading lists with the language or linguistic departments in famous international universities.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Psycholinguistics

Course Specification

Institution	AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**	
Department: DEPARTMENT OF ENGLISH	

A Course Identification and General Information

1. Course title and code **Psycholinguistics**
2. Credit hours: 2 Hours
3. Program(s) in which the course is offered. **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 5
6. Pre-requisites for this course (if any) **Applied Linguistics**
7. Co-requisites for this course (if any) **None**
8. Location if not on main campus **Main campus**

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. • know the definition of the term Psycholinguistics • understand how the concept "psycholinguistics" emerged, • discuss the different disciplines that shaped this filed, • identify the basic areas of the brain involved in language • develop knowledge on how language is processed in terms of: comprehension, production and acquisition. • identify the psychological and neurological factors that enable humans to acquire, understand and produce language • Identify the psychological processes of forming (generating) and recognizing: words, sentence, discourse of language.
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) 1. Increased use of IT or web-based reference material 2. Use Web-CT for uploading material 3. Consistently change the reading list which may include refereed authentic articles electronically published 4. Use www.wiki.com and http://en.wikipedia.org as reference sources which students may resort to for further explanation on language acquisition topics

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

This course aims at introducing the students to psycholinguistics its history, sub-disciplines, scope with focus on comprehension, production, acquisition and representation of language.

1. Topics to be Covered		
Topics	**No of Weeks**	**Contact hours**
Introduction to the course: Review of branches of Linguistics	Week 1	2 hours
- Definitions of the term Psycholinguistics - History and Scope of the field	Weeks 2-3	4 hours
- Disciplines shaping the field psycholinguistics	Weeks 4-5	4 hours
The biological basis of language: - Language and the brain. - General brain structure and function. - Language areas and their function	Week 6-7	4 hours
Language Comprehension: - Speech perception: some fundamentals of perception - Spoken word recognition/ printed word recognition/ the mental lexicon - Comprehension of sentences and discourse Properties of spoken language production	Week 8-9	4
Mid - term Exam	Week 9	2 hours
Language Production - Generation of words: basic steps of word production - Generation of sentences/ Written production	Week 10-11	4 hours
Biological Bases of Language: - First language acquisition - Second language acquisition	Weeks 12-13	4 hours
Neurolinguistics	Weeks 14-15	4 hours
Final Exam	Week 16	2 hours

2 Course components (total contact hours per semester): 32 hours				
Lecture: 28	Tutorial:	Laboratory None	Practical/Field work/Internship None	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
2 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

Description of the knowledge to be acquired
1. Getting the students to know the basic concept of "psycholinguistics" and how it emerged.
2. Getting students to understand the different disciplines that shaped filed of Psycholinguistics;
3. Familiarizing the basic areas of the brain involved in language
4- Guiding students to identify the psychological and neurological factors that enable humans to acquire, understand and produce language
5. Training students to realize the psychological processes of forming and recognizing: words, sentence, discourse of language.
6. Getting students to know the neural mechanisms in the human brain that control the comprehension, production, and acquisition of language.

Teaching strategies to be used to develop that knowledge
1. Lectures
2. Class discussion
3. Collecting data regarding language acquisition from students' environment and trying to analyse them and relate them to issues discussed in class
4. Small group discussions

Methods of assessment of knowledge acquired
1. Class participation
2. Quizzes
3. Midterms/Objective and Essay questions
4. A short research paper
5. Final written exam

b. Cognitive Skills

Description of cognitive skills to be developed
1. Ability to think critically and analytically
2. Ability to understand the different disciplines that shaped filed of Psycholinguistics;

3. Ability to identify the psychological and neurological factors that enable humans to acquire, understand and produce language

4. Ability to identify the neural mechanisms in the human brain that control the comprehension, production, and acquisition of language. relate principles of TEFL knowledge gained in class to students' future in-service teaching

5. Ability to do research on the psychological processes of forming and recognizing: words, sentence, discourse of language.

Teaching strategies to be used to develop these cognitive skills

1. Lectures/teaching students how to understand, appreciate and integrate various concepts in language acquisition

2. Class discussions/teaching students to think critically and independently and engage in group discussions

3. Individual meetings with students/encouraging them to discuss paper topics outside the classroom with their peers

(iii) Methods of assessment of students cognitive skills

1. Class participation
2. Mini project submission
3. Research papers
4. Midterms and final examination
5. Pop quizzes

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

1. Students can complete both reading and writing assignments in due time

2. Students can participate in class discussions and think critically

3. Students can act responsibly and ethically in carrying out individual as well as group projects

4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of one team

(ii) Teaching strategies to be used to develop these skills and abilities

1. Lectures in which students are made aware of the significance of time management

2. Discussions with students on ethical behaviour in conducting research

3. Individual counselling on research projects and writing difficulties during office hours

4. Peer discussions where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his peers.

Methods of assessment of students interpersonal skills and capacity to carry responsibility

1. Active class participation reflects the students' ability to keep up with the reading schedule

2. Research papers will attest to the student's ability to fulfil assignments and respect deadlines

3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information

4. The micro-teaching class will reflect students' ability in applying classroom knowledge

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.
1. Use of electronic journals and data bases
2. Use of specialized Internet sites to read more about issues discussed in class
3. Use of PowerPoint and laptop – projector systems
4. Introduction to Jusur (an e-learning system of the National Centre of E-learning and Distance Learning)

(ii) Teaching strategies to be used to develop these skills
1. Encourage students to make extensive use of material on the web
2. Encourage students to surf the Internet to look for specialized sites and consult the specialist in the computer lab for help on web-based material
3. Request the use of PowerPoint when giving presentations
4. Encourage students to use Jusur (an e-learning system of the National Centre of E-learning and Distance Learning) to participate in online discussion, submit their homework, and share files with other students

(iii) Methods of assessment of students numerical and communication skills
1. Allot marks for the use of web-based material in students' presentations, participation, and projects.
2. Distribute rubric at beginning of assignment so students know what they will be evaluated on
3- Consider the frequency of students' use of Jusur in online discussions, chat, and file sharing

e. Psychomotor Skills (if applicable

Description of the psychomotor skills to be developed and the level of performance required
Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-Term Test	Week 8	30%
3	Final Exam	Week 16	60%
4			

	Total	**100%**

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
2 hours per course per week

E Learning Resources

1. Required Text(s)
1- Field, John (2003) *Psycholinguistics*, London and New York: Routledge.
2- Steinberg, D.D, Sciarini, N.V. (2006). *An introduction to psycholinguistics*. Pearson Education

2. Essential References
1 Harley, Trevor (2001) *The Psychology of Language: From Data to Theory*, Hove and New York: Psychology Press Ltd.

Steinberg, Danny, Hiroshi Nagata and David Aline (2001, 2nd ed.) *Psycholinguistics: Language, Mind and World*, Harlow: Longman

4-.Electronic Materials, Web Sites etc
http://cogling.wikia.com/wiki/Psycholinguistics
https://en.wikiversity.org/wiki/Psycholinguistics/Theories_and_Models_of_Language_Acquisition
5- Other learning material such as computer-based programs/CD, professional standards/regulations
 Signed Student Code of honour explained during student orientation to university to protect against plagiarism
Subscribe to http://www.turn-it-in.com to detect plagiarism

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

Lecture rooms should be large enough to accommodate 50 students

2. Computing resources
Laptop computer - projector system

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

Data show to facilitate going over student papers in class

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
1. A post midterm. open-ended questionnaire will be distributed to students to draw the instructor's attention to the weaknesses and strengths of his presentations
2. End-of-term university evaluation of course by students (to be electronically completed by students)
3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
4. Periodical open discussion with students to survey their opinions on the degree of achievement of course goals and objectives

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
1. End-of-term university evaluation of course by students (to be electronically completed by students)

3 Processes for Improvement of Teaching

1. Attending training sessions
2. Attending workshops to facilitate the exchange of experiences amongst faculty members
3. Scheduling regular meetings with other colleagues where problems are discussed and solutions are given
4. Discussing the challenges in the classroom with colleagues and members of the Department Counsel
5. Encouraging faculty members to attend conferences on professional development
6. Keeping up to date with pedagogical theory and practice
7. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing previous semester's teaching strategies and results and after considering students' feedback
8. Keeping up to date with refereed articles and books related to the topics of the course

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

1. Midterm papers are returned to students and model answers are given
2. Students may consult the reading materials and compare their answers to the information found in these sources
3. Students who believe they are under graded can compare their papers to those of their classmates who obtain high scores

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description to those found in other universities (including those on the Internet)
2. Compare course objectives and goals to students' achievement
3. Try to contact other professors in different universities who are teaching similar courses (including well-known institutions) to exchange views regarding the optimal ways to improve the course

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Generative Grammar

Institution	AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**	
DEPARTMENT OF ENGLISH	

A. Course Identification and General Information

1. Course title and code: Generative Grammar
2. Credit hours 2 Hours
3. Program(s) in which the course is offered **(If general elective available in many programs indicate this rather than list programs)**   **B. A. in English Language and Literature**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered. Level 6
6. Pre-requisites for this course (if any) Morphology + Syntax
7. Co-requisites for this course (if any)   None
8. Location if not on main campus

B. Objectives

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

1. Familiarize students with some of the main concepts in generative grammar such as i-language / e-language, *Semantic Judgment/* syntactic judgment, competence / performance, learning / acquisition, innateness and universal grammar, etc.

2. Acquaint students with the differences between traditional grammar, generative grammar, transformational grammar, and the differences between descriptive and prescriptive rules.

3. Introduce students to the constituent structures of English phrases and sentences and help them draw trees using phrase structures rules.

4. Help students to draw different trees for ambiguous sentences to show their different meanings.

5. Teach students the concepts of dominance and c-command in a tree.

6. Introduce students to some of current trends in generative linguistics such as Binding Theory, X-bar Theory, Theta Theory, and Case Theory.

7. Teach students how to draw tree diagrams of phrases and sentences using the X-bar theory and how to place modifiers as complements, adjuncts and Specifiers.

8. Help students understand the differences between thematic relations and theta roles.

9. Introduce students to important concepts in Case Theory such as Nominative Case, Objective Case, and the Genitive Case.

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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 new generative grammar notions.

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

The course aims at introducing students to some of the current trends in generative linguistics. Topics to be covered include:

Introduction to the important concepts of Generative Grammar such as: i-language/e-language, *Semantic Judgment/* syntactic judgment, competence / performance, learning / acquisition, innateness and universal grammar.

Constituent structures of English phrases and sentences, and phrase structure rules

Structural relations

Binding Theory, X-bar Theory, Theta Theory and Case Theory

Topics to be Covered	No of Weeks	Contact hours
Introduction to Generative Grammar	1	2
Constituency, Trees and Phrase Structure Rules Noun Phrase Verb Phrase Adjective Phrase Adverb Phrase Prepositional Phrase Adverb Phrase Simple Sentence Clausal Constituents Modification and Ambiguity	2+3	4
Structural Relations	4+5	4
Binding Theory	6+7	4
Mid-Term Test	8	2
The X-bar Theory Introduction Complements, Adjuncts, and Specifiers Drawing Trees in X-bar Theory S in X-bar Theory Ś (S bar) in X-bar Theory	9+10	4
Theta Theory	11+12	4
Case Theory	13+14	4
Review and practical exercises on the previous sections	15	2
Final Exam	16	2

2. Course components (total contact hours per semester): **32 hours**			
Lecture: 28 hours	Tutorial:	Practical/Fieldwork/Internship:	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)
2 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

Description of the knowledge to be acquired
 1. Know the recent theories in generative linguistics such as Binding Theory, X-bar Theory, Theta Theory and Case Theory.
 2. Identify what a constituent is and recognize the constituent structures in English.
3. Know how to use phrase structure rules to draw trees to show the constituents of phrases and sentences.
4. Recognize the inadequacy of the old phrase structure rules and know the new changes in the X-bar theory in dealing with constituents.
5. Identify dominance and c- command in a tree.
6. Identify binding domains.
7. Recognize the idea of complements, adjuncts and Specifiers in X-bar Theory.
8. Identify thematic relations and theta roles.
9. Recognize the different cases of a noun.

(ii) Teaching strategies to be used to develop that knowledge
1. Lectures/Explaining the different generative grammar notions.
2. Class discussions
3. Practicing tree diagrams and syntactic analysis in class.

(iii) Methods of assessment of knowledge acquired
Mid-Term and Final Exams
Students' Presentations and Assignments

b. Cognitive Skills

(i) Cognitive skills to be developed
1. The ability to think critically and analytically about the generative aspects of grammar.
2. The ability to explain the new theories in generative grammar.
3. The ability to use phrase structure rules and the X-bar theory format to show the constituent structures in English.
4. The ability to explain whether a string of words is a constituent or not.
5. The ability to draw trees for ambiguous sentences to show their meanings.
6. The ability to extract a set of phrase structure rules for another language.
7. The ability to explain the concept of c-command and dominance in a tree.
8. The ability to explain the concept of binding and apply principles A, B, C to a tree.
9. The ability to distinguish between thematic relations and theta roles.
10. The ability to distinguish between the different cases of a noun.

(ii) Teaching strategies to be used to develop these cognitive skills
1. Lectures/teaching students how to understand, appreciate and integrate various generative grammar concepts.
2. Class discussions/teaching students to think critically and independently and engage in group discussions
3. Individual meetings with students/encouraging them to discuss paper topics outside the classroom with their peers

(iii) Methods of assessment of students cognitive skills
Mid-Term and Final Exams
Students' Presentations and Assignments

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Regular and punctual attending of classes
2. Cooperative work with peers in class
3. Responsible and ethical class discussion and participation

(ii) Teaching strategies to be used to develop these skills and abilities
Group and individual discussions with students in and outside class.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Regular recording of students' attendance at the beginning of each lecture
2. Quantity and quality of class participation
3. Midterms and final exams

d. Communication, Information Technology and Numerical Skills

Description of the skills to be developed in this domain.
1. Use of electronic journals and data bases. 2. Use of specialized Internet sites to read more about issues discussed in class 3. Introduction to Jusur (an e-learning system of the National Center of E-Learning and Distance Learning) 4. Use of PowerPoint and laptop – projector systems

(ii) Teaching strategies to be used to develop these skills
1. Encourage students to make extensive use of materials on the web. 2. Encourage students to consult the specialist in the computer lab for help on web-based materials 3. Demand the use of PowerPoint when giving presentations. 4. Encourage students to use Jusur (the e-learning system of the National Center of E-Learning and Distance Learning) to participate in online discussion, submit their homework, and share files with other students

(iii) Methods of assessment of students numerical and communication skills
1. Allot marks for the use of web-based material in students' presentations. 2. Consider the frequency of students' use of Jusur in online discussions, chat, and file sharing.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-Term Test	Week 8	30%

3	Final Exam	Week 16	60%
	Total		100 %

D. Student Support

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

E. Learning Resources

1. Required Text(s)
Carnie, Andrew (2013) <u>Syntax : A Generative Introduction</u> . Oxford: Wiley-Blackwell. Third Edition.

2. Essential References
1. Carnie, Andrew (2008) <u>Constituent Structure.</u> Oxford University Press.
2. Radford, Andrew (2004) <u>Minimalist Syntax: Exploring the Structure</u> of English. Cambridge University Press.
3. Radford, Andrew (1988) <u>Transformational Grammar: A First Course</u>. Cambridge: Cambridge University Press.
4. Bornstein, Diane D. D. (1984) <u>An Introduction to Transformational Grammar</u>. University Press of America.

3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
1. Al-Khuli, Muhammad Ali (2000) <u>A Contrastive Transformational Grammar: Arabic and English</u>. Dar Falah.
2. Ouhalla, Jamal (1999) <u>Introducing Transformational Grammar: From Principles and Parameters to Minimalism</u>. Second Edition. Hodder Arnold.

4. Electronic Materials, Web Sites etc.
en.wikipedia.org/wiki/ Transformational_grammar
www.wisegeek.com/what-is-transformational-grammar.htm
http://people.umass.edu/kbj/homepage/Content/601_lectures.pdf
http://www.pdf-search-engine.com/transformational-grammar-pdf.html
http://www.osun.org/transformational+generative+grammar-pdf.html

5. Other learning material such as computer-based programs/CD, professional standards/regulations
Subscribe to http://www.turn-it-in.com to detect plagiarism

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be equipped with a white board and large enough to accommodate 50 students
2. Computing resources Laptop computer - projector system
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Data show

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. A post midterm open-ended questionnaire will be distributed to students to draw the instructor's attention to the weaknesses and strengths of his presentations 2. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 3. Periodical open discussion with students to survey their opinions on the degree of achievement of course goals and objectives
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department End-of-term university evaluation of course by students (to be electronically completed by students)
3 Processes for Improvement of Teaching 1. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing the teaching strategies and results of the last semester 2. Having meetings with the instructors who taught the course in previous semesters 3. Keeping up-to-date with the new developments in the field of linguistics and more specifically transformational grammar by reading and subscribing to linguistics mailing lists and linguistic journals
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

1. Students who believe they are under graded can have their papers checked by a second reader under the department supervision.   2. Analyzing students' assignments and presentations and providing feedback toward improving their knowledge.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   Comparing course syllabus and reference/reading lists with the language or linguistic departments in famous international universities.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Discourse Analysis

Course Specification

Institution   AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**
Department DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: Discourse Analysis
2. Credit hours 3 Hours
3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English Language and Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 6
6. Pre-requisites for this course (if any)   None
7. Co-requisites for this course (if any)   None
8. Location if not on main campus   Main Campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.   In this course students, ask how sense is made of what is read, how well constructed texts as opposed to incoherent ones can be recognized and how speakers who can communicate more than they say are understood. Text analysis gives some insight into how writers or speakers structure what they want to say. These insights represent crucial factors in our judgements on the text. In discourse analysis, people arrive to interpretations that are in line with their experience of the way the world is.
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)   1. Increased use of IT or web-based reference material   2. Use Web-CT for uploading material   3. Consistently change the reading list which may include refereed authentic articles electronically published   4. Use www.wiki.com and http://en.wikipedia.org as reference sources which students may resort to for further explanation on discourse analysis topics.

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

This course introduces the students to the basic notions of discourse and the development of discourse analysis. It provides them with an introduction about discourse analysis and the different approaches used in the analysis of any piece of discourse (i.e, speech act theory, interactional sociolinguistics, ethnography of communication, pragmatics, conversation analysis, and variation theory). Discourse here is defined as the study of the organization of language above the sentence level, but also as any manifestation of language in context. The course will involve students in theoretical discussions and practical, hands-on experience in analysing discourse, which is expected to help them understand how discourse is structured to realise communication.

1. Topics to be Covered		
Topic	No of Weeks	Contact hours
Discourse in relation to linguistic units: - word, sentence, text, discourse; - the difference between discourse and text; - text analysis & discourse analysis	Week 1	3 hours
- Genre (fiction – nonfiction), Texts types - Register and style	Week 2	3 hours
Development of Discourse Analysis Approaches to Discourse: Structural & Functional Approaches to Discourse Analysis: speech Act theory, Interactional Sociolinguistics, Ethnography of Communication, pragmatics, conversational analysis, etc. Criteria of a Qualified Discourse	Weeks 3-4	6 hours
The Relationship between Coherence & Cohesion - Types of Coherence - Types of Cohesion	Weeks 5-6	6 hours
Elements of Discourse Analysis: - Social relationships between the participants; Shared knowledge between them (Schema theory); Context of Situation Discourse type: spoken or written;	Week 7	3 hours
Discourse Structure at the Micro Level: Thematic structure & Information structure	Week 8	3
Discourse Function: Transactional & Interactional	Week 9	3 hours

Conversational Analysis: Turn taking in conversation; Overlap in Conversation; Sequence and structure: (adjacency pairs, pre-sequences- Insertion sequences-repairing sequences)	Weeks 10-11	6 hours
Topics, settings & relationships in conversation (speech act)	Week 12	3 hours
Use of hedges in cooperative conversation	Week 13	3 hours
Critical Discourse Analysis Age, gender, religious & political texts for analysis	Weeks 14-15	6 hours
Final Exam	16	3

2 Course components (total contact hours per semester): 48 hours				
Lecture: 42 hours	Tutorial: 0 hours	Practical/Fieldwork/Internship: None	Other: None	Other: Tests (6 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
3 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
1. Familiarizing students with the main concepts of discourse such as cohesion, schema, connections, and speech events
2. Enabling students to understand and appreciate the relationship between topics, settings in a conversation
3. Helping students understand and interpret many discourse phenomena which they may come across in their daily lives.

4. Introducing students to different theoretical and experimental approaches used in discourse analysis. 5. Teaching students how to write research papers on selected discourse analysis topics 6. Training students how to conduct mini discourse analysis projects aimed at investigating certain linguistic phenomena present in students' environment through applying discourse concepts discussed in class.
(ii) Teaching strategies to be used to develop that knowledge 1. Lectures 2. Class discussion 3. Collecting discourse analysis data from students' environment and trying to analyse them and relate them to issues discussed in class 4. Small group discussions
(iii) Methods of assessment of knowledge acquired 1. Class participation 2. Quizzes 3. A mini discourse analysis project 4. Midterms/Objective and Essay questions 5. A short research paper 6. Final written exam
b. Cognitive Skills
(i) Description of cognitive skills to be developed 1. Ability to think critically and analytically 2. Ability to understand current world events related to discourse analysis matters 3. Ability to relate discourse analysis knowledge gained in class to students' immediate environment 4. Ability to be eloquently involved in class discussions through preparation which may take the form of reading and critical thinking about materials before class 5. Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument
(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures/teaching students how to understand, appreciate and integrate various discourse analysis concepts 2. Class discussions/teaching students to think critically and independently and engage in group discussions 3. Individual meetings with students/encouraging them to discuss paper topics outside the classroom with their peers
(iii) Methods of assessment of students cognitive skills 1. Class participation 2. Mini project submission

3. Research papers
4. Midterms and final examination
5. Pop quizzes
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete both reading and writing assignments in due time 2. Students can participate in class discussions and think critically 3. Students can act responsibly and ethically in carrying out individual as well as group projects 4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of one team.
(ii) Teaching strategies to be used to develop these skills and abilities 1. Lectures in which students are made aware of the significance of time management 2. Discussions with students on ethical behaviour in conducting research 3. Individual counselling on research projects and writing difficulties during office hours 4. Peer discussions where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his peers.
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Active class participation reflects the students' ability to keep up with the reading schedule 2. Research papers will attest to the student's ability to fulfil assignments and respect deadlines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4. The mini project which students are required to develop may indicate their ability to apply classroom knowledge to outside related issues
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. 1. Use of electronic journals and data bases 2. Use of specialized Internet sites to read more about issues discussed in class 3. Use of PowerPoint and laptop – projector systems 4. Introduction to Jusur (an e-learning system of the National Center of E-learning and Distance Learning)
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web 2. Encourage students to surf the Internet to look for specialized sites and consult the specialist in the computer lab for help on web-based material 3. Request the use of PowerPoint when giving presentations 4. Encourage students to use Jusur (an e-learning system of the National Center of E-learning and Distance Learning) to participate in online discussion, submit their homework, and share files with other students

(iii) Methods of assessment of students numerical and communication skills
1. Allot marks for the use of web-based material in students' presentations, participation, and projects.
2. Distribute rubric at beginning of assignment so students know what they will be evaluated on
3- Consider the frequency of students' use of Jusur in online discussions, chat, and file sharing
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	First midterm	Week 8	20%
2	Participation & Quizzes	All along	10%
3	A mini discourse analysis project/A Short research paper	At the end	10%
6	Final Exam	Week 16	60%
7	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice (include amount of time teaching staff are expected to be available each week) 3 hours per week

E Learning Resources

1. Required Text(s) 1 – Finegan, E. (2004) <u>Language: Its Structure & Use</u>. Wadsworth

2- Finegan, E & N. Besnier (1989) <u>Language: Its Structure & Use</u>. Harcourt Brace Javanovich.
2. Essential References 1-Cutting, J. (2002).Pragmatics $& Discourse. Routledge. 2-Nunan, D. (1993) Introducing Discourse Analysis. Penguin. 3-Johnstone, B. (2002) Discourse Analysis. Blackwell.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) 1- Cameron, D. (2001) Working with Spoken Discourse. Sage Publications. 2- Chafe, W. (1994) Discourse, Consciousness & Time. University of Chicago Press. 3 – Brown, G. & G. Yale. (1983) Discourse Analysis. Cambridge University Press. 4 – Halliday, M. & R. Hasan. (1976) Cohesion in English. Longman. 5 – Schiff, D., D. Tannen & H. Hamilton (eds). (2002) Handbook of Discourse Analysis. Blackwell. 6 – Carter, R. & M. McCarthy. (1994) Language as Discourse. Longman.
4-.Electronic Materials, Web Sites etc http://en.wikipedia.org/wiki/Discourse Analysis
5- Other learning material such as computer-based programs/CD, professional standards/regulations Laptop computer - projector system

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 50 students
2. Computing resources Data show to facilitate going over student papers in class
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Data show to facilitate going over student papers in class

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. A post midterm open-ended questionnaire will be distributed to students to draw the instructor's attention to the weaknesses and strengths of his presentations 2. End-of-term university evaluation of course by students (to be electronically completed by students) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Periodical open discussion with students to survey their opinions on the degree of achievement of course goals and objectives

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department 1. End-of-term university evaluation of course by students (to be electronically completed by students)
3 Processes for Improvement of Teaching 1. Attending training sessions 2. Attending workshops to facilitate the exchange of experiences amongst faculty members 3. Scheduling regular meetings with other colleagues where problems are discussed and solutions are given 4. Discussing the challenges in the classroom with colleagues and members of the Department Counsel 5. Encouraging faculty members to attend conferences on professional development 6. Keeping up to date with pedagogical theory and practice 7. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing previous semester's teaching strategies and results and after considering students' feedback 8. Keeping up to date with refereed articles and books related to the topics of the course
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) 1. Midterm papers are returned to students and model answers are given 2. Students may consult the reading materials and compare their answers to the information found in these sources 3. Students who believe they are under graded can compare their papers to those of their classmates who obtain high scores
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Compare syllabi and course description to those found in other universities (including those on the Internet) 2. Compare course objectives and goals to students' achievement 3. Try to contact other professors in different universities who are teaching similar courses (including well-known institutions) to exchange views regarding the optimal ways to improve the course.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Second Language Acquisition

Course Specification

Institution	AL-BAHA UNIVERSITY
College	**Faculty of Science & Arts**
Department	DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: Second Language Acquisition
2. Credit hours: 2 Hours
3. Program(s) in which the course is offered. **(If general elective available in many programs indicate this rather than list programs)** B. A. in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 5
6. Pre-requisites for this course (if any) **Applied Linguistics**
7. Co-requisites for this course (if any) **None**
8. Location if not on main campus **Main campus**

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. • critically discuss the similarities and differences between first and second language acquisition; • identify and discuss the different ways that learner language can be assessed and described by discussing key concepts such as "interlanguage", "language learner language", "error analysis; • discuss the reasons for variability that exists in language learner language and give examples of different types of such variability; • read more effectively research articles in SL journals; • critically discuss the strengths and weaknesses of various current SLA theories and identify elements in them that can be used in classroom; • identify the different types of communication strategies and assess their use in classroom; • develop some understanding of cognitive styles and be able to discuss the implications of learning styles for classroom teacher practice; • enumerate various types of learning strategies and critically discuss their role in SL learning; • identify the different types of individual differences and their putative effect upon the rate of SL learning; • develop a framework for a more analytic approach to SL classroom practices.
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) 1. Increased use of IT or web-based reference material 2. Use Web-CT for uploading material

3. Consistently change the reading list which may include refereed authentic articles electronically published
4. Use www.wiki.com and http://en.wikipedia.org as reference sources which students may resort to for further explanation on language acquisition topics

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

This course deals with the different themes and issues related to first and second language acquisition. Students should be familiarized with the major contemporary approaches to the study of first language acquisition.

1. Topics to be Covered		
Topics	**No of Weeks**	**Contact hours**
Introduction to the course	Week 1	2 hours
The nature of learning language: acquisition & Learning-Foreign language & Second Language	Weeks 2-3	4 hours
Interlanguage	Weeks 4-5	4 hours
Factors Affecting Learner Language	Week 6	4 hours
Mid-Term Test	7	2 hours
Revision + First Midterm + Announcement of Test Scores + Provision of Model Answers to Exam Questions	Week8	2 hours
Social Aspects of Interlanguage	Weeks 9-10	4 hours
Discourse Aspects of Interlanguage	Weeks 11-12	4 hours
Psycholinguistic Aspects of Interlanguage	Week 13	2 hours
Linguistic Aspects of Interlanguage Instruction & 2nd Language Learning	Weeks 14-15	4 hours
Final Test	Week 16	2 hours

2 Course components (total contact hours per semester):			32 hours	
Lecture: 28 hours	Tutorial:	Laboratory None	Practical/Field work/Internship None	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
2 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

Description of the knowledge to be acquired
1. Familiarizing students with the main concepts of Language acquisition such as inter language, acculturation, transfer, language aptitude and typological universals in language acquisition
 2. Enabling students to understand and appreciate the difference between first and second language acquisition.
3. Helping students understand and interpret many language acquisition phenomena which they may come across in their daily lives.
4. Introducing students to different theoretical and experimental approaches used in language acquisition research.
5. Teaching students how to write research papers on selected language acquisition topics
6. Training students how to conduct mini projects aimed at investigating certain language acquisition phenomena present in students' environment through applying concepts discussed in class.

Teaching strategies to be used to develop that knowledge
1. Lectures
2. Class discussion
3. Collecting data regarding language acquisition from students' environment and trying to analyse them and relate them to issues discussed in class
4. Small group discussions

Methods of assessment of knowledge acquired
1. Class participation
2. Quizzes
3. A mini project related to language acquisition
4. Midterms/Objective and Essay questions
5. A short research paper
6. Final written exam

b. Cognitive Skills

Description of cognitive skills to be developed

1. Ability to think critically and analytically

2. Ability to understand current world events related to language acquisition

3. Ability to relate language acquisition knowledge gained in class to students' immediate environment

4. Ability to be eloquently involved in class discussions through preparation which may take the form of reading and critical thinking about materials before class

5. Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument

Teaching strategies to be used to develop these cognitive skills

1. Lectures/teaching students how to understand, appreciate and integrate various concepts in language acquisition

2. Class discussions/teaching students to think critically and independently and engage in group discussions

3. Individual meetings with students/encouraging them to discuss paper topics outside the classroom with their peers

(iii) Methods of assessment of students cognitive skills

1. Class participation

2. Mini project submission

3. Research papers

4. Midterms and final examination

5. Pop quizzes

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

1. Students can complete both reading and writing assignments in due time

2. Students can participate in class discussions and think critically

3. Students can act responsibly and ethically in carrying out individual as well as group projects

4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of one team

(ii) Teaching strategies to be used to develop these skills and abilities

1. Lectures in which students are made aware of the significance of time management

2. Discussions with students on ethical behaviour in conducting research

3. Individual counselling on research projects and writing difficulties during office hours

4. Peer discussions where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his peers.

Methods of assessment of students interpersonal skills and capacity to carry responsibility

1. Active class participation reflects the students' ability to keep up with the reading schedule

2. Research papers will attest to the student's ability to fulfil assignments and respect deadlines

3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information

4. The mini project which students are required to develop may indicate their ability to apply classroom knowledge to outside related issues

d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. 1. Use of electronic journals and data bases 2. Use of specialized Internet sites to read more about issues discussed in class 3. Use of PowerPoint and laptop – projector systems 4. Introduction to Jusur (an e-learning system of the National Centre of E-learning and Distance Learning)
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web 2. Encourage students to surf the Internet to look for specialized sites and consult the specialist in the computer lab for help on web-based material 3. Request the use of PowerPoint when giving presentations 4. Encourage students to use Jusur (an e-learning system of the National Centre of E-learning and Distance Learning) to participate in online discussion, submit their homework, and share files with other students
(iii) Methods of assessment of students numerical and communication skills 1. Allot marks for the use of web-based material in students' presentations, participation, and projects. 2. Distribute rubric at beginning of assignment so students know what they will be evaluated on 3- Consider the frequency of students' use of Jusur in online discussions, chat, and file sharing
e. Psychomotor Skills (if applicable
Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-Term Test	Week 8	20%
3	A mini project in language acquisition/ A Short research paper	At the end	10%
4	Final Exam	Week 16	60%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

3 hours per course per week

E Learning Resources

1. Required Text(s)

1- Ellis, R. 1997. Second Language Acquisition. Oxford: OUP.

2. Essential References
1-Ellis, R .(1985).Understanding Second Language Acquisition. Oxford :OUP
2- Cook, V. (1991). Second Language Learning and Language Teaching. London : Arnold.
3- Lightbown, P. & N. Spada (1993). How Languages are Learned. Oxford: OPU.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
Eliss, R. (1994). The Study of Second Language Acquisition. Oxford : OUP.

4-.Electronic Materials, Web Sites etc
http ://en. Wikipedia.org/wiki/Second-Language – acquisition
http ://homepage. Ntlworld.com/Vivian.c/SLAl
http://nadabs. tripod. com/acquisition/
http ://cls. coe. utk. edu./lpm l esltoolkit l 03 acquisition. html.

5- Other learning material such as computer-based programs/CD, professional standards/regulations
 Signed Student Code of honour explained during student orientation to university to protect against plagiarism
Subscribe to http://www.turn-it-in.com to detect plagiarism

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

Lecture rooms should be large enough to accommodate 50 students

2. Computing resources
Laptop computer - projector system

3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)
Data show to facilitate going over student papers in class

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
1. A post midterm. open-ended questionnaire will be distributed to students to draw the instructor's attention to the weaknesses and strengths of his presentations
2. End-of-term university evaluation of course by students (to be electronically completed by students)

3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Periodical open discussion with students to survey their opinions on the degree of achievement of course goals and objectives
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department 1. End-of-term university evaluation of course by students (to be electronically completed by students)
3 Processes for Improvement of Teaching 1. Attending training sessions 2. Attending workshops to facilitate the exchange of experiences amongst faculty members 3. Scheduling regular meetings with other colleagues where problems are discussed and solutions are given 4. Discussing the challenges in the classroom with colleagues and members of the Department Counsel 5. Encouraging faculty members to attend conferences on professional development 6. Keeping up to date with pedagogical theory and practice 7. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing previous semester's teaching strategies and results and after considering students' feedback 8. Keeping up to date with refereed articles and books related to the topics of the course
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) 1. Midterm papers are returned to students and model answers are given 2. Students may consult the reading materials and compare their answers to the information found in these sources 3. Students who believe they are under graded can compare their papers to those of their classmates who obtain high scores
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Compare syllabi and course description to those found in other universities (including those on the Internet) 2. Compare course objectives and goals to students' achievement 3. Try to contact other professors in different universities who are teaching similar courses (including well-known institutions) to exchange views regarding the optimal ways to improve the course

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Principles of TEFL

Course Specification

Institution	AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**	
Department: DEPARTMENT OF ENGLISH	

A Course Identification and General Information

1. Course title and code **Principles of TEFL**
2. Credit hours: 2 Hours
3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 7
6. Pre-requisites for this course (if any)   **Applied Linguistics**
7. Co-requisites for this course (if any)   **None**
8. Location if not on main campus   **Main campus**

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.   • critically discuss the basic concepts in language teaching: principles (approach) methods and techniques.   • identify the varieties of Language teaching methods/approaches and their underlying principles;   • discuss the basic principles of the various teaching methods/approaches presented in the course;   • apply the techniques presented in an artificial classroom;   • develop their own criteria to judge which techniques to use in a given situation;   • apply different techniques to the four language skills;   • Identify the strategies and cooperative learning and explain the multiple intelligences;
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)   1. Increased use of IT or web-based reference material   2. Use Web-CT for uploading material   3. Consistently change the reading list which may include refereed authentic articles electronically published   4. Use www.wiki.com and http://en.wikipedia.org as reference sources which students may resort to for further explanation on language acquisition topics

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

This course is intended to acquaint students of English with: The various approaches to language teaching; and the various methods for teaching foreign languages. The following topics will be introduced:

1. Topics to be Covered		
Topics	**No of Weeks**	**Contact hours**
Introduction to the course:	Week 1	2 hours
Grammar Translation Method	Weeks 2-3	4 hours
The Direct Method	Weeks 4-5	4 hours
Audio-Lingual Method	Week 6-7	4 hours
The Silent Way	Week 8	2
Desuggestopedia + Mid term Exam	Week 9	2 hours
Total Physical response (TPR)	Week 10	2 hours
Communicative Language Teaching	Weeks 11-12	4 hours
Content - based , Task –based, and Participatory Approaches	Weeks 13-14	4 hours
Learning Strategy Training, Cooperative Learning and Multiple Intelligences.	Weeks 14-15	4 hours
Final Exam	Week 16	2 hours

2 Course components (total contact hours per semester): 32 hours				
Lecture: 28	Tutorial:	Laboratory None	Practical/Field work/Internship None	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
2 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

Description of the knowledge to be acquired
1. Familiarizing students with the basic concepts in language teaching: principles (approach) methods and techniques
2. Getting students to know the varieties of Language teaching methods/approaches and understand their underlying principles;
3. Guiding students to develop their own criteria to judge which techniques to use in a given situation;
5. Training students to apply different techniques to the four language skills;
6. Getting students to know the strategies and cooperative learning and explain the multiple intelligences;
6. Training students through micro teaching sessions that aim at practising the principles and techniques introduced in the course.

Teaching strategies to be used to develop that knowledge
1. Lectures
2. Class discussion
3. Collecting data regarding language acquisition from students' environment and trying to analyse them and relate them to issues discussed in class
4. Small group discussions

Methods of assessment of knowledge acquired
1. Class participation
2. Quizzes
3. A micro-teaching presentation
4. Midterms/Objective and Essay questions
5. A short research paper
6. Final written exam

b. Cognitive Skills

Description of cognitive skills to be developed
1. Ability to think critically and analytically
2. Ability to understand the principles- methods/approaches of TEFL
3. Ability to relate principles of TEFL knowledge gained in class to students' future in-service teaching
4. Ability to be eloquently involved in class discussions through preparation which may take the form of reading and critical thinking about materials before class
5. Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument

Teaching strategies to be used to develop these cognitive skills 1. Lectures/teaching students how to understand, appreciate and integrate various concepts in language acquisition 2. Class discussions/teaching students to think critically and independently and engage in group discussions 3. Individual meetings with students/encouraging them to discuss paper topics outside the classroom with their peers
(iii) Methods of assessment of students cognitive skills 1. Class participation 2. Mini project submission 3. Research papers 4. Midterms and final examination 5. Pop quizzes
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete both reading and writing assignments in due time 2. Students can participate in class discussions and think critically 3. Students can act responsibly and ethically in carrying out individual as well as group projects 4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of one team
(ii) Teaching strategies to be used to develop these skills and abilities 1. Lectures in which students are made aware of the significance of time management 2. Discussions with students on ethical behaviour in conducting research 3. Individual counselling on research projects and writing difficulties during office hours 4. Peer discussions where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his peers.
Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Active class participation reflects the students' ability to keep up with the reading schedule 2. Research papers will attest to the student's ability to fulfil assignments and respect deadlines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4. The micro-teaching class will reflect students' ability in applying classroom knowledge
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. 1. Use of electronic journals and data bases 2. Use of specialized Internet sites to read more about issues discussed in class 3. Use of PowerPoint and laptop – projector systems 4. Introduction to Jusur (an e-learning system of the National Centre of E-learning and Distance Learning)
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web

2. Encourage students to surf the Internet to look for specialized sites and consult the specialist in the computer lab for help on web-based material
3. Request the use of PowerPoint when giving presentations
4. Encourage students to use Jusur (an e-learning system of the National Centre of E-learning and Distance Learning) to participate in online discussion, submit their homework, and share files with other students

(iii) Methods of assessment of students numerical and communication skills
1. Allot marks for the use of web-based material in students' presentations, participation, and projects.
2. Distribute rubric at beginning of assignment so students know what they will be evaluated on
3- Consider the frequency of students' use of Jusur in online discussions, chat, and file sharing

e. Psychomotor Skills (if applicable
Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-Term Test	Week 8	20%
3	A micro-teaching presentation	At the end	10%
4	Final Exam	Week 16	60%
	Total		**100%**

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week) 2 hours per course per week

E Learning Resources

1. Required Text(s) 1- **Larsen, Diana Freeman, (1986) Techniques and Principles in Language Teaching, OUP.**
2. Essential References **1- Richards, Jack, C. & Rodgers, Theodore S (1986): Approaches and Methods in Language Teaching, CUP** **2. Harmer, Jeremy. (1991). The Practice of English Language Teaching. Longman.**
3- Larsen, Diana Freeman, (1986) <u>**Techniques and Principles in Language Teaching**</u>, OUP.
4-.Electronic Materials, Web Sites etc **https://en.wikipedia.org/wiki/Language_pedagogy** **http://esl.fis.edu/teachers/support/method.htm** **https://www.ukessays.com/essays/english-language/methods-and-approaches-of-english-language-teaching-english-language-essay.php**
5- Other learning material such as computer-based programs/CD, professional standards/regulations Signed Student Code of honour explained during student orientation to university to protect against plagiarism Subscribe to http://www.turn-it-in.com to detect plagiarism

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 50 students
2. Computing resources Laptop computer - projector system
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Data show to facilitate going over student papers in class

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. A post midterm. open-ended questionnaire will be distributed to students to draw the instructor's attention to the weaknesses and strengths of his presentations 2. End-of-term university evaluation of course by students (to be electronically completed by students) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Periodical open discussion with students to survey their opinions on the degree of achievement of course goals and objectives
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department 1. End-of-term university evaluation of course by students (to be electronically completed by students)
3 Processes for Improvement of Teaching 1. Attending training sessions 2. Attending workshops to facilitate the exchange of experiences amongst faculty members 3. Scheduling regular meetings with other colleagues where problems are discussed and solutions are given 4. Discussing the challenges in the classroom with colleagues and members of the Department Counsel 5. Encouraging faculty members to attend conferences on professional development 6. Keeping up to date with pedagogical theory and practice 7. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing previous semester's teaching strategies and results and after considering students' feedback 8. Keeping up to date with refereed articles and books related to the topics of the course
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) 1. Midterm papers are returned to students and model answers are given 2. Students may consult the reading materials and compare their answers to the information found in these sources 3. Students who believe they are under graded can compare their papers to those of their classmates who obtain high scores
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Compare syllabi and course description to those found in other universities (including those on the Internet) 2. Compare course objectives and goals to students' achievement 3. Try to contact other professors in different universities who are teaching similar courses (including well-known institutions) to exchange views regarding the optimal ways to improve the course

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Sociolinguistics

Institution	AL-BAHA UNIVERSITY
College **Faculty of Sciences & Arts**	
Department DEPARTMENT OF ENGLISH	

A Course Identification and General Information

1. Course title and code Sociolinguistics
2. Credit hours 2 Hours
3. Program(s) in which the course is offered **(If general elective available in many programs indicate this rather than list programs)** **B. A. in English Language and Literature**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered. Level 8
6. Pre-requisites for this course (if any) **Applied Linguistics**
7. Co-requisites for this course (if any) None
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. 1. To enable students to understand and appreciate the relationship between language and society 2. To familiarize students with the main concepts of sociolinguistics such as societal multilingualism, diglossia, language choice, language attitudes and language maintenance and shift 3. To help students understand and interpret many sociolinguistic phenomena which they may come across in their daily lives. 4. To introduce students to different theoretical and experimental approaches used in sociolinguistic research. 5. To teach students how to write research papers on selected sociolinguistic topics.
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 new sociolinguistic notions

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

Aspects of the relationship between speakers of a language and the speech community are the subject of this course. Topics covered include language variety, dialect and register, diglossia and types of multilingualism. The relations between language, on the one hand, and social class, ethnic group, sex, context, social interaction, nation, geography and humanity, on the other, are also investigated.

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Introduction to Sociolinguistics	1	2
Language and Social Class	2+3	4
Language and Ethnic Group	4+5	4
Language and Sex	6+7	4
Mid-Term Test	8	2
Language and Context	9+10	4
Language and Social Interaction	11	2
Language and Nation	12	2
Language and Geography	13	2
Language and Contact	14	3
Language and Humanity	15	2
Final Exam	16	2
2 Course components (total contact hours per semester): 32 hours		

Lecture: 28 hours	Tutorial:	Practical/Fieldwork/Internship:	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)
2 hours per week
4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge
(i) Description of the knowledge to be acquired 1. The course introduces students to the basic elements of sociolinguistics. 2. The course encourages students to acquire insight into the relationship between social factors and language use. 3. The course exposes the students gradually to the important topics in sociolinguistics like diglossia, bilingualism, multilingualism and code-switching. 4. The course explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins and creoles.
(ii) Teaching strategies to be used to develop that knowledge 1. Lectures/Explaining the different sociolinguistic notions 2. Class discussions 3. Collecting sociolinguistic data from students' environment and trying to analyse them and relate them to issues discussed in class
(iii) Methods of assessment of knowledge acquired Mid-Term and Final Exams Students' Presentations and Assignments

b. Cognitive Skills
(i) Cognitive skills to be developed 1. The ability to think critically and analytically about the sociolinguistic aspects of language 2. Ability to understand current world events related to sociolinguistic matters 3. Ability to relate sociolinguistic knowledge gained in class to students' immediate environment 4. Ability to be eloquently involved in class discussions through preparation which may take the form of reading and critical thinking about materials before class 5. Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument
(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures/teaching students how to understand, appreciate and integrate various sociolinguistic concepts 2. Class discussions/teaching students to think critically and independently and engage in group discussions

3. Individual meetings with students/encouraging them to discuss paper topics outside the classroom with their peers
(iii) Methods of assessment of students cognitive skills Mid-Term and Final Exams Students' Presentations and Assignments
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Regular and punctual attending of classes 2. Cooperative work with peers in class 3. Responsible and ethical class discussion and participation
(ii) Teaching strategies to be used to develop these skills and abilities Group and individual discussions with students in and outside class
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Regular recording of students' attendance at the beginning of each lecture 2. Quantity and quality of class participation 3. Midterms and final exams
d. Communication, Information Technology and Numerical Skills
Description of the skills to be developed in this domain. 1. Use of electronic journals and data bases 2. Use of specialized Internet sites to read more about issues discussed in class 3. Introduction to Jusur (an e-learning system of the National Center of E-Learning and Distance Learning) 4. Use of PowerPoint and laptop – projector systems
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of materials on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based materials 3. Demand the use of PowerPoint when giving presentations 4. Encourage students to use Jusur (the e-learning system of the National Center of E-Learning and Distance Learning) to participate in online discussion, submit their homework, and share files with other students

(iii) Methods of assessment of students numerical and communication skills
1. Allot marks for the use of web-based material in students' presentations.
2. Consider the frequency of students' use of Jusur in online discussions, chat, and file sharing.

e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-Term Test	Week 8	30%
3	Final Exam	Week 16	60%
	Total		100 %

D. Student Support

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

E. Learning Resources

1. Required Text(s) Trudgill, Peter. 2000. <u>Sociolinguistics: An Introduction to Language and Society</u>. Fourth Edition. Penguin Books.
2. Essential References 1- Wardhaugh, Ronald. 2006. <u>An Introduction to Sociolinguistics</u>. Fifth Edition. Blackwell Publishing Ltd. 2- Romaine, Suzanne. 2000. <u>Language in Society: An Introduction to Sociolinguistics</u> (Second Edition). Oxford: Oxford University Press.
3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

1- Fasold, Ralph. 1999. <u>The Sociolinguistics of Language: Introduction to Sociolinguistics (Language in Society)</u>. Blackwell Publishing Ltd.

2- Milroy, Lesley. 2003. <u>Sociolinguistics: Method and Interpretation (Language in Society)</u>. Oxford.

3- Mesthrie, Rajend . 2000. <u>Introducing Sociolinguistics</u>. Edinburgh University Press.

4. Electronic Materials, Web Sites etc.

http://www.scarsdaleschools.org/ESL/bilingualism.html

http://www.informationdelight.info/encyclopedia/entry/Multilingualism

http://home.iitk.ac.in/~kpandey/ENG423/Outline-diglossia-Hudson.pdf

http://www.wikinfo.org/index.php/Diglossia

http://www.csub.edu/~ecase/Diglossia.htm

http://en.wikipedia.org/wiki/Code-switching

http://humanities.uchicago.edu/faculty/mufwene/pidginCreoleLanguage.html

5. Other learning material such as computer-based programs/CD, professional standards/regulations

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F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

Lecture rooms should be equipped with a white board and large enough to accommodate 50 students

2. Computing resources

Laptop computer - projector system

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

Data show

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. A post midterm open-ended questionnaire will be distributed to students to draw the instructor's attention to the weaknesses and strengths of his presentations 2. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 3. Periodical open discussion with students to survey their opinions on the degree of achievement of course goals and objectives
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department End-of-term university evaluation of course by students (to be electronically completed by students)
3 Processes for Improvement of Teaching 1. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing the teaching strategies and results of the last semester 2. Having meetings with the instructors who taught the course in previous semesters 3. Keeping up-to-date with the new developments in the field of linguistics and more specifically sociolinguistics by reading and subscribing to linguistics mailing lists and linguistic journals
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution) 1. Students who believe they are under graded can have their papers checked by a second reader under the department supervision. 2. Analysing students' assignments and presentations and providing feedback toward improving their knowledge.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Comparing course syllabus and reference/reading lists with the language or linguistic departments in famous international universities.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

History of the English Language

Institution	AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**	
Department DEPARTMENT OF ENGLISH	

A Course Identification and General Information

1. Course title and code: History of the English Language
2. Credit hours 2 Hours
3. Program(s) in which the course is offered. **(If general elective available in many programs indicate this rather than list programs)** **B. A. in English Language and Literature**
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered. Level 8
6. Pre-requisites for this course (if any) **Introduction to Linguistics**
7. Co-requisites for this course (if any) None
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. 1. To enable students to understand the various stages of the development of the English language: Old English or Anglo-Saxon period, Middle English, the Renaissance and after, and Modern English. 2. To familiarize students with the various processes that contributed to enrich English vocabulary such as borrowing, derivation, compounding and coining. 3. To help students understand the status of the English language by learning about English in the scientific age, English as a world language, and English today and tomorrow
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 about the history of English

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

The course is primarily intended for senior students with an aim to presenting the historical development of English in a way that strikes a happy balance between internal inflections and external history — the political, social and intellectual factors that have determined the development at different periods. Students are introduced to the genetic hypothesis (the discovery of Sanskrit and the Proto-Indo-European family), sound laws, and loan words. The relationship between French and English in England after the Norman Conquest forms an integral part of this course. Students are also acquainted with the three periods of English: Old English Middle English and Modern English.

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
English Present and Future	1	2
The Indo-European Family of Languages	2+3	4
Old English	4+5	2
Foreign Influences on Old English	6+7	4
Mid-Term Test	8	2
The Norman Conquest & the Subjection of English	9	2
The Reestablishment of English	10	2
Middle English	11	2
The Renaissance	12	2
The Appeal to Authority	13	2
The Nineteenth Century and After	14	2
The English Language in America	15	2
Final Exam	16	2

2 Course components (total contact hours per semester): 32 hours			
Lecture: 28 hours	Tutorial:	Practical/Fieldwork/Internship:	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)
2 hours per week
4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
1. The course introduces students to the basic stages of the development of the English language.
2. The course encourages students to acquire insight into the relationship between historical factors and present-day language status.
3. The course exposes the students gradually to the various processes that contributed to enrich English vocabulary such as borrowing, derivation, compounding and coining.
4. The course explores the modern status of the English language by learning about English in the scientific age, English as a world language, and English today and tomorrow.
5. The course familiarizes students of the differences between varieties of English, especially those between British and American English, in pronunciation and vocabulary.

(ii) Teaching strategies to be used to develop that knowledge
1. Lectures/Explaining the different stages of language development
2. Class discussions

(iii) Methods of assessment of knowledge acquired
Mid-Term and Final Exams
Students' Presentations and Assignments

b. Cognitive Skills

(i) Cognitive skills to be developed
1. The ability to think critically and analytically about the stages of language development
2. The ability to understand current language use related to historical matters.
3. The ability to relate present-day English pronunciation and vocabulary to those of other languages
4. The ability to be eloquently involved in class discussions through preparation which may take the form of reading and critical thinking about materials before class.

(ii) Teaching strategies to be used to develop these cognitive skills
1. Lectures/teaching students how to understand, appreciate and integrate various concepts about language development.
2. Class discussions/teaching students to think critically and independently and engage in group discussions
3. Individual meetings with students/encouraging them to discuss paper topics outside the classroom with their peers

(iii) Methods of assessment of students cognitive skills

Mid-Term and Final Exams

Students' Presentations and Assignments

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

1. Regular and punctual attending of classes
2. Cooperative work with peers in class
3. Responsible and ethical class discussion and participation

(ii) Teaching strategies to be used to develop these skills and abilities

Group and individual discussions with students in and outside class

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

1. Regular recording of students' attendance at the beginning of each lecture
2. Quantity and quality of class participation
3. Midterms and final exams

d. Communication, Information Technology and Numerical Skills

Description of the skills to be developed in this domain.

1. Use of electronic journals and data bases
2. Use of specialized Internet sites to read more about issues discussed in class
3. Introduction to Jusur (an e-learning system of the National Center of E-Learning and Distance Learning)
4. Use of PowerPoint and laptop – projector systems

(ii) Teaching strategies to be used to develop these skills

1. Encouraging students to make extensive use of materials on the web
2. Encouraging students to consult the specialist in the computer lab for help on web-based materials
3. Demanding the use of PowerPoint when giving presentations
4. Encouraging students to use Jusur (the e-learning system of the National Center of E-Learning and Distance Learning) to participate in online discussion, submit their homework, and share files with other students

(iii) Methods of assessment of students numerical and communication skills
1. Allotting marks for the use of web-based material in students' presentations
2. Considering the frequency of students' use of Jusur in online discussions, chat, and file sharing.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation & Quizzes	All along	10%
2	Mid-Term Test	Week 8	30%
3	Final Exam	Week 16	60%
	Total		100 %

D. Student Support

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

E. Learning Resources

1. Required Text(s)
Baugh, Albert C. & Thomas Cable (2001) <u>A History of the English Language</u>, Fifth Edition. Prentice Hall.

2. Essential References
1. Hogg, Richard & David Denison, eds. (2008) <u>A History of the English Language</u>. Cambridge University Press.
2. Shay, Scott (2007) <u>The History of English</u>. Wardja Press.

3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
1. Lerer, Seth (2007) <u>Inventing English: A Portable History of the Language</u>. Columbia University Press.   2. Mugglestone, Lynda (2008) The Oxford History of English. Oxford University Press.
4. Electronic Materials, Web Sites etc.   www.en.wikipedia.org/wiki/History_of_English   www.englishclub.com/english-language-history.htm   www.anglik.net/englishlanguagehistory.htm   www.englishlanguageguide.com/english/facts/history/   www.merriam-webster.com/help/faq/history.htm
5. Other learning material such as computer-based programs/CD, professional standards/regulations   None

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)   Lecture rooms should be equipped with a white board and large enough to accommodate 50 students
2. Computing resources   Laptop computer - projector system
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)   Data show

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   1. A post midterm open-ended questionnaire will be distributed to students to draw the instructor's attention to the weaknesses and strengths of his presentations   2. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better   3. Periodical open discussion with students to survey their opinions on the degree of achievement of course goals and objectives

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department End-of-term university evaluation of course by students (to be electronically completed by students)
3 Processes for Improvement of Teaching 1. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing the teaching strategies and results of the last semester 2. Having meetings with the instructors who taught the course in previous semesters 3. Keeping up-to-date with the new developments in the field of language history
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution) 1. Students who believe they are under graded can have their papers checked by a second reader under the department supervision. 2. Analysing students' assignments and presentations and providing feedback toward improving their knowledge.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Comparing course syllabus and reference/reading lists with the language or linguistic departments in famous international universities.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Introduction to Literature

Course Specification

Institution	AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**	
Department	DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: **Introduction to Literature – ١٧٠٩١٢٢٠**
2. Credit hours: 2 hours
3. Program(s) in which the course is offered   **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 4
6. Pre-requisites for this course (if any)
7. Co-requisites for this course (if any)
8. Location if not on main campus

B Objectives

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

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)
1- Increased use of recorded poems, videoed performance of one-act plays to help fully understand works of art.
2- Increased use of IT or web-based reference material
3. Students group work reciting poetry, setting up plays and reading short stories

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

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.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact Hours
-Introduction to the course: the meaning of literature in general and the meaning of literary genres in particular	Week1	2
-Introducing students to the literary terminology necessary for understanding the different literary genres	Weeks 2-3	4
-Social, cultural and political background of Old English Literature	4th week	2

Old English Literature: *Beowulf*, non-textual study	5th week	2
Middle English Literature- General background, Life and Work of Geoffrey Chaucer	6th	2
Renaissance in English and the Elizabethan Age	Weeks 7-8	4
Mid-Term Exam	9th week	2
17th Century Literature	10th week	2
18th Century Literature	11th week	2
19th Century Literature	12th week	2
20th Century Literature	Weeks 13-14	2
Research papers and presentations	15th week	2
Final Exam	16th week	2

2 Course components (total contact hours per semester):				
Lecture: 28	Tutorial:	Laboratory	Practical/Field work/Internship	Other: (Tests: 4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)
2 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

1. Help students acquire a good and clear background of the different movements in English Literature.
2- Acquaint students with literary terminology.
3- Make the students aware of the immediate English environment and its impact upon literature.
4- Develop the taste for appreciating literature.
5- Introduce students to the intellectual issues of each age.
6- Expand students' understanding of the characteristics of the different ages.
7- Teach students how to write research papers on literature.
8- Teach students team work, organization, public speaking, synthesis and analysis through their presentations.

(ii) Teaching strategies to be used to develop that knowledge

1. Lectures
2. Class discussion
3. Close reading and text analysis
4. Collaborative learning/Team work

(iii) Methods of assessment of knowledge acquired

1. Class participation
2. Mid-term exam
3- Research papers and Presentations
4. Final written exam

b. Cognitive Skills

(i) Description of cognitive skills to be developed

1. Ability to think critically and analytically
2. Ability to use literary and academic English
3- Ability to compare and perceive ideas from different perspectives related to time and place
4- Ability to understand the reception of a piece of literature with the cultural milieu of the audience (according to change of audience throughout time and place)
5- Ability to be aware of the intellectual background of each age
6- Ability to understand the relation of the literary and social context to the modes of expression
7- Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument

(ii) Teaching strategies to be used to develop these cognitive skills

1. Lectures/teaching students how to read attentively and critically
2. Class discussions/teaching students to think independently and engage in group discussions

3. Encouragement of students to be creative in their presentation
4- Teaching students to process data logically in their research papers
5- Teaching students textual analysis
(iii) Methods of assessment of students cognitive skills
1. Class participation
2. Presentations
3. Research papers
4. Mid-term and final and exams
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Students can complete both reading and writing assignments in due time.
2. Students can participate in class discussion and think critically.
3. Students can act responsibly and ethically in carrying out individual as well as group projects.
4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team.
(ii) Teaching strategies to be used to develop these skills and abilities
1. Lectures in which students are made aware of the significance of time management
2. Discussions with students on ethical behaviour in conducting research
3. Individual counselling on research projects and writing difficulties
4. Holding workshops whereby students can learn to be punctual, responsible, communicative, self-confident, creative and receptive of the ideas of others
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Active class participation reflects the students ability to keep up with the reading schedule
2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines
3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
4. Instructor's assessment of student's performance and seriousness during individual supervision hours
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain.
1. Use of electronic journals and data basis
2. Web CT
3. Use of PowerPoint and laptop – projector systems
(ii) Teaching strategies to be used to develop these skills
1. Encourage students to make extensive use of material on the web
2. Encourage students to consult the specialist in the computer lab for help on web-based material
3. Demand the use of PowerPoint when giving presentations
(iii) Methods of assessment of students numerical and communication skills
1. Allot marks for the use of web-based material in students' presentations.
2. Distribute rubric at beginning of assignment so students know what they will be evaluated on
e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester				
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-Term Test	Middle of Term	20%
2	Assignments, Participation and Quiz	All **a**long	10%
3	Presentations and/or Papers	At the end	10%
4	Final Exam	16th Week	60%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
1 hour per week

E Learning Resources

1. Required Text(s)
Metwally, Abdallah A. *An Outline of English Literature*, Cairo: The Anglo-Egyptian Bookshop, 1987.
Thornley, G.C. and Roberts, Gwyneth. *An Outline of English Literature,* Longman 1988.

2. Essential References
1. Bell, Michael (ed.) (1980), *The Context of Modern Literature 1900-1930,* London.
2. Blyth, Ronald (1983), *The Age of Illusion: Glimpses of Britain Between the Wars, 1919-1940.*
3. Bradbrook, M. C. (1980), *Themes and Conventions of Elizabethan Tragedy*, 2nd Edition, Cambridge CUP.
4. Bradbury, Malcolm (1993), *Modern British Novel*, London.
5. Burrow, J. A. (1984), Essays on Medieval Literature, Oxford.

6. Williams,, Raymond (1958), *Culture and Society 1780-1950,* London.
7. Hill, Christopher (1977), *Milton and the English Revolution,* New York.
8. Honour, Hugh (1979), Romanticism, Hamondsworth.
9. Chambers, E.K.,(1945) *The Elizabethan Stage,* Oxford University Press, Oxford, New York, four volumes.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
Stephen, Martin, (1984), *An Introductory Guide to English Literature* Oxford, Oxford University Press.

4-.Electronic Materials, Web Sites etc
www.ucc.uconn.edu
www.gmc.edu/library/liter_web.htm
www.academicbrooklyn.cuny.edu/english/melanics6/jen_lit.htm
www.gmcedu/library/liter_web.htm

5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)
Lecture rooms should be large enough to accommodate 60 students
2. Computing resources
Laptop computer - projector system
Smart board
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
End of term college evaluation of course by students (to be collected by the department)
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
Not Applicable
3 Processes for Improvement of Teaching
1. Training sessions
2. Workshops to facilitate the exchange of experiences amongst faculty members
3. Regular meetings where problems are discussed and solutions given
4. Discussion of challenges in the classroom with colleagues and supervisors
5. Encouragement of faculty members to attend professional development conferences
6. Keep up to date with pedagogical theory and practice
7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
1. Check marking of a sample of examination papers either by a resident or visiting faculty member
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

The Short Story

Course Specification

Institution	AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**	
Department	DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: **The Short Story – ١٧٠٩١٢٢4**
2. Credit hours: 2 hours
3. Program(s) in which the course is offered **(If general elective available in many programs indicate this rather than list programs)** B. A. in English
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 4
6. Pre-requisites for this course (if any)
7. Co-requisites for this course (if any)
8. Location if not on main campus

B Objectives

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

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)
7. Increased use of IT or web-based reference material
8. Students group work reciting poetry, setting up plays and reading short stories

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

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 19th 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.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact Hours
-Introduction to the course: the meaning of fiction in general and the short story in particular. Reasons to read fiction.	Week 1	2
-Introducing students to the literary terminology necessary for understanding the structure and types of characters in the short story	weeks 2	2
The Necklace (G. D. Maupassant) - Reading the text - Analysing the story: (plot, structure, characters, themes)	Week 3-4	4
The Bet (Anton Chekov): - Reading the text - Analysing the story: (plot, structure, characters, themes)	Week 5-6	4
Mid-Term Exam	week 7	2
The Gift of the Magi (O. Henry): - Reading the text - Analysing the story: (plot, structure, characters, themes)	Week 8-9	4

The Open Window (H. Munro Saki): - Reading the text - Analysing the story: (plot, structure, characters, themes)	Week 10-11	4
The Lady or the Tiger (Frank Stockton) - Reading the text - Analysing the story: (plot, structure, characters, themes)	Week 12-13	2
Old Man at the Bridge (Ernest Hemingway) - Reading the text - Analysing the story: (plot, structure, characters, themes)	Week14-15	4
Final Exam	Week 16	2

2 Course components (total contact hours per semester):				
Lecture: 28	Tutorial:	Laboratory	Practical/Field work/Internship	Other: (Tests: 4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
2 hours per week

4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill; The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired - Knowledge of the different types of stories—social, horror, psychological, etc. - Knowledge of the different techniques of writing. - Knowledge of the different methods of character analysis.
(ii) Teaching strategies to be used to develop that knowledge 1. Lectures 2. Class discussion 3. Close reading and text analysis 4. Collaborative learning & Class discussions

(iii) Methods of assessment of knowledge acquired
• Quiz
• Mid-term exam
• Research papers or Presentations
• Final written exam

b. Cognitive Skills:

The ability of evaluation, critical thinking, expressing opinions, comparison, and analysis.

(ii) Teaching strategies to be used to develop these cognitive skills
• Lectures/teaching students how to read attentively and critically
• Class discussions/teaching students to think independently and engage in group discussions
• Class presentation
• Acquiring Vocabulary

(iii) Methods of assessment of students cognitive skills
1. Class participation
2. Presentations
3. Research papers
4. Mid-term and final and exams

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Students can complete both reading and writing assignments in due time.
2. Students can participate in class discussion and think critically.
3. Students can act responsibly and ethically in carrying out individual as well as group projects.
4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team.

(ii) Teaching strategies to be used to develop these skills and abilities
1. Lectures
2. Class Discussions

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Inter-text analysis
2. Assignments to be submitted within a specific time-span.
3. Quiz and Test

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.
1. Movie clips of the stories
2. Web CT
3. Use of PowerPoint.

(ii) Teaching strategies to be used to develop these skills
1. Encourage students to use of PowerPoint when giving presentations
2. Encourage students to use well-known websites that provide knowledge about the literary works.
3. Encourage students to discuss the literary issues of the course in the Blackboard forum.

(iii) Methods of assessment of students numerical and communication skills
1. Allot 5 marks for posting 10 posts (of at least 3 lines) in the Blackboard Forum of the course.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-Term Test	Middle of Term	20%
2	Assignments, Forum and Quiz	All along	10%
3	Presentations and/or Papers	At the end	10%
4	Final Exam	16th Week	60%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
1 hour per week

E Learning Resources

1. Required Text(s)
Ghosh, L. K. *A Boo of Short Stories*, Bhaglapur & Patna: Bharat Book Dept, 1987.
2. Essential References
Milton Crane, *Fifty Great Short Stories*, Bantam Classics: Reissue Ed., 1983. (ISBN: 0553277456)

Katrina Kenison & John Updike, *The Best American Short Stories*, Houghton Mifflin, 2000. (ISBN: 039 5843677)   Douglas Angus, *Best Short Stories of the Modern Age*, Fawcett, 1987. (ISBN: 0449300587)   X.J. Kennesdy, *An Introduction to Fiction*, New England: Harper's Collins Pub. Company, 1991.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
4-.Electronic Materials, Web Sites etc
5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)   Lecture rooms should be large enough to accommodate 20 students
2. Computing resources   Laptop computer - projector system - Smart board
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   End of term college evaluation of course by students (to be collected by the department)
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department   Not Applicable
3 Processes for Improvement of Teaching   1. Training sessions   2. Workshops to facilitate the exchange of experiences amongst faculty members   3. Regular meetings where problems are discussed and solutions given   4. Discussion of challenges in the classroom with colleagues and supervisors   5. Encouragement of faculty members to attend professional development conferences   6. Keep up to date with pedagogical theory and practice   7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

1. Check marking of a sample of examination papers either by a resident or visiting faculty member

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities (including those on the net)

2. Biannual meetings of faculty members to discuss improvement

3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

The Rise of the Novel

Course Specification

Institution	AL-BAHA UNIVERSITY
College	**Faculty of Science & Arts**
Department	DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: **The Rise of the Novel**
2. Credit hours: 2 hours
3. Program(s) in which the course is offered (If general elective available in many programs indicate this rather than list programs) B.A in English
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 5
6. Pre-requisites for this course (if any)
7. Co-requisites for this course (if any) None
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. Improving students' reading and analytical skills and encouraging a close reading and understanding of individual novels Introducing students to the fundamentals of the novel Introducing students to the intellectual and social issues of the eighteenth century

Expanding students understanding of the characteristics of the novel as a literary genre
Introducing students to a few theoretical and critical approaches in relation to the study of the novel
Teaching students how to write research papers on the novel

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)
Use of web-based reference material
Constant change of readings list

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

This course introduces students to the fundamentals of the novel. Students by the end of the semester will be able to understand and analyse terms such as plot, character, setting, theme, structure, symbols, and leitmotifs.

1- Topics to be Covered		
Topics	No of Weeks	Contact hours
-Introduction to the Novel relying on E. M. Forster's *Aspects of the Novel*	Week 1	2
Daniel Defoe's *Robinson Crusoe* -Introduction to the author, 18th-*Century* society -Novel structure, plot analysis, major themes, character development, narrator, oriental background, style, technique etc.	Weeks 2-15	30
Final Exam	Week 16	2

2. Course components (total contact hours per semester): 32			
Lectures: 28 hours	Tutorial: None None	Practical/Fieldwork /Internship: None	Other: (Tests: 4 hours)

Additional private study/learning hours expected for students per week. (This should be an average : for the semester not a specific requirement in each week)
 5 office hours per week

4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate:
• A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired
1. Improving students' reading and analytical skills

2. Introducing students to the intellectual and social issues of the eighteenth century
3. Familiarizing students with theoretical and critical approaches to the study of the novel
4. Teaching students to write research papers on the novel

(ii) Teaching strategies to be used to develop that knowledge
1. Lectures
2. Class discussion
3. Close reading and text analysis
4. Collaborative learning/Team work

(iii) Methods of assessment of knowledge acquired
1. Class participation
2. Quizzes
3. Class presentations based on outside reading about the novels to be covered
4. Midterms/Essay questions
5. Research papers
6. Final written exam

b. Cognitive Skills

(i) Cognitive skills to be developed
1. Ability to think critically and analytically
2. Ability to use standard English
3. Ability to compare different short stories writers
4. Ability to apply different critical approaches to the study of fiction
5. Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument
 6- Ability to differentiate between a short story and a novel

(ii) Teaching strategies to be used to develop these cognitive skills
1. Lectures: teaching students how to read attentively and critically
2. Class discussions: teaching students to think independently and engage in group
 discussions
3. Individual meetings with students/ encouragement of students to discuss paper topics
 outside the class room with the instructor

(iii) Methods of assessment of students cognitive skills 1. Class participation 2. Presentations 3. Research papers 4. Midterms and exams 5. Group assignments

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete both reading and writing assignments in due time. 2. Students can participate in class discussion and think critically. 3. Students can act responsibly and ethically in carrying out individual as well as group Projects 4. Students will have the necessary skills to communicate, listen, discuss, and evaluate their strengths and weaknesses as members of a team
(ii) Teaching strategies to be used to develop these skills and abilities 1. Lectures in which students are made aware of the significance of time management 2. Discussions with students on research ethics and plagiarism 3. Individual counseling on research projects and writing difficulties 4. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers.
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Active class participation reflects the student's ability to keep up with the reading Schedule 2. Research papers will attest to the student's ability to fulfill assignments and respect Deadlines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information. 4. Instructor's assessment of student's performance and seriousness during individual supervision hours.

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.

1. Use of electronic journals and data basis
2. Web CT
3. Use of PowerPoint and laptop – projector systems
4. Introduction to blogging

(ii) Teaching strategies to be used to develop these skills
1. Extensive use of reliable material on the Web
2. Acquaintance with IT, especially:
3. PowerPoint when giving presentations
4. Word processing using MS Word or a similar program
5. Use of databases
6. Use of spreadsheets

(iii) Methods of assessment of students numerical and communication skills
-Give extra marks for the use of web-based material in students' presentations

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-Term Test	Middle of Term	20%
2	Assignments, Participation and Quiz	All along	10%
3	Presentations and/or Papers	At the end	10%
4	Final		60%
	Total		100%

Student Support
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
Learning Resources
Required Text(s)
Daniel Defoe, *Robinson Crusoe*. Oxford UP. Latest edition.

E. M. Forster, *Aspects of the Novel.*
Essential References

Articles on *Robinson Crusoe*
3- Recommended Books and Reference Material (Journals, Reports, etc)
The Norton Anthology of English Literature. Fifth Edition. Vol 2. New York: Norton & Company, 1999.
Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford: Oxford University Press,2004.
The English Novel. Terry Eagleton. Oxford: Blackwell Publishing, 2005.
McKeon, Michael, ed. *Theory of the Novel: A Historical Approach*. The John Hopkins University Press, 2000.
Levine, George. *The Realistic Imagination: English Fiction from Frankenstein to Lady Chatterley.* University of Chicago Press, 1981.
Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding.* California: University of California Press, 1977.
Gombrich, E. H. *Art and Illusion: A Study in the Psychology of Pictorial Representation.* 2nd ed. Bollingen Series XXXV. New York: Pantheon, 1961. [An essential book for anyone interested in realism in literature and the arts at large]
Realism in Our Time. Lukacs, Georg. Trans. John Mander and Necke Mander. New York: Harper, 1971.
Narrating Reality: Austen, Scott, Eliot. Shaw, Harry E. Ithaca: Cornell UP, 1999.
On Realism. Stern, J. P. London: Routledge & Kegan Paul, 1973.
The Romantic Impulse in Victorian Fiction. Donald D. Stone, (1980)
A Research Guide for Undergraduates in Enqlish & American Literature.
MLA Handbook 2006 (as reference guide on how to write a research paper)
4-.Electronic Materials, Web Sites etc
Resources on the Web:
Literary Encyclopedia: Henry Fielding
www.litencyc.com/php/speople.php?rec=true&UID=1525
Henry Fielding, the Bartley Collection:
Daniel Defore Collection at Bartleby.com
www.bartleby.com/people/**Defoe**H.html
Daniel Defoe: External Web **sites** -- Britannica Online Encyclopedia:
www.britannica.com/EBchecked/topic/206345/ **Daniel-Defoe** /206345**websites**/External-Web-**sites**
Henry Fielding page at the University of Toronto:
www.library.utoronto.ca/utel/authors/**defoe**h.html
Internet Public Library, Eighteenth-century literature - study resources
www.mantex.co.uk/ou/a811/a811-00.htm
English Literature on the Web:
www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html
Daniel Defoe Official Sites:
www.imdb.com/title/tt0076234/official**sites**
LITIR Database on Victorian Studies (Bibliography of current and forthcoming books and articles on the period. Maintained by Brahma Chaudhuri, University of Alberta.)

Web-Cite (A knowledge-base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre)

www. Questia.com

Purdue On-Line Writing Lab — http://owl.english.purdue.edu/oldindex.html

5- Other learning material such as computer-based programs/CD, professional standards/regulations

-Signed Student Code of honor should be explained during student orientation to university to protect against plagiarism. Signing such a form is a must. Students should also be informed of the turn-it-in.com software, a program to detect plagiarism.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1**. Accommodation (Lecture rooms, laboratories, etc.)**   -Large enough classrooms and labs   -Enrolment in each class shouldn't exceed 30.
2. Computing resources   Laptops, overhead projectors, computer labs, MS Office programs, academic software.
3. Other resources (specify –e.g. If specific laboratory equipment is required, list requirements or attach list)   -Dictionaries, concordances, English- skills software, Linguistic and language atlases, original copies of MS Office programs

G Course Evaluation and Improvement Processes

1 -Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class.

End of term college evaluation of course by students (to be collected by the department)

End-of-term debriefing of students and teacher regarding what went well and what could have gone better.

Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated

2 -Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Peer evaluation to asses ability of faculty members to work with their colleagues

Class observations by supervisors

3- Processes for Improvement of Teaching

Training sessions

Workshops to facilitate exchange of experiences amongst faculty members

Regular meetings where problems are discussed and solutions given

Discussion of challenges in the classroom with colleagues and supervisors

Encouragement of faculty members to attend professional development conferences

Up-to-date pedagogical theory and practice

Goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

1. Have grading checked either by a resident or visiting faculty member

2. Standardized tests

3. Students who believe they are under graded can have their papers checked by a committee

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Compare syllabi and course description with other universities (including those on the net)

Biannual meetings of faculty members to discuss improvement

Review curriculum periodically and suggest improvements.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Appreciating Drama

Course Specification

Institution	AL-BAHA UNIVERSITY

College **Faculty of Science & Arts**

Department DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: Appreciating Drama
2. Credit hours: Two Hours
3. Program(s) in which the course is offered. **(If general elective available in many programs indicate this rather than list programs)** B. A. in English
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 5
6. Pre-requisites for this course (if any)
7. Co-requisites for this course (if any) None
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. 1. Improve students' reading and analytical skills by encouraging a close reading and understanding of individual plays. 2- Acquaint students with dramatic elements, techniques and conventions. 3- Introduce students to various kinds of drama (tragedy, comedy and tragicomedy) and building up the taste for and the understanding of the various moods, feelings aroused by such kinds. 8. Teach students how to write research papers on the plays.
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) 1- Increased use of videoed performances of the plays to aid understanding the work as a theatrical event 2- Increased use of IT or web-based reference material

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

This course introduces students to English Drama by way of carefully selected texts. The course emphasizes the primarily theatrical nature of the drama, rather than the purely literary, and students learn how to analyse plot and character. The stress is on understanding the nature of the dramatic mode.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Introduction	Week 1	2
-Play No. 1- Volpone by Christopher Marlowe: Plot, structure, themes, main characters.	Weeks 2-7	12
Play No. 2 *Oedipus the King* by Sophocles: Greek theatre, Greek religion, story, plot analysis, flashbacks, three unities, conflict between the will of god and the will of man (Oedipus, Jocasta, Laius), tragic hero, hamartia, catharsis, irony, chorus, soliloquy, stage directions…etc. -Heavy emphasis on close reading and textual analysis in order to infer the aforementioned elements -Comparison and contrast with Roman theatre, writing skills …etc. -Mid-term Exam	Weeks 8-13	12
Research papers and Presentations	Week 14-15	4
Final Exam	16	2

2 Course components (total contact hours per semester):				
Lectures: 28 hours	Tutorial:	Laboratory: None	Practical/Field work/Internship:	Other: (Tests: 4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
4 hours per week
4. Development of Learning Outcomes in Domains of Learning   For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop;   A description of the teaching strategies to be used in the course to develop that knowledge or skill;   The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge
(i) Description of the knowledge to be acquired 1. Improve students' reading and analytical skills by encouraging a close reading and understanding of individual plays. 2- Introduce students to the basic dramatic kinds 3- Teaching students to analyze dramatic elements, plot, characters, themes, structure and style of the individual plays 3- Make the students aware of the classical (Greek and Roman) heritage 4- Develop the taste for comedy and tragedy 6- Expand students understanding of the characteristics of drama as literary genre as well as a theatrical event. . 7- Teach students how to write research papers on drama.
(ii) Teaching strategies to be used to develop that knowledge 1. Lectures 2. Class discussion 3. Close reading and text analysis 4- Showing videoed extracts from staged plays, commenting on the dramatic technique used
(iii) Methods of assessment of knowledge acquired 1-Class participation 2. Midterm exam 3- Research papers read in class 4. Final written exam
b. Cognitive Skills
(i) Description of cognitive skills to be developed 1. Ability to think critically and analytically 2. Ability to use literary and academic English 3- Ability to compare and perceive ideas from different perspectives related to time and place 4- Ability to understand the reception of the play with the cultural milieu of the audience (according to change of audience through out time and place) 5- Ability to make sound analogies and comparisons between different plays and kinds of drama 6- Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument
(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures/teaching students how to read attentively and critically 2. Class discussions/teaching students to think independently and engage in group discussions 3. Encouragement of students to be creative in their presentation 4. Teaching students to process data logically in their research papers 5- Teaching students textual analysis

(iii) Methods of assessment of students cognitive skills

1. Class participation
2- Research papers
3. Presentations
4. Midterm and Final Exams

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

1. Students can complete both reading and writing assignments in due time
2- Students can participate in class discussion and think critically
3- Students can act responsibly and ethically in carrying out individual as well as group projects

(ii) Teaching strategies to be used to develop these skills and abilities

1. Lectures in which students are made aware of the significance of time management.
2. Discussions with students on ethical behaviour in conducting research
3. Individual counselling on research projects and writing difficulties

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

1. Active class participation reflects the students' ability to keep up with the reading schedule
2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines
3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
4. Instructor's assessment of student's performance and seriousness during individual supervision hours

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.

1. Use of electronic journals and data basis
2. Web CT
3. Use of PowerPoint and laptop – projector systems
4. Development of collaborative writing skills

(ii) Teaching strategies to be used to develop these skills

1. Encourage students to make extensive use of material on the web.
2. Encourage students to consult the specialist in the computer lab for help on web-based material.
3. Demand the use of PowerPoint when giving presentations.

(iii) Methods of assessment of students numerical and communication skills

1. Allot marks for the use of web-based material in students' presentations.
2. Distribute rubric at beginning of assignment so students know what they will be evaluated on.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable

(ii) Teaching strategies to be used to develop these skills Not Applicable	
(iii) Methods of assessment of students psychomotor skills Not Applicable	

5. Schedule of Assessment Tasks for Students During the Semester

Asses sment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-Term Test	Middle of term	20%
2	Research Papers and Participations	At the end	10%
3	Assignments, Participation and Quizzes	All along	10%
4	Final Exam	Week 16	60%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
1 hour per week

E Learning Resources

Required Text(s)
 Sophocles' Oedipus the King
Volpone by Christopher Marlowe

2. Essential References
- Bently, Eric, *Bernard Shaw: 1986-1950*, Methuen, London, 1957
- Chesterton, G.K., *George Bernard Shaw*, Marx Reinhardt, London 1961.
 - Dukore, Bernard, *Bernard Shaw,* Director, University of Washington Press, Seattle, 1971.
Gibbs, A.M., *Shaw, Oliver and Boyd*, Edinburgh, 1965

Abrams, A.H., *A Glossary of Literary Terms*, Holt- Saunders International Editions, Japan, 1984.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) - Kaufmann R.J. (ed.), G. B. Shaw: <u>A Collection of Critical Essays</u>, Prentice Hall, Englewood Cliffs, New Jersey, 1965 Morgan, Margery M., <u>The Shavian Playground</u>, Methuen, London, 1972 Ohmann, Richard, Shaw: <u>The Style and the Man</u>, Wesleyan University Press Middletown, Connecticut, 1962. Ward, A. C., <u>Bernard Shaw</u>, Longman, London, 1951. - Bullough, Geoffrey (ed.), <u>Narrative and Dramatic Sources of Shakespeare</u>, Routledge and Kegan Paul, London 1975 - <u>A Research Guide for Undergraduates in English & American Literature</u>. MLA, 206 - <u>MLA Handbook</u> (as reference guide on how to write a research paper)

4-.Electronic Materials, Web Sites etc Sophocles www.en.wikipedia.org/wiki.Oedipus Oedipus King Oedipus Rex Essays Papers www.123helpme.com/preview Background on Drama, Generally and applications to Sophocles's plays www.aug.edu/2nprinsky/Humn2111 Study Guide for Sophocles' Oedipus the King www.temple.edu/classics/oedipus Arms and the Man www.enwikipedia.org/wiki/Arms-and-the-man Analysis of Arms and the Man www.123helpme.com/preview Web-Cite (A knowledge-base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre)

5- Other learning material such as computer-based programs/CD, professional standards/regulations Signed Student Code of honour explained during student orientation to university to protect against plagiarism

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 60 students
2. Computing resources Laptop computer - projector system-smart board
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) None

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. End of term college evaluation of course by students (to be collected by the department)
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Not applicable

3 Processes for Improvement of Teaching
1. Training sessions
2. Workshops to facilitate the exchange of experiences amongst faculty members
3. Regular meetings where problems are discussed and solutions given
4. Discussion of challenges in the classroom with colleagues and supervisors
5. Encouragement of faculty members to attend professional development conferences
6. Keeping up to date with pedagogical theory and practice
7. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
 Check marking of a sample of examination papers either by a resident or visiting faculty member

5 -Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
1. Compare syllabus and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Appreciating Poetry

Institution	AL-BAHA UNIVERSITY
College	**Faculty of Science & Arts**
Department	DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: **Appreciating Poetry**
2. Credit hours: 3 hours
3. Program(s) in which the course is offered **(If general elective available in many programs indicate this rather than list programs)** B. A. in English Language and Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 6
6. Pre-requisites for this course (if any)
7. Co-requisites for this course (if any) None
8. Location if not on main campus

B Objectives

1**. Summary of the main learning outcomes for students enrolled in the course.** 1. Improve students' reading and analytical skills by encouraging a close reading and understanding of individual poems 2. Teach students the important strategies to appreciate and understand poetry 3. Teach students to be aware of meanings of vocabulary, connotation and denotation of terms, imagery, figures of speech, speaker, theme 4.Teach students how to write analysis of poetry
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**) 1- Increased use of audio visual presentations for poetry recitals 2- Increased use of IT or web-based reference material 3- Increased use of power-point and projector in class

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

The course is designed to introduce the student to English poetry in terms of its essential features as a literary genre. By focusing on selected poems of various types with a wide range of subject matter and theme, the student should gain knowledge of the craft of verse. The objective of this exercise is to equip the student with the necessary techniques to appreciate poetic meanings and how they are created. Poetic devices, such as personification, simile, metaphor etc. are used as tools or means to aid and help the student, but not as ends in themselves. The textbook chosen for this course has a glossary of literary terms for easy reference.

By the end of the course, the students are expected to have the level and understanding of manipulating language of the selected poems, the poetic effects and poetic meaning. (Note: The following poems are just samples; the instructor can choose some other suitable poems).

1- Topics to be Covered		
Topics	No of Weeks	Contact hours
What is poetry? -Alfred, Lord Tennyson: **The Eagle**	1-2	4
Imagery: William Shakespeare: **Winter, Spring**	3	2
Reading the poem, Philip Larkin: **A Study of Reading Habits** General exercises for analysis and Evaluation A.E. Houseman: **Is My Team Plowing?**	4-5	4
-Sylvia Plath: **Mirror** -Denotation and Connotation: Emily Dickenson: **There is no frigate like a book.** -**When My love swears she is made of truth**, -**Reading Habits** (Figures of speech, speaker, theme)	6-7	4
When My love swears she is made of truth	8	2
Langston Hughes: **Cross**	9	2
First interim writing skills	10	2

Imagery: Robert Browning : **Meeting at Night, Parting in morning,** -Imagery and denotation and connotation: Those Sunday Morning	11	2
- Figures of Speech: - Francis Cornford: **The Guitarist Tunes Up,** - Robert Francis: **The Hound**	12	2
-Langston Hughes: **Dream Deferred**	13	2
-William Blake: **The sick Rose** Jane Kenyon: The Letter	14	2
Symbols: **The Road not Taken**	15	2
Final Exam	16	2

2. Course components (total contact hours per semester): 32			
Lectures: 28 hours	Tutorial: None	Practical/Fieldwork/Internship:	Other: (Tests: 4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)
3 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
1. Improving students' reading and analytical skills by encouraging a close reading and
 understanding of individual plays
2- Teaching students to analyze poetry (speaker, theme, imagery, symbols, figures of
 speech, diction)

3- Developing the taste for poetry 4- Teaching students how to write research papers on poetry
(ii) Teaching strategies to be used to develop that knowledge 1. Lectures 2. Class discussion 3. Close reading and text analysis
(iii) Methods of assessment of knowledge acquired 1. Class participation 2. Mid-Term exam 3- Research papers and presentations given in class 4- Final written exam
b. Cognitive Skills
(i) Cognitive skills to be developed 1. Ability to think critically and analytically 2. Ability to use literary and academic English 3- Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument
(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures/teaching students how to read attentively and critically 2. Class discussions/teaching students to think independently and engage in group discussions 3. Encouragement of students to be creative in their presentation 4- Teaching students to process data logically in their research papers 5- Teaching students textual analysis
(iii) Methods of assessment of students cognitive skills 1. Class participation 2- Research papers 4. Interims and exams
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete both reading and writing assignments in due time. 2- Students can participate in class discussion and think critically. 3- Students can act responsibly and ethically in carrying out individual as well as group projects.
(ii) Teaching strategies to be used to develop these skills and abilities 1. Lectures in which students are made aware of the significance of time management 2. Discussions with students on ethical behaviour in conducting research 3. Individual counselling on research projects and writing difficulties
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

1. Active class participation reflects the students' ability to keep up with the reading schedule. 2. Research papers will attest to the student's ability to fulfil assignments and respect deadlines. 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information. 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
d. Communication, Information Technogy and Numerical Skills
(i) Description of the skills to be developed in this domain. 1. Use of electronic journals and data basis 2. Web CT 3. Use of PowerPoint and laptop – projector systems 4. Experience wiki / model to develop collaborative writing skills
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Demand the use of PowerPoint when giving presentations
(iii) Methods of assessment of students numerical and communication skills Not applicable
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assess-ment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-Term Test	Middle of term	20%

2	Assignments, Participation and Quiz	All **a**long	10%
3	Presentations and/or Papers	At the end	10%
4	Final Exam	At the end	60%
	Total		100%

D. Student Support

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

E. Learning Resources

1. Required Text(s) Sound and Sense
2. Essential References - Burgess, Anthony. <u>English Literature</u>.Longman:1974. - <u>The Norton Anthology of English Literature</u>. Vol. 1
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) J. Reeves, The Poet's World, Longman - A Research Guide for Undergraduates in English & American Literature. MLA, 206 - MLA Handbook (as a reference guide on how to write a research paper)
4-.Electronic Materials, Web Sites etc Resources on the Web: The most comprehensive Poetry website: www.poetry.com Poetry analysis www.Plagiarist.com Web-site (A knowledge-base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre) www. Bookrags.com www.sparknotes.com www.e-notes.com www.en wikipedia.org/wiki/English poetry www.world English.org/poetry.htm www.englishverse.com/ www.amazon.com
5- Other learning material such as computer-based programs/CD, professional standards/regulations Signed Student Code of honor should be explained during student orientation to university to protect against plagiarism.

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F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) -Lecture rooms should be large enough to accommodate 60 students.
2. Computing resources -Laptop computer - projector system-Smart board
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. End of term college evaluation of course by students (to be collected by the department)
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Not applicable
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouraging faculty members to attend professional development conferences 6. Keeping up to date with pedagogical theory and practice 7. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution) 1. Check marking of a sample of examination papers either by a resident or visiting faculty member
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Comparing syllabi and course description with other universities (including those on the net) 2. Biannual meetings of faculty members to discuss improvement 3. Having a curriculum review committee to review the curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Elizabethan Drama

Course Specification

Institution	AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**	
Department DEPARTMENT OF ENGLISH	

A Course Identification and General Information

1. Course title and code: Elizabethan Drama –
2. Credit hours: 3
3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English Language and Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 6
6. Pre-requisites for this course (if any)   Appreciating Drama
7. Co-requisites for this course (if any)   None
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.   1. Improve students' reading and analytical skills by encouraging a close reading and understanding of individual plays.   2. Improve students' communication skills, self confidence, team work skills, public speaking skills and organization, critical thinking by having them set up theatrical performances in class followed by critique of the relevant chosen scene.   3. Acquaint students with Elizabethan concept and the age of the Renaissance   4- Introduce students to the language, techniques, characters and themes of Shakespeare drama.   7. Expand students understanding of the characteristics of drama as a literary genre as well as a theatrical event.   8. Teach students how to write research papers on the play.
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)   1- Increased use of videoed performances of the plays to aid understanding the work as a theatrical event   2- Increased use of IT or web-based reference material   3. Students group work in setting up the plays of the curriculum

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

This course introduces students to Elizabethan Drama through the study of plays written by William Shakespeare and his contemporaries such as Christopher Marlowe, John Webster and Thomas Kyd.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact Hours
Shakespeare's theatre, Elizabethan ideas, the age of the renaissance	Week1	3
Play no. 1- Dr. Faustus(Extra emphasis is put on textual analysis) plot analysis, Medieval versus Renaissance, the struggle between good and evil, over-ambition, power as a corrupting influence, and the divided nature of man. Mid-term Exam	Weeks 2-8	21
Play no. 2 Hamlet (Extra emphasis is put on textual analysis) plot analysis, soliloquies, madness, misogyny, Hamlet's character, hesitation, man of thought versus man of action, conscience, virtue, melancholy, psychoanalysis, Claudius, Gertrude, Polonius, Ophelia. Hamlet's foils: Fortinbras and Laerates. Closet scene, play within the play	Weeks 9-14	18
Research papers and presentations	15th week	3
Final Exam	16th	2

2 Course components (total contact hours per semester):			
Lecture: 42 hours	Tutorial: 2 hours (final exam)	Practical/Fieldwork/Internship: Presentations of research papers 3	Other:

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
3 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge
(i) Description of the knowledge to be acquired 1. Improve students' reading and analytical skills by encouraging a close reading and understanding of individual plays. 2- Acquaint students with Shakespeare's language 3- Make the students aware of the immediate English- Christian environment as well as classical (Greek and Roman) heritage. 4- Develop the taste for comedy and tragedy 5- Introduce students to the intellectual issues of the Renaissance. 6- Expand students understanding of the characteristics of drama as literary genre as well as a theatrical event. 7- Teach students how to write research papers on drama. 8- Teach students team work, organization, public speaking, synthesis and analysis through their presentations.
(ii) Teaching strategies to be used to develop that knowledge 1. Lectures 2. Class discussion 3. Close reading and text analysis 4. Collaborative learning/Team work 5- Showing videoed extracts from staged plays, commenting on the dramatic technique used
(iii) Methods of assessment of knowledge acquired 1. Assignments and quizzes 2. Mid-term exam 3- Research papers read in class. 4- Presentations: staged scenes followed or preceded by student supplied criticism. 6. Final written exam
b. Cognitive Skills
(i) Description of cognitive skills to be developed 1. Ability to think critically and analytically 2. Ability to use literary and academic English 3- Ability to compare and perceive ideas from different perspectives related to time and place. 4- Ability to understand the reception of the play with the cultural milieu of the audience (according to change of audience through out time and place) 5- Ability to make sound analogies and comparisons between different plays and kinds of drama 6- Ability to understand the relation of the literary and social context to the modes of expression 7- Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument.
(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures/teaching students how to read attentively and critically 2. Class discussions/teaching students to think independently and engage in group discussions

3. Encouragement of students to be creative in their presentation
4- Teaching students to process data logically in their research papers
5- Teaching students textual analysis
(iii) Methods of assessment of students cognitive skills
1. Class participation
2. Group presentations and staging scenes of plays
3. Research papers
4. Mid-term and final exams
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Students can complete both reading and writing assignments in due time
2- Students can get organized to rehearse their lines, set up the setting and put on an engaging scene in front of audience
3. Students can participate in class discussion and think critically
4. Students can act responsibly and ethically in carrying out individual as well as group projects
5. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team.
(ii) Teaching strategies to be used to develop these skills and abilities
1. Lectures in which students are made aware of the significance of time management
2. Discussions with students on ethical behaviour in conducting research
3. Individual counselling on research projects and writing difficulties
4. Theatre workshops where students can learn to be punctual, responsible, communicative, self confident, creative and receptive of the ideas of others
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Active class participation reflects the students ability to keep up with the reading schedule
2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines
3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
4- Staging plays will reveal students' ability to work in a team, meet deadlines, help each other have full understanding of the text through continual verbal communication. 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain.
1. Use of electronic journals and data basis
2. Web CT
3. Use of PowerPoint and laptop – projector systems

(ii) Teaching strategies to be used to develop these skills
1. Encourage students to make extensive use of material on the web
2. Encourage students to consult the specialist in the computer lab for help on web-based material
3. Demand the use of PowerPoint when giving presentations

(iii) Methods of assessment of students numerical and communication skills
1. Allot marks for the use of web-based material in students' presentations.
2. Distribute rubric at beginning of assignment so students know what they will be evaluated on

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Asses sment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-term exam	Middle of term	20%
2	Assignments, Participation and quizzes	All along	10%
4	Presentations and/or papers	At the end	10%
4	Final exam	16th week	60%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice (include amount of time teaching staff are expected to be available each week)
1 hour per course per week
Dr. Faustus
Hamlet

E Learning Resources

1. Required Text(s) *Dr. Faustus* *Hamlet*
2. Essential References Chambers, E.K., *The Elizabethan Stage,* Oxford University Press, Oxford, New York, 1945, four volumes. Nagler, A.M., *Shakespeare's Stage*, Yale University Press, New Haven, 1958. Tillyard, E.M.W., *The Elizabethan World Picture*, Chatto & Windus, London, 1943. Wilson, John Dover, *Life in Shakespeare's England*, Macmillan, New York 1913 Bradley, *Shakespearean Tragedy* Clark, Cumberland, *Shakespeare and Psychology*, Folcroft Library Editions, 1976 Champion, Larry S., *Shakespeare's Tragic Perspective*, The University of Georgia Press, Athens, Leech, C. (Ed.*) Marlow: A Collection of Critical Essays*. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1964. Rossiter, R. *English Drama from early Times to the Elizabethans*. Oxford: OUP, 1950. Sales, R. *Christopher Marlowe.* London: Macmillan, 1991.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) - Bullough, Geoffrey (ed.), *Narrative and Dramatic Sources of Shakespeare*, Routledge and Kegan Paul, London 1975 - *A Research Guide for Undergraduates in English & American Literature*. MLA, 206 - *MLA Handbook* (as reference guide on how to write a research paper)
4-.Electronic Materials, Web Sites etc **Resources on the Web:** Shakespeare Online www.Shakespeare.online.com/ Mr William Shakespeare on the Internet www.Shakespeare.palomar.edu/ Absolute Shakespeare www.absoluteShakespeare.com/ www.kirjasto.sci.fi/marlowe.htm www.luminarium.org/renlit/marlowebio.htm Web-Cite (A knowledge-base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre)
5- Other learning material such as computer-based programs/CD, professional standards/regulations Signed Student Code of honor explained during student orientation to university to protect against plagiarism

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 60 students
2. Computing resources Laptop computer - projector system Smart board
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. End of term college evaluation of course by students (to be collected by the department.
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Not applicable
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences 6. Keeping up to date with pedagogical theory and practice 7. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) Check marking of a sample of examination papers either by a resident or visiting faculty member
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Compare syllabi and course description with other universities (including those on the net) 2. Biannual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Romantic & Victorian Poetry

Course Specification

Institution   AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**
Department   DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: **Romantic & Victorian Poetry**
2. Credit hours 3 hours
3. Program(s) in which the course is offered   **(If general elective available in many programs indicate this rather than list programs)**   B.A in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 7
6. Pre-requisites for this course (if any)   Appreciating Poetry
7. Co-requisites for this course (if any)   Not applicable
8. Location if not on main campus

B Objectives

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

1. Introduce students to Romanticism as a literary movement.
2- Shed light on the heralds of romanticism as well as to the prominent figures of this school.
3- Pinpoint the differences between classical poetry and romantic poetry.
4- Provide students with good background about the literary culture of the Victorian period; Form of Victorian poetry: its difference from Romantic period
4- State the social, political and cultural contexts in which the selected poem was written; and the dominant trends of that era
5- Write a brief biographical sketch of the poet; and characteristics of his poetry.
6.-Communicate a focused, sensitive, lively, inspirational and informed personal response;
7.-Identify and explain with reasons the poet's use of the imagery, symbolism etc…, genre of poetry as appropriate to its theme;
8 -Examine the rhyme scheme used and its appropriateness for the theme of the poem;
9- Elaborate upon the use of the figurative language and literary devices such as simile, metaphor, personification, hyperbole, alliteration; etc
10. Critically analyze the poem; improve students' reading and analytical skills by encouraging a close reading and understanding of poems
11. Give the central idea, paraphrase, summary and explanation of the poem.
12. Develop the students' academic and language excellence.

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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)

1- Much use of audio visual presentations for poetry recitals
2- Much use of internet for reference material, critics' views and explanations
3- Much use of educational technology like power-point and projector in the class
4. Group discussion, class presentation, and seminars

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

This course introduces students to Romanticism and Victorianism and develops their understanding of their nature through a close analytical reading of assigned texts from the major poets of the period. The concept of the Romantic Imagination should be studied as a major break from the Neo-Classical Age. Recurrent elements of English Romanticism should be traced, as well as the characteristic romantic modes and theses. Besides, The core course introduces the student to some themes, trends and genres in Victorian poetry. The student is expected to be acquainted with the social, political, historical and literary background of the period prior to starting the textual study of some representative poems of the era. (Note: The following poems are just samples; the instructor can choose some other suitable poems).

1- Topics to be Covered

List of Topics	No of Weeks	Contact hours
-Introduction to Romanticism & Victorianism -Definition and characteristics of Romanticism / Victorianism -How both are standing different from neo- classical poetry? -Compare and contrast, by form, by subject matter, by style etc… -Introduction to Victorian poetry, its characteristics and the mainstream of the era -How is it standing different from Romantic poetry? -Compare and contrast, by form, by subject matter, by style and other outstanding features etc.	1-2	6 hrs.
Early Romantics: Poets like Robert Burns, Sir Walter Scott, and William Blake William Wordsworth. Reading poem, Critical appreciation, Theme, paraphrase, summary and explanation. W. Wordsworth,"**Daffodils**, *("***I Wandered Lonely as a Cloud***")*, **"Solitary Reaper"** Or A selection of poems from William Blake's *Songs of Innocence and Experience*	3-5	9 hrs.
Later Romantics: Poets like S .T Coleridge, Lord Byron, P. B Shelley, and John Keats Reading poem, Critical appreciation, Theme, paraphrase, summary and explanation**.** S. T Coleridge**,** *"***Kubla Khan***"*. **"Frost at Midnight***"*. Lord Byron, "**She Walks in Beauty***", "***Darkness***" "***My Soul is Dark***"* John Keats**.—" Ode to Autumn",** *"***La Belle Dame Sans Merci***"*	6-8	9 hrs.
- Alfred Lord Tennyson: as a poet, a representative of his age, other characteristics of his poetry, and short biography. **-"Ulysses" " Break, Break, Break" "Tears Ideal Tears"** Central idea, subject matter, style, paraphrase, explanation and summary -Robert Browning: short biography: characteristics of his poetry, etc **" My Last Duchess" " Love Among the Ruins"** -Central idea, subject matter, style, paraphrase, explanation and summary. -Matthew Arnold: short biography characteristics of his poetry etc **"Dover Beach" or "West London"** -Central idea, subject matter, style, paraphrase, explanation and summary G.M. Hopkins: short biography-characteristics of his poetry **" Spring"** -Central idea, subject matter, style, paraphrase, explanation and summary -Elizabeth Barrett Browning: short biography, characteristics of his poetry etc **" A Musical Instrument***"* -Central idea, subject matter, style, paraphrase, explanation and summary	9-15	15 hrs.
Final Exam	16	3 hrs.

2- Course components (total contact hours per semester):			45	
Lecture: 45 hrs	Tutorial: None	Laboratory None	Practical/Field work/Internship None	Other: None

3-. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week) 8 hrs/ week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of students assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

Description of the knowledge to be acquired
1. Romantic poetry projects the spirit of "Art for Art's sack "
2. Find out the poet's subjectivity and objectivity in his works
3. Develop the students taste for poetry and its aesthetic sense
4. Identify poetry as a specific literary genre and compare and contrast
 poetry to prose and other forms of art; paraphrase and summarize poems
5. Identify and explain speaker, situation, and setting as elements in poetry;
 connect these elements to the meaning of the text.
6. Define imagery and figurative language, symbol, sound and rhythm as elements
 of poetry and use them to analyse the text and their role in the meaning
7. Connect individual poet(s), poem(s) to specific historical/socio-
 political/theoretical schema to create further understanding of individual text.
8. Combine and apply the informative and analytical skills acquired in this course
 in a final comprehensive written examination.
9. Teach students how to write research papers on poetry
 10. Reflect that knowledge into language proficiency and academic brilliance

(ii) Teaching strategies to be used to develop that knowledge
Lectures (subject, teacher and students centred)
Recital of poems (individually and chorally)
Critical appreciation of the poem after close reading
Students centred activities like writing and memorizing central idea, paraphrase and
summary of the poem.
Class activities like discussion and debate
Individual as well as group/ team activities and learning

(iii) Methods of assessment of knowledge acquired
 1. Class participation (attendance, class activities, presenting assignment, spirit
 for individual and team learning and lively role in the class)
 2. Quizzes
 3. A short research paper/ article that must be presented by the student in the class
 4. Midterm exam
 5. Final written exam

b. Cognitive Skills
(i) Description of cognitive skills to be developed **1**. Skills to think imaginatively and creatively 2. Skills to evaluate and appreciate critically and analytically 2. Ability to use poetic and beautiful language 3. Ability to make comparison and contrast between different style and diction of poets 4. Aptitude to conduct further research on Romantic & Victorian Poetry
(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures,/ subject centred, teacher centred, and student centred 2. Discussions and debate in the class 3. Keep students engaged to find the poetic style, literary terms, and analysis the poems critically 4. Back up students to be creative and imaginative in their work and presentation. 5. Encourage students to compose their own poetry
(iii) Methods of assessment of students cognitive skills **-**Lively and active role in the Class Activities -Presentation and seminars -Group Research / team work -Quizzes -Mid-term exam. -Final exam**.**
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can understand and interact with others. These students can learn through interaction. They will have many friends and empathy for others. They can be taught through group activities, seminars, and dialogues. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture. 2. Students will demonstrate communication skills that promote effective function and interpersonal relations within group situations or settings. 3. Students will demonstrate understanding of the behaviors and beliefs of different social groups within a pluralistic society, including groups based on culture, ethnicity, race, religion, creed, and he will respect and appreciate diverse point of view. 4. Students will identify leadership, task, maintenance and self-serving roles and their effect on group function and utilize strategies for effective cross-cultural communication.
(ii) Teaching strategies to be used to develop these skills and abilities 1. Lectures/ teachings on value of time (the importance of regularity and punctuality in the life of the student), cooperation, collaboration, mutual respect and understanding. 2. Guidance and counselling in conducting research work/paper 3. Inculcate and instil the spirit of group/ team work by doing relevant activities and tasks. Like group assignments where the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Timely submitted activities and tasks will show the student how to manage his time. 2. The role of the student in group discussions and debates (does he respect the others' views and beliefs? How does he project his /her opinion? what solid reason does he /she have for rejection or approval?) 3. How much is the student cooperative and helpful to others in the class? 4. A student's individual performance on midterm and final exams 5. A student's performance in the group task/ activity/ research work
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. 1. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals. 1. Computer, PowerPoint and internet 2. Poetry recital through audio video educational technology
(ii) Teaching strategies to be used to develop these skills 1. Motivate students to search for relevant material on the net. 2. They may receive assignment via e-mail and vice versa. 3. Encourage students to get guidance and counselling from their teacher via e-mail if they encounter any research difficulties 4. Insist on the use of PowerPoint and projector for the class presentations 5. Group / team activity may be carried out by e-mail correspondence among the students.
(iii) Methods of assessment of students numerical and communication skills 1. There should be some marks allocation to those who do their web assignments or web reference material in class presentation / research /article/ e-mails etc.
e. Psychomotor Skills (if applicable) Not applicable
(i) Description of the psychomotor skills to be developed and the level of performance required Not applicable
(ii) Teaching strategies to be used to develop these skills Not applicable
(iii) Methods of assessment of students psychomotor skills Not applicable

Asses sment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Assignments, class participation, and quizzes	Whole semester	10%
2	Mid-term exam	After 7 weeks	20 %
3	Short research paper to be presented in the class	Whole semester	10%
4	Final exam	At the end of semester	60%
5		Total	100

5. Schedule of Assessment Tasks for Students During the Semester

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
2 hours per week

E Learning Resources

1. Required Text(s)
Sound and Sense, Romantic & Victorian Poetry

2. Essential References
Wordsworth, William and Coleridge, S.T. *The Lyrical Ballads*.
Abrams, M.H. (ed.), *English Romantic Poets*, **(OUP, 1975)**

 The Norton Anthology of English Literature, volume 2.
Armstrong, Isobel *Victorian Poetry . London*: Routlege, 1993.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
Quintessence of Literary Essay and Viva Voce by W.R. GOODMAN
Williams, R, *Culture and Society,* (Penguin, 1976)

4-.Electronic Materials, Web Sites etc.
For general knowledge of English poetry of various types through the ages:
http://en.wikipedia.org/wiki/English_poetry
http://en.wikipedia.org/wiki/Poetry
A good website on Romantic & Victorian Poetry, poems and commentary:
http://www.sjsu.edu/facuty/pattern/romanpage.html
Web search engine www.google.com

The most comprehensive Poetry website www.poetry
Poetry analysis www.Plagiarist.com

5- Other learning material such as computer-based programs/CD, professional standards/regulations

1. Students should be encouraged to seek the assistance of materials, class fellows
and teachers, but to avoid plagiarism.
2. They have to have the courage to speak freely.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

1. Lecture rooms must have all the educational facilities.
2. They must be commodious and spacious.
3. They must have the extra capacity of seats then usual standard **class.**

2. Computing resources

1. Laptop, computer (accessible to net facility, data show projector and sound system)
2. Smart board

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

1. Microphone system for poetry recital, especially when students have a poetry or literary club

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

At the end of semester, the head of department can take students feedback by a simple questionnaire.

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

The head of the department can evaluate through:
-Visiting to the class
-Course description or syllabus break up

-Regularity and punctuality in the lectures, activities and assignments
-Command of subject

3 Processes for Improvement of Teaching

1. Sharing teaching experiences among the staff members
2. Refresher training courses from the resource persons
3. Regular meeting of teaching staff members for discussing problems and issues
4. Guidance and counselling from colleagues and supervisor
5. Lectures and seminars among the faculty members

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

It is a good idea to check a student performance or exam by other competent teacher but it is not applicable here.

5 - Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. There must be a struggle for the uniformity of syllabus among the universities
 in the Kingdom. Compare syllabus and course description with other universities.
2. There must be expert course/ syllabus designers to discuss the current syllabus
 with the teaching staff for their suggestions and recommendations.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Nineteenth Century Novel

Course Specification

Institution	AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**	
Department DEPARTMENT OF ENGLISH	

A Course Identification and General Information

1. Course title and code: **Nineteenth Century Novel**
2. Credit hours   3 hours
3. Program(s) in which the course is offered. **(If general elective available in many programs indicate this rather than list programs)** B.A in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 6
6. Pre-requisites for this course (if any) The Rise of the Novel
7. Co-requisites for this course (if any) None
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. Improving students' reading and analytical skills Introducing students to the intellectual and social issues of the nineteenth century Understanding the novel as a literary genre Introducing students to theoretical and critical literary approaches in the genre Teaching students how to write research
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) 1-Familiarizing students with IT: word processing, downloading, uploading, databases, spreadsheets, e-books and the like 2- Updating and changing reading list 3- Including e-books from Gutenberg and similar projects

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

A sense of the Victorian novel will be accompanied by close analysis of at least two novels, preferably early and late. Socio-political and philosophic contexts will be subordinated to the way the 19th century writer made use of the novel forms. Novels studied will be chosen from the work of Dickens, the Brontës, Austen, Thackeray, Trollope, Eliot, Meredith, and Hardy.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
19th Century Novel	1	3
Novel #1 — **Great Expectations** by Charles Dickens -Introduction to the author, expectations, character development, plot analysis, major themes, style, setting, symbolism, education, life in London, realism and idealism, crime, detective fiction, novel's ending.	2-6	15
Mid-Term Test	7	3
Novel # 2 – **The Return of the Native** by Thomas Hardy. Introduction to the author. The Novel: Point of View, plot analysis, characters, major themes, setting, Structure, Symbolism, Irony, Style, Opening Scene, Closing scene.	8-14	21
A Comparison of the two novels	15	3
Final Exam	16	3

2 Course components (total contact hours per semester):				
Lecture: 42 hours	Tutorial:	Laboratory	Practical/Field work/Internship	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week) 3 hours per week

4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill; The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

1. Improving students' reading and analytical skills
2. Introducing students to the intellectual and social issues of the nineteenth century
3. Understanding of the novel as a literary genre
4. Introducing students to theoretical and critical approaches in fiction
5. Teaching students how to write research paper

(ii) Teaching strategies to be used to develop that knowledge

1. Lectures
2. Class discussion
3. Close reading and text analysis
4. Collaborative learning/Team work

(iii) Methods of assessment of knowledge acquired

1. Class participation
2. Quizzes
3. Class presentations based on outside reading about the novels to be covered
4. Midterms
5. Research papers
6. Final written exam

b. Cognitive Skills

(i) Description of cognitive skills to be developed

1. Thinking critically and analytically
2. Thinking methodically and logically
3. Organizing
4. Familiarity with critical approaches to the study of fiction
5. Documentation
6. Research methods

(ii) Teaching strategies to be used to develop these cognitive skills

1. Lectures
2. Class discussions
3. Presentations
4. Home assignments

(iii) Methods of assessment of students cognitive skills
  1. Class participation
2. Presentations
3. Research papers
4. Midterm exams
5. Group assignments

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

1. Reading and writing assignments in due time
2. Participating in class discussion and thinking critically
3. Carrying out individual as well as group projects
4. Communicating, listening, discussing, and evaluating oneself and peers

(ii) Teaching strategies to be used to develop these skills and abilities
1. In-class reading and writing sessions
2. Ethics and plagiarism
3. Individual counseling
4. Team work

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Active class participation reflects the students ability to keep up with the reading schedule
2. Research papers will attest to the student's ability to fulfill assignments and respect deadlines.
3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
4. Instructor's assessment of student's performance and seriousness during individual supervision hours

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.
1. Use of electronic journals and databases
2. Web literacy
3. Use of IT: familiarity with e-projectors and software such as MS Office
4. Introduction to blogging
5. Internet writing workshops

(ii) Teaching strategies to be used to develop these skills
1. Extensive use of academic material on the Web
2. Frequent use of the campus IT support for help on web based material
3. Competent use of MS Office programs

4. Serious utilization of online English skills workshops

(iii) Methods of assessment of students numerical and communication skills
Giving grades for the use of web-based material in students' presentations, research, search, etc.

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Asses sment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-Term Test	Middle of Term	20%
2	Assignments, Participation and Quiz	All **a**long	10%
3	Presentations and/or Papers	At the end	10%
4	Final Exam	At the end	60%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
2 office hours per week

E Learning Resources

1. Required Text(s)
Hardy, Thomas. <u>The Return of the Native.</u> Norton Critical Edition Dickens, Charles. <u>Great Expectations</u>. Norton Critical Edition

2. Essential References

Critical Books On Emily Bronte and Wuthering Heights:

Abrams, M.H., ed. "The Victorian Age (1830–1901)." In The Norton Anthology of English Literature, vol. 2, 891–910. New York: W.W. Norton, 1993.

Jones, Judy and William Wilson. "A Bedside Companion to the Nineteenth-Century English Novel." In An Incomplete Education, 216–240. New York: Ballantine, 1987.

Kermode, Frank. "A Modern Way with the Classic." New Literary History 5 (1974): 415–34.

new: From Fox Hunting to Whist—The Facts of Daily Life in Nineteenth-Century England. New York: Simon & Schuster, 1994.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

The Norton Anthology of English Literature. Fifth Edition. Vol 2. New York: Norton & Company, 1999.

A Companion to Victorian Literature and Culture. Herbert F. Tucker. New York: Blackwell Publishers, 1999.

The Nineteenth Century and After. Samuel Chew. New York: Appleton-Century-Crofts, 1967

4-.Electronic Materials, Web Sites etc

Victorian Web Sites (The most comprehensive list of web sites on Victorian literature. Maintained by Mitsuharu Matsuoka, Nagoya University, Japan.)

Voice of the Shuttle: Victorian (The model for all academic resource pages--rigorous conceptual organization of the database. Maintained by Alan Liu, University of California, Santa Barbara.)

Victorian Web (Elegant web-based hypertext on Victorian literature and culture, covering topics such as Social Context, Economics, Science, Technology, Politics, Literature, and the Visual Arts. Maintained by George P. Landow, Brown University.)

Literary Resources - Victorian British (Easy-to-use list of Victorian web sites. Maintained by Jack Lynch, University of Pennsylvania.)

Victoria Research Web (Web site for the Victoria listserve; contains search engine for the Victoria list archive and other valuable resources. Maintained by Patrick Leary, Indiana University, Dept. of History.)

LITIR Database on Victorian Studies (Bibliography of current and forthcoming books and articles on the period. Maintained by Brahma Chaudhuri, University of Alberta.)

Web-Cite (A knowledge-base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre)

www. Questia.com

5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) -Large enough classrooms and labs
2. Computing resources -Laptops, overhead projectors, computer labs, MS Office programs, academic
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) -Dictionaries, concordances, English- skills software, Linguistic and language atlases, original copies of MS Office programs

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the   class End of term college evaluation of course by students (to be collected by the department) End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better. 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Peer evaluation to asses ability of faculty members to work with their colleagues Class observations by supervisors
3 Processes for Improvement of Teaching Training sessions Workshops to facilitate exchange of experiences amongst faculty members Regular meetings where problems are discussed and solutions given Discussion of challenges in the classroom with colleagues and supervisors Encouragement of faculty members to attend professional development conferences Up-to-date pedagogical theory and practice Goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
1. Have grading checked either by a resident or visiting faculty member
2. Standardized tests
3. Students who believe they are under graded can have their papers checked by a committee

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Compare syllabi and course description with other universities (including those on the net)
Biannual meetings of faculty members to discuss improvement
Review curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Literary Criticism

Course Specification

Institution   AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**
Department DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: Literary Criticism
2. Credit hours: Two Hours
3. Program(s) in which the course is offered **(If general elective available in many programs indicate this rather than list programs)** B.A in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered Level 8
6. Pre-requisites for this course (if any) Introduction to Literature
7. Co-requisites for this course (if any)
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. 1. Introduce students to a wide spectrum of critical approaches and making them aware of the advantages and disadvantages of each theory of criticism 2. Improve students' communication skills, self-confidence, team-work skills, public speaking skills and organization, critical thinking by having them give presentations on individual critics and theories. 3. Giving students a panoramic overview of the history of criticism From Aristotle and Plato to the modern time 4. Acquaint students with the major changes that led to the change of critical focus from the author to the text and then reader
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) 1- Increased use of videoed performances of the plays to aid understanding the work as a theatrical event 2- Increased use of IT or web-based reference material

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

This course traces the philosophical and critical development of Western thought in its particular relation to "Art". The critical selections cover the classical conception of Art, Renaissance and the 18th Century (The age of Reason) and emphasize the major trends and orientation of Arts criticism in the Western critical thought. Major orientations, motifs of criticism are also emphasized as they developed from classical periods to the 18th century.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Aristotle's concept of criticism	1-2	4
Plato's approach to criticism	3-4	4
William Wordsworth "Preface to Lyrical Ballads"	5-6	4
Samuel Taylor Coleridge "Biographia Literaria"	7-8	4
Mid-Term Exam	9	4
Modern Criticism	10-12	4
T.S. Eliot "Tradition and the Individual Talent"	13-14	4
Revision	15	2
Final Exam	16	2

2 Course components (total contact hours per semester):				
Lecture: 28 hours	Tutorial:	Laboratory: None	Practical/Field work/Internship	Other: (Tests: 4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week) 6 hours per week

4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill; The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired 1- Expand students understanding of the function and aim of criticism in interpreting and evaluating literature. 2- Teach students how to write research papers on drama. 3- Teach students team work, organization, public speaking, synthesis and analysis through their presentations.
(ii) Teaching strategies to be used to develop that knowledge 1. Lectures 2. Class discussion 3. Close reading and text analysis 4. Collaborative learning/Team work
(iii) Methods of assessment of knowledge acquired 1. Class participation 2. Midterm exam 3. Research papers and Presentations 6. Final written exam
b. Cognitive Skills
(i) Description of cognitive skills to be developed 1. Ability to think critically and analytically 2. Ability to use literary and academic English 3. Ability to make sound analogies and comparisons between different schools of criticism 4. Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument
(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures/teaching students how to read attentively and critically 2. Class discussions/teaching students to think independently and engage in group discussions 3. Encouragement of students to be creative in their presentation 4- Teaching students to process data logically in their research papers 5- Teaching students textual analysis
(iii) Methods of assessment of students cognitive skills 1. Class participation 2. Group presentations 3. Research papers 4. Mid-term and final exams

c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete both reading and writing assignments in due time 2. Students can participate in class discussion and think critically 3. Students can act responsibly and ethically in carrying out individual as well as group projects 4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses
(ii) Teaching strategies to be used to develop these skills and abilities 1. Lectures in which students are made aware of the significance of time management 2. Discussions with students on ethical behaviour in conducting research 3. Individual counselling on research projects and writing difficulties 4. Theatre workshops where students can learn to be punctual, responsible, communicative, self confident, creative and receptive of the ideas of others
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility 1. Active class participation reflects the students ability to keep up with the reading schedule 2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. 1. Active class participation reflects the students ability to keep up with the reading schedule 2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material

3. Demand the use of PowerPoint when giving presentations
(iii) Methods of assessment of students numerical and communication skills 1. Allot marks for the use of web-based material in students' presentations. 2. Distribute rubric at beginning of assignment so students know what they will be evaluated on
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-term Exam	Middle of the term	20%
2	Assignments, Participation and quizzes	All along	10 %
3.	Research papers and presentations	15th week	10 %
4	Final Exam	Week 16	60%
Total			100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week): 1 hour per week

E Learning Resources

1. Required Text(s) Adam, Ian and Helen Tiffin, eds. Past the Last Post: Theorizing Post-colonialism and Post-modernism. Hemel Hempstead: Harvester Wheatsheaf, 1991. Adams, Hazard, ed. Critical Theory Since Plato. San Diego: Harcourt,1971.

Richard Dutton, *An Introduction to Literary Criticism*, York handbooks, A.N. Jeffares (general editor) Longman, York press

2. Essential References

Ashcroft, Bill, and Gareth Griffiths. The Empire Writes Back. London: Routledge,1989.

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, eds. The Post-Colonial Studies Reader. London: Routledge, 1999.

Baxter, Charles. Burning Down the House: Essays on Fiction. Minnesota: Graywolf P, 1997.

Bhabaha, Homi, ed. Nation and Narration. London: Routledge, 1990.

Bayoumi, Moustafa, and Andrew Rubin, eds. The Edward Said Reader. New York: Vintage, 2003.

Collier, Peter and Helege Geyer-Ryan, eds. Literary Theory Today. Ithaca: Cornell UP,1990.

Davey, Frank. Reading Canadian Reading. Winnipeg: Turnstone, 1988.

Eysteinsson, Astradur. The Concept of Modernism. Ithaca: Cornell UP, 1990.

Freud, Sigmund. General Psychological Ian. Postmodern Literature. London: Arnold, 2004.

Gasset, Jose Ortegay. The Dehumanization of Art and Other Essays on Art, Culture and Literature. Princeton: Princeton UP, 1968.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

Gregson, Ian. Postmodern Literature. London: Arnold, 2004.

Gilbert, Sandra M & Susan Gubar, eds. The Mad Woman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination. New Haven: Yale UP, 1979.

Guerin, Wilfred, Earl Labor, Lee Morgan, Jeanne Reesman and John Willington. A Handbook of Critical Approaches to Literature. 4th ed. Oxford: Oxford UP, 1999.

Hutcheon, Linda . The Canadian Postmodern: A Study of Contemporary English-Canadian Fiction. Toronto: Oxford UP,1988

---. A Poetics of Postmodernism: History, Theory, Fiction. New York: Routledge,1988.

McLeod, A. M. The Commonwealth Pen. Ithaca: Cornell UP, 1961.

Said, Edward. Culture and Imperialism. London: Vintage, 1994.

Suleiman, Susan and Inge Grossman. The Reader in the Text. Princeton: Princeton UP, 1980.

Walder, Dennis. Post-colonial Literatures in English. Massachusetts: Blackwell, 1999.

Walder, Dennis. Post-colonial Literature in English: History, Language, Theory. Malden, Mass: Blackwell, 1999.

4-.Electronic Materials, Web Sites etc

- **en.wikipedia.org**/wiki/**Literary_criticism**
- **en.wikipedia.org**/wiki/Category:**Literary_criticism**
- www.**ipl.org**/div/litcrit
- www.**ipl.org**/div/pf/entry/48496
- www.**librarything.com**/tag/**literary**+**criticism**

5- Other learning material such as computer-based programs/CD, professional standards/regulations
None

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 60 students
2. Computing resources Laptop computer - projector system- smart board
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) None

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching End of term college evaluation of course by students (to be collected by the department)
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Not Applicable
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences 6. Keeping up to date with pedagogical theory and practice 7. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) Check marking of a sample of examination papers either by a resident or visiting faculty member
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Compare syllabi and course description with other universities (including those on the net) 2. Biannual meetings of faculty members to discuss improvement

3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

American Literature

Course Specification

Institution	AL-BAHA UNIVERSITY

College **Faculty of Science & Arts**

Department: DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: American Literature

2. Credit hours: 2 hours

3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English

4. Name of faculty member responsible for the course

5. Level/year at which this course is offered   Level 7

6. Pre-requisites for this course (if any)   Introduction to Literature

7. Co-requisites for this course (if any)

8. Location if not on main campus

B Objectives

1. Students will be exposed to the social and political background of America.
2. Getting students familiarized with 1960's when puritans started immigrating to the New World
3. Introducing the American Revolution 1775-1783 and its impact upon life in America
4. Introducing students to the Reconstruction Era (the years after the Civil War (1865)
5. Introducing students to the life of Afro-Americans before and after their emancipation and how the literature written by Afro-American writers was impacted accordingly.
6. Introducing students to major American writers and their works
7. One novel by a 19th century writer should be closely studies exemplifying the writings of the period
8. A sampling of fictional and non-fictional prose and a representative selection of poetry from the colonial period to the end of the 19th century should also be discussed.

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)
1- Increased use of recorded poems, videoed performance of plays and novels to help fully understand works of art
2- Increased use of IT or web-based reference material
3. Students group work reciting poetry, setting up plays and reading short stories

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)
This course offers a brief introductory survey concentrating on major writers of American literary works, and trends. At least one novel by a 19th century writer is studied closely. In addition, a sampling of fictional and non-fictional prose and a representative selection of poetry from the colonial period up to the end of the 20th century is discussed.

1 Tentative Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Introduction	Week1	2 hours
Native American Literature	2nd week	2 hours
Earnest Hemingway's *The Old Man and the Sea*	3rd week	2 hours
Walt Whitman	4th week	2 hours
Sylvia Plath	5th week	2 hours
Edgar Allen Poe	Weeks 6-7	4 hours
Robert Frost	8th week	2 hours
Mid-Term Exam	9th week	2 hours
Nathaniel Hawthorne	10th week	2 hours
Emily Dickenson	11th week	2 hours
Mark Twain's Huckleberry Finn	Weeks 12-14	4 hours
Revision	15th week	2 hours
Final Exam	16th week	2 hours

2 Course components (total contact hours per semester): 32 hours				
Lecture: 28	Tutorial: 2	Laboratory	Practical/Field work/Internship	Other: Tests (4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)
2 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
1. Help students acquire a good and clear background of the social and political background that affected the formulation of American literature.
2- Expand students' understanding of the literary characteristics of the different ages.
3- Acquaint students with the development of the American literary scene.
4- Introduce students to major American literary figures and their works.
5- Teach students how to write research papers on American literature.

6- Teach students team work, organization, public speaking, synthesis and analysis through their presentations.
(ii) Teaching strategies to be used to develop that knowledge 1. Lectures 2. Class discussion 3. Close reading and text analysis 4. Collaborative learning/Team work
(iii) Methods of assessment of knowledge acquired 1. Class participation 2. Mid-term exam 3- Research papers and Presentations 4. Final exam
b. Cognitive Skills
(i) Description of cognitive skills to be developed 1. Ability to think critically and analytically 2. Ability to use literary and academic English 3- Ability to compare and perceive ideas from different perspectives related to time and place. 4- Ability to understand the reception of a piece of literature with the cultural milieu of the audience (according to change of audience through out time and place) 5- Ability to be aware of the intellectual background of each period 6- Ability to understand the relation of the literary and social context to the modes of expression 7- Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument
(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures/teaching students how to read attentively and critically 2. Class discussions/teaching students to think independently and engage in group discussions 3. Encouragement of students to be creative in their presentation 4- Teaching students to process data logically in their research papers 5- Teaching students textual analysis
(iii) Methods of assessment of students cognitive skills 1. Class participation 2. Presentations 3. Research papers 4. Mid-term and final exams
c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Students can complete both reading and writing assignments in due time
2. Students can participate in class discussion and think critically
3. Students can act responsibly and ethically in carrying out individual as well as group projects
4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team

(ii) Teaching strategies to be used to develop these skills and abilities
1. Lectures in which students are made aware of the significance of time management
2. Discussions with students on ethical behaviour in conducting research
3. Individual counselling on research projects and writing difficulties
4. Holding workshops whereby students can learn to be punctual, responsible, communicative, self-confident, creative and receptive of the ideas of others.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Active class participation reflects the students ability to keep up with the reading schedule
2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines
3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
4. Instructor's assessment of student's performance and seriousness during individual supervision hours

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.
1. Use of electronic journals and data basis
2. Web CT
3. Use of PowerPoint and laptop – projector systems

(ii) Teaching strategies to be used to develop these skills
1. Encourage students to make extensive use of material on the web
2. Encourage students to consult the specialist in the computer lab for help on web-based material
3. Demand the use of PowerPoint when giving presentations

(iii) Methods of assessment of students numerical and communication skills
1. Allot marks for the use of web-based material in students' presentations.
2. Distribute rubric at beginning of assignment so students know what they will be evaluated on

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not Applicable

(ii) Teaching strategies to be used to develop these skills
Not Applicable

(iii) Methods of assessment of students psychomotor skills
Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Asses sment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-Term Test	Middle of Term	20%
2	Participation, Assignments and Quizzes	All **a**long	10%
3	Presentations and/or papers	At the end	10%
4	Final Exam	Week 16	60%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice (include amount of time teaching staff are expected to be available each week)
1 hour per week

E Learning Resources

1. Required Text(s)
Selection from the *Norton Anthology of American Literature*
Twain Mark, *The Adventures of Huckleberry Finn*
2. Essential References
1. Cunlife, Marcus, (ed). American Literature to 1900. London Benguin Books, 1973.
2. Heiny, Donald, and Lenthiel Downs. Recent American Literature to 1930. New York: Barron's Educational Series.
3. High, Peter. An Outline of American Literature. London: Longman, 1986.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
Abrams, M. H. Ed. The Norton Anthology of Literature. Vol. II, 7th edition, London: W.W.Norton and Co., 1990.
4-.Electronic Materials, Web Sites etc
www.ucc.uconn.edu

www.gmc.edu/library/liter_web.htm www.academicbrooklyn.cuny.edu/english/melanics6/jen_lit.htm www.gmcedu/library/liter_web.htm

5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 60 students
2. Computing resources Laptop computer - projector system Smart board
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching End of term college evaluation of course by students (to be collected by the department)
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Not Applicable
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences 6. Keeping up to date with pedagogical theory and practice 7. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
1. Check marking of a sample of examination papers either by a resident or visiting faculty member

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
1. Compare syllabi and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Modern Poetry

Course Specification

Institution	AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**	
Department DEPARTMENT OF FOREIGH LANGUAGES	

A Course Identification and General Information

1. Course title and code: **Modern Poetry**

2. Credit hours
2 hours

3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
B.A in English Language & Literature

4. Name of faculty member responsible for the course

5. Level/year at which this course is offered
Level 8

Pre-requisites for this course (if any)
Appreciating Poetry

7. Co-requisites for this course (if any)
Not applicable

8. Location if not on main campus

B Objectives

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

1. This course will focus on the outstanding poets of the modern British poetry.
2. It will provide students with the knowledge of big change in the poetic style as well as the works of
representative poets and their historical, literary and aesthetic backgrounds.
3. State the social, political and cultural contexts in which the selected poem was written;
and the dominant trends of that era like the age of anxiety, disintegration, age of new ideas,
search for new values, revolution in the mass media, symbolism, imagism, revolt, realism
and complexity.
4. Communicate a focused, sensitive, lively, inspirational and informed personal response.
5. Elaborate upon the use of the figurative language and literary devices such as simile,
metaphor, personification, symbolism, diction, word choice, alliteration; etc
6. Critically analyze the poem; improve students' reading and analytical skills by
encouraging a close reading and understanding of individual poet's poems
7- Give the central idea, paraphrase, summary and explanation of the poem.
8-Develop the students' academic and language excellence.

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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)
1- Constant use of audiovisual presentations for poetry recitals
2- Constant use of internet for reference material, critics' views and explanations
3- Constant use of educational technology like power point and projector in the class
4. Group discussion, class presentation, and seminars and research work.

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

Students should confront major poems by central poets of the Modern Period. One unifying approach would be to trace the two central currents of modern poetry: traditional and modernistic. Other models are no doubt attractive. Beginning with Hardy, major poets such as Hardy, Yeats, Robinson, Frost, Stevens, Eliot, Pound and Auden should be included. Satellite poets such as Roethke, Stafford, McNeice, Williams and Winters should be included to varying degrees to give as full a view of achievements and developments as possible. As many poems as possible should be given intensive analysis. (Note: The following poems are just samples; the instructor can choose some other suitable poems).

1- Topics to be Covered		
List of Topics	No of Weeks	Contact hours
-Definition of modern poetry and its characteristics -How is it standing different from Romantic and Victorian poetry? -Compare and contrast, the form, the subject matter, the style and other outstanding features etc.	1-2	6 hrs.
-W. B. Yeats: as a modern poet, a representative of his age, other characteristics of his poetry, and short biography "-**Sailing to Byzantium**" and **"The Lake Isle of Innisfree,"** **"Stolen Child"** - Central idea, Subject matter, style, paraphrase, explanation and summary	3-4	6 hrs.
-Thomas Hardy: **"The Convergence of the Twain," "Ah, Are you Digging on My Grave," "The Man He killed"** -Central idea, subject matter, style, paraphrase, explanation and summary	4-5	6 hrs.
-Dylan Thomas: short biography and characteristics of his poetry **-" Fern Hill" "Do Not Go Gentle Into That Good Night"** -Central idea, subject matter, style, paraphrase, explanation and summary	6-7	6 hrs.
-A. E. Housman: Short biography and characteristics of his poetry **-" Is My Team Ploughing?" "When I was One-And-Twenty"** -Central idea, subject matter, style, paraphrase, explanation and summary	8-9	6 hrs.
-Ted Hughes: short biography and characteristics of his poetry -**"The Thought fox" " Wind "** -Central idea, Subject matter, style, paraphrase, explanation and summary	10-11	6 hrs.
-W. H. Auden: short biography and characteristics of his poetry **-" The Unknown Citizen" "The Shield of Achilles "** Central idea, subject matter, style, paraphrase, explanation and summary	12-13	6 hrs.
-Wilfred Owen: short biography and characteristics of his poetry **" Anthem for Doomed" " Dulce et Decorum Est"** -Edward Thomas: short biography and characteristics of his poetry **-" After Rain" "Beauty"** -Central idea, subject matter, style, paraphrase, explanation and summary	14-15	6 hrs.

Final Exam	16	3

2 Course components (total contact hours per semester): 48 hrs.				
Lectures: 28 hours	Tutorial:	Laboratory None	Practical/Field work/Internship	Other: (Tests: 4 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week) 3 hrs/ week

4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill; The methods of students' assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

Description of the knowledge to be acquired 1. Find out the poet's subjectivity, objectivity and philosophy in his works. 2. Develop the students taste for poetry and its aesthetic sense. 3. Compare and contrast modern poetry with others ages' poetry. 4. Identify and explain speaker, situation, and setting as elements in poetry; connect these elements to the meaning of the text. 5. Define imagery and figurative language, symbol, sound and rhythm as elements of poetry and use them to analyse the text and their role in the meaning. 6. Connect individual poet(s), poem(s) to specific historical/socio-political/theoretical schema to create further understanding of individual text. 7. Combine and apply the informative and analytical skills acquired in this course in a final comprehensive written examination 8. Students skill: how to write research papers on poetry 9. Reflect that knowledge into language proficiency and academic brilliance
(ii) Teaching strategies to be used to develop that knowledge Lectures (subject, teacher and students centred) Recital of poems (individually and in chorus) Critical appreciation of the poem after close reading Students centred activities like writing and memorizing central idea, paraphrase and summary of the poem. Class activities like discussion and debate. Individual as well as group/ team activities and learning

(iii) Methods of assessment of knowledge acquired
1. Class participation (attendance, class activities, presenting assignment, spirit for individual and team learning and lively role in the class) 2. Quizzes 3. A short research paper/ article that must be presented by the student in the class 4. Midterm exam 5. Final written exam
b. Cognitive Skills
(i) Description of cognitive skills to be developed 1. Skills to think imaginatively and creatively 2. Skills to evaluate and appreciate critically and analytically 2. Encourage students to use poetic and beautiful language. 3. Ability to make comparison and contrast between different styles and diction of poets 4. Aptitude to conduct further research on modern British poetry
(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures,/ subject centred, teacher centred, and student centred 2. Discussions and debate in the class 3. Keep students engaged to find the poetic style, literary terms, and analyse the poems critically. 4. Back up students to be creative and imaginative in their work and presentation. 5. Encourage students to compose their own poetry.
(iii) Methods of assessment of students cognitive skills **-**Lively and active role in the class activities -Presentation and seminars -Group Research / team work -Quizzes -Mid-term exam -Final exam
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can understand and interact with others. These students can learn through interaction. They will have many friends and empathy for others. They can be taught through group activities, seminars, and dialogues. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture. 2. Students will demonstrate communication skills that promote effective function and interpersonal relations within group situations or settings.

3. Students will demonstrate understanding of the behaviors and beliefs of different social groups within a pluralistic society, including groups based on culture, ethnicity, race, religion, creed, and he will respect and appreciate diverse point of view.

4. Students will identify leadership, task, maintenance and self-serving roles and their effect on group function and utilize strategies for effective cross-cultural communication.

(ii) Teaching strategies to be used to develop these skills and abilities

1. Lectures/ teachings on value of time (the importance of regularity and punctuality in the life a student), cooperation, collaboration, mutual respect and understanding.

2. Guidance and counselling in conducting research work/paper

3. Inculcate and instil the spirit of group/ team work by doing relevant activities and tasks. Like group assignments where the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

1. Timely submitted activities and tasks will show the students time management and punctuality.

2. The role a student in group discussion and debate (does he respect the others' views and beliefs? How does he/she project his /her opinion: what solid reason does he/she have for rejection or approval?)

3. How much a student is cooperative and helpful to others in the class

4. A student individual performance on midterm and final exams

5. A student performance in the group task/ activity/ research work

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.

1. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

2. Computer, PowerPoint and internet

3. Poetry recital through audio video educational technology

(ii) Teaching strategies to be used to develop these skills

1. Motivate students to search relevant material on the net.

2. They may receive assignment via email and vice versa.

3. Encourage students to get guidance and counselling from their teacher via e-mail if they face any research difficulties.

4. Insist on the use of PowerPoint and projector for the class presentations

5. Group / team activity may be carried out by e-mail correspondence among the Students

(iii) Methods of assessment of students numerical and communication skills

1. There should be some marks allocation to those who do their web assignments or web reference material in class presentation / research /article/ e-mails etc**.**

e. Psychomotor Skills (if applicable)

 Not applicable

(i) Description of the psychomotor skills to be developed and the level of performance required
Not applicable

(ii) Teaching strategies to be used to develop these skills
Not applicable

(iii) Methods of assessment of students psychomotor skills
Not applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-Term Test	Middle of Term	20%
2	Assignments, Participation and Quiz	All along	10%
3	Presentations and/or Papers	At the end	10%
4	Final Exam	Week 16	60%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
2 hours per week

E Learning Resources

1. Required Text(s)
- Abrams, M. H. Ed**.** The Norton Anthology of English Literature, volume 2.
- Modern British Poetry**:** Daiches / Stallworthy**.**
- Sounds and Sense by Perrine, Laurence (London: Harcourt).
2. Essential References
Press, John. The Map of the Modern English Verse.
Lucie, Edward . British Poetry Since 1945
Thwaite, Anthony. Poetry Today.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
1. Quintessence of Literary Essay and Viva Voce by W.R. GOODMAN
2. Barton and Hudson, Eds., A Contemporary Guide to Literary Terms, with Strategies for

Writing Essay about Literature. New York: Houghton Miffin Co.,1997

4-.Electronic Materials, Web Sites etc.
For general knowledge of English poetry of various types through the ages:
http://en.wikipedia.org/wiki/English_poetry
http://en.wikipedia.org/wiki/Poetry
Search for every poet and his poetry/ poems
The most comprehensive Poetry website www.poetry
Poetry analysis www.Plagiarist.com

5- Other learning material such as computer-based programs/CD, professional standards/regulations
1. Students should be encouraged to seek the assistance of materials, class fellows
 and teachers, but to avoid plagiarism.
2. They have to have the courage to speak freely.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

1. Lecture rooms must have all the educational facilities.
2. They must be commodious and spacious.
3. They must have the extra capacity of seats than usual standard class.

2. Computing resources
 1. Laptop computer (accessible to net facility, data show projector and sound
 system)
 2. Smart board

3. Other resources (specify –e.g. If specific laboratory equipment is required, list requirements or attach list)
1. Microphone system for poetry recital, especially when students have a poetry or
literary club

G Course Evaluation and Improvement Processes

1- Strategies for Obtaining Student Feedback on Effectiveness of Teaching
At the end of semester, the head of department can take students feedback by a simple
questionnaire.

2- Other Strategies for Evaluation of Teaching by the Instructor or by the Department

The head of the department can evaluate through:
-Visiting to the class
-Course description or syllabus break up
-Regularity and punctuality in the lectures, activities and assignments
-Command of subject

3 - Processes for Improvement of Teaching
1. Sharing teaching experiences among the staff members
2. Refresher training courses from the resource persons
3. Regular meeting of teaching staff members for discussing problem and issues
4. Guidance and counselling from colleagues and supervisor
5. Lectures and seminars among the faculty members

| 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

It is a good idea to check a student performance or exam by other competent teachers but it is not applicable here. |
| --- |
| 5- Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
1. There must be a struggle for the uniformity of syllabus among the universities in the Kingdom. Compare syllabus and course description with other universities.
2. There must be expert course/ syllabus designers to discuss the current syllabus with the teaching staff for their suggestions and recommendations. |

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Modern Drama

Course Specification

Institution   AL-BAHA UNIVERSITY
College **Faculty of Science & Arts**
Department: DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: **Modern Drama**
2. Credit hours: 3
3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered   Level 7
6. Pre-requisites for this course (if any)   Appreciating Drama
7. Co-requisites for this course (if any)
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.
1. Improve students' reading and analytical skills by encouraging a close reading and understanding of individual plays.
2. Improve students' communication skills, self-confidence, team work skills, public speaking skills and organization, critical thinking by having them set up theatrical performances in class followed by critique of the relevant chosen scene.
3. Give students a panoramic overview of the history of drama from the Restoration till the end of the Victorian era to enable them to survey the major changes in religion, politics, philosophy, dramaturgy and public taste for drama.
4. Acquaint students with the major changes that led to the emergence of modern drama
5. Introduce students to the approach of realism and Naturalism in drama around the turn of the century and then the departure from Realism to other modes of surrealism, expressionism and the absurd, together with the social, political, and philosophical background that led to the emergence of such changes
6. Encourage interdisciplinary approach by comparing experiment in drama to that of other genres and to fine art such as music, sculpture and painting
7. Expand students' understanding of the characteristics of drama as a literary genre as well as a theatrical event.
8. Teach students how to write research papers on the play.

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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)
1- Increased use of videoed performances of the plays to aid understanding the work as a theatrical event
2- Increased use of IT or web-based reference material
3. Students group work in setting up the plays of the curriculum

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

This course will give an overview of the development of modern drama from Shaw to Pinter. Main trends, such as realism, the theatres of the "Absurd" will be illustrated. Two to three major representative plays will then be explored in depth.

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Overview of the history of drama from Restoration till the 20th Century	Week1	3 hours
Play no. 1 *Arms and the Man* by George Bernard Shaw Introduction to the playwright Background Socialism, Capitalism, Fabianism, Creative Evolution (Neitzche and Bergson, Hegel's philosophy, Idealism, Romantic Idealisation Plot analysis, Conflict between idealism and realism, Chivalry as a crime, Warfare & Marriage, Characters Endings Raina's transformation, Bluntschli's power over his surroundings, Sergius' follies and foibles.	Weeks 2-5	12 hours
Play no. 2: *Death of a Salesman* by Arthur Miller. Mid-term Exam	Weeks 6-10	15 hours
Play No. 3. *Riders to the Sea*, by John Millington Synge.	Weeks 11-14	12 hours
Students' presentations (acting and critique) & my feedback Make up quizzes, discussion of research papers	Week 15	3 hours
Final Exam	Week 16	3

2 Course components (total contact hours per semester): 48 hours			
Lecture: 42 hours	Tutorial:	Practical/Fieldwork/Internship:	Other: (Tests: 6 hours)

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)
3 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;

The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
1. Improving students' reading and analytical skills by encouraging a close reading and understanding of individual plays
2- Developing varied taste for the different modes of the theatre
3. Introduce students to the intellectual issues and major political and social changes relevant to an understanding of modern drama.
4- Putting Modern drama within the contemporary literary context
5- Making students aware of the interdisciplinary approach by explaining the major changes and experiments in drama in the light of changes of the sensibilities in general and fine art in particular
6. Expanding students understanding of the characteristics of drama as literary genre as well as a theatrical event
7. Teaching students how to write research papers on drama
 8- Teaching students team work, organization, public speaking, synthesis and analysis through their presentations.

(ii) Teaching strategies to be used to develop that knowledge
1. Lectures
2. Class discussion
3. Close reading and text analysis
4. Collaborative learning/Team work
5- Showing videoed extracts from staged plays, commenting on the dramatic technique used

(iii) Methods of assessment of knowledge acquired
1. Class participation
2. Mid-term exam
3- Research papers and Presentations (staged scenes followed or preceded by student supplied criticism)
4. Final written exam

b. Cognitive Skills

(i) Description of cognitive skills to be developed
1. Ability to think critically and analytically
2. Ability to use literary and academic English
3. Ability to make sound analogies and comparisons between different plays and between drama and other literary genres and fine arts
4. Ability to understand the relation of the literary and social context to the modes of expression
5. Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument

(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures 2. Class discussion 3. Close reading and text analysis 4. Collaborative learning/Team work 5- Showing videoed extracts from staged plays, commenting on the dramatic technique used
(iii) Methods of assessment of students cognitive skills 1. Assignments, participation and quizzes 2. Mid-term exam 3- Research papers and Presentations (staged scenes followed or preceded by student-supplied criticism). 4. Final written exam
c. Interpersonal Skills and Responsibility
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed 1. Students can complete both reading and writing assignments in due time 2- Students can get organized to rehearse their lines, set up the setting and put on an engaging scene in front of audience 3. Students can participate in class discussion and think critically 4. Students can act responsibly and ethically in carrying out individual as well as group projects 5. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team.
(ii) Teaching strategies to be used to develop these skills and abilities 1. Lectures in which students are made aware of the significance of time management 2. Discussions with students on ethical behaviour in conducting research 3. Individual counselling on research projects and writing difficulties 4. Theatre workshops where students can learn to be punctual, responsible, communicative, self confident, creative and receptive of the ideas of others

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Active class participation reflects the students ability to keep up with the reading schedule
2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines
3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
4- Staging plays will reveal students' ability to work in a team, meet deadlines, help each other have full understanding of the text through continual verbal communication.
4. Instructor's assessment of student's performance and seriousness during individual supervision hours

d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain.
1. Use of electronic journals and data basis
2. Web CT
3. Use of PowerPoint and laptop – projector systems
(ii) Teaching strategies to be used to develop these skills
1. Encourage students to make extensive use of material on the web
2. Encourage students to consult the specialist in the computer lab for help on web-based material
3. Demand the use of PowerPoint when giving presentations
(iii) Methods of assessment of students numerical and communication skills
1. Allot marks for the use of web-based material in students' presentations.
2. Distribute rubric at beginning of assignment so students know what they will be evaluated on.
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-Term Test	Middle of Term	20%
2	Assignments, Participation and Quiz	All along	10%

3	Presentations and/or Papers	At the end	10%
4	Final Exam	Week 16	60%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

2 hours per week

E Learning Resources

1. Required Text(s)
. *Riders to the Sea*, by John Millington Synge.
Arms and the Man by George Bernard Shaw
Death of a Salesman by Arthur Miller

2. Essential References
- Abrams, M.H., *A Glossary of Literary Terms*, (Holt, Rinehart and Winston, New York)1941
- Innes, Christopher, *Modern British Drama 1890-1990*, (Cambridge University Press, Cambridge) 1992
- Berst, Charles A., *Bernard Shaw and the Art of Drama*, (University of Illinois press, USA) 1073
- Rosenblood, Norman (ed.), *Shaw: Seven Critical Essays*, (University of Toronto press)
Smith Warren (ed.), *Bernard Shaw's Plays, A Norton Critical Edition*,
Nicoll, Allardyce, *British Drama*, 6th ed., (London: Harp) 1978

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
 A Research Guide for Undergraduates in English & American Literature. MLA, 2006
 MLA Handbook (as reference guide on how to write a research paper)

4-.Electronic Materials, Web Sites etc
Reader's Companion to Modern British literature www.amazon.com/Readers Modern British.
Reader's Guide to British Drama by Snford Sternlicht. www.SyracuseUniversity Press .syr.
Modern British Drama: The Twentieth Century, Cambridge University. www. Cambridge.org/us/catalogues.
Web-Cite (A knowledge-base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre)

5- Other learning material such as computer-based programs/CD, professional standards/regulations
Signed Student Code of honor explained during student orientation to university to protect against plagiarism

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 60 students
2. Computing resources Laptop computer - projector system Smart board
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) 1. End of term college evaluation of course by students (to be collected by the department)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Not applicable
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Not applicable
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences 6. Keeping up to date with pedagogical theory and practice 7. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) Check marking of a sample of examination papers either by a resident or visiting faculty member.
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Modern Novel

Course Specification

Institution	AL-BAHA UNIVERSITY
College	**Faculty of Science & Arts**
Department	DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: **Modern Novel –**
2. Credit hours: 3 hours
3. Program(s) in which the course is offered (If general elective available in many programs indicate this rather than list programs) **B. A. in English Language and Literature** B.A in English
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course (if any) The Rise of the Novel
7. Co-requisites for this course (if any) None
8. Location if not on main campus Main campus

B Objectives
Summary of the main learning outcomes for students enrolled in the course.
Improving students' reading and analytical skills
Introducing students to the intellectual and social issues the 20th century England
Understanding the novel as a literary genre
Introducing students to theoretical and critical literary approaches in the genre
Teaching students how to write research papers on the novel
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).
Familiarizing students with IT: word processing, downloading, uploading, databases, spreadsheets, e-books and the like.
Updating and changing reading list.
Including e-books from Gutenberg and similar projects.

Course components (total contact hours per semester): 48 hours			
Lectures: 42 hours	Tutorial: None	Practical/Fieldwork /Internship: None	Other: Tests (6 hours)

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

 The course focuses on modernism in *Heart of Darkness* and *A Passage to India*, highlighting especially style in both novels. It will also explore structure, narrative techniques and perspectives; and the use of symbolism, imagery, and irony, as well as topics, such as racism, colonialism, nativism. As the course develops the role of the author, implied author, reader, and problems of interpretation will be considered. The student shall achieve hopefully by the end of the course a lively appreciation of individual works and see them as part of the global cultural scene

Topics to be Covered	No of Weeks	Contact Hours
Introduction to the Modern Novel	Week 1	3 Hours
Novel # 1 – **Heart of Darkness** by Joseph Conrad -Introduction to the author, narrator, conflict between verbal truth and literal truth, character development, setting, colonialism, plot analysis, major themes, imagery, structure, racism, religion, spirituality, metaphysics, irony, role of the author, implied author, reader, and problems of interpretation	Weeks 2-6	15 hours
Novel #2 — **A Passage to India** by E. M. Forster -Introduction to the author, expectations, East and West, religion, character development, plot analysis, major themes, style, setting, symbolism, education, structure, colonialism, post-colonialism, climate, nationalism	Weeks 7-14	24 hours
Revision	Week 15	2 hours
Final Exam	Week 16	3 hours

Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)
    3 office hours per week
4. Development of Learning Outcomes in Domains of   Learning For each of the domains of learning shown below, indicate:
• A brief summary of the knowledge or skill the course is intended to develop;

A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired
   1. Expanding students' reading and analytical skills
   2. Familiarizing students with the intellectual and social issues of the novel
   3. Realizing the difference between the modern and earlier types of novel
   4. Theoretical and critical approaches in fiction
   5. MLA and the research papers

(ii) Teaching strategies to be used to develop that knowledge 1. Lectures   2. Class discussion 3. Close reading and text analysis 4. Collaborative learning /Team work
(iii) Methods of assessment of knowledge acquired 1. Class participation 2. Quizzes 3. Class presentations based on outside reading about the novels to be covered 4. Midterms 5. Research papers 6. Final written exam
b. Cognitive Skills
Cognitive skills to be developed 1. Thinking critically and analytically 2. Thinking methodically and logically 3. Organizing 4. Familiarity with critical approaches to the study of fiction 5. Documentation 6. Research methods
(ii) Teaching strategies to be used to develop these cognitive skills 1. Lectures 2. Class discussions 3. Presentations 4. Home assignments

(iii) Methods of assessment of students cognitive skills

1. Class participation
2. Presentations
3. Research papers
4. Midterm exam
5. Group assignments

c. Interpersonal Skills and Responsibility

Description of the interpersonal skills and capacity to carry responsibility to be developed

1. Reading and writing assignments in due time
2. Participating in class discussion and thinking critically
3. Carrying out individual as well as group projects
4. Communicating, listening, discussing, and evaluating oneself and peers

(ii) Teaching strategies to be used to develop these skills and abilities
1. In-class reading and writing sessions
2. Ethics and plagiarism
3. Individual counselling
4. Team work

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Active class participation reflects the students ability to keep up with the reading schedule
2. Research papers will attest to the student's ability to fulfill assignments and respect dead lines
3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
4. Instructor's assessment of student's performance and seriousness during individual supervision hours

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.
 1. Use of electronic journals and databases
 2. Web literacy
 3. Use of IT: familiarity with e-projectors and software such as MS Office
 4. Introduction to blogging.
  5. Internet writing workshops

(ii) Teaching strategies to be used to develop these skills
1.Extensive use of academic material on the Web
2. Frequent use of the campus IT support for help on web based material
3. Competent use of MS Office programs
4. Serious utilization of online English skills workshops

(iii) Methods of assessment of students numerical and communication skills - Giving grades for the use of web-based material in students' presentations, research, search, etc.
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills   Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-Term Test	Middle of Term	20%
2	Assignments, Participation and Quiz	All along	10%
3	Presentations and/or Papers	At the end	10%
4	Final Exam	Week 16	60%
Total			100%

F. Student Support
1. Arrangements for availability of faculty for individual student consultations and academic advice (include amount of time faculty are available each week)
3 office hours per week

G. Learning Resources
 1. Required Text(s)

Conrad, Joseph. *Heart of Darkness*. Norton Critical Edition
Forster, E. M. . *A Passage to India*. Norton Critical Edition
2. Essential References

Heart of Darkness and Joseph Conrad:
Achebe, Chinua. " 'An Image of Africa': Racism in Conrad's *'Heart of Darkness*.' " In *Heart of Darkness*: *An Authoritative Text, Backgrounds and Sources, Criticism,* ed. Robert Kimbrough. New York: Norton, 1988.
Bloom, Harold, ed. *Marlow*. New York: Chelsea House Publishers, 1992.

Cheng, Yuan-Jung. *Heralds of the Postmodern: Madness and Fiction in Conrad, Woolf, and Lessing.* New York: Peter Lang, 1999.

Conrad, Joseph. *Heart of Darkness*. New York: W. W. Norton & Co., 1963.

Eagleton, Terry. *Criticism and Ideology: A Study in Marxist Literary Theory.* London: Verso, 1976.

Firchow, Peter Edgerly. *Envisioning Africa: Racism and Imperialism in Conrad's Heart of Darkness*. Lexington: University of Kentucky Press, 2000.

Guetti, James L. *The Limits of Metaphor: A Study of Melville, Conrad, and Faulkner.* Ithaca, New York: Cornell University Press, 1967.

Navarette, Susan J. *The Shape of Fear: Horror and the Fin-de-Siecle Culture of Decadence.* Lexington: University of Kentucky Press, 1998.

Stape, J. H., ed. *The Cambridge Companion to Joseph Conrad.* Cambridge: Cambridge University Press, 1996.

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A Passage to Inida and E. M. Forster: Criticism

Beer, John. *A Passage to India*: *Essays in Interpretation.* Totowa, New Jersey: Barnes & Noble Books, 1986.

Bradbury, Malcolm, ed. *E.M. Forster, A Passage to India*: *A Casebook.* London: Macmillan, 1970.

FORSTER, E.M. *Aspects of the Novel.* New York: Harcourt, Brace & World, 1954.

Ganguly, Adwaita P. *India, Mystic, Complex, and Real: A Detailed Study of E.M. Forster's A Passage to India*. Delhi: Motilal Banarsidass Publishers, 1990.

Gardner, Philip. E.M. *Forster: The Critical Heritage.* London: Routledge, 1997.

Herz, Judith Scherer. *A Passage to India*: *Nation and Narration.* New York: Twayne Publishers, 1993.

Kipling, Rudyard. *Kim.* New York: Penguin Classics, 1987.

Lago, Mary. *E.M. Forster: A Literary Life.* New York: St. Martin's Press, 1995.

May, Brian. *The Modernist as Pragmatist: E.M. Forster and the Fate of Liberalism.* Columbia: University of Missouri Press, 1997.

Said, Edward W. *Orientalism.* New York: Random House, 1979.

Stone, Wilfred. *The Cave and the Mountain: A Study of E.M. Forster.* Palo Alto, California: Stanford University Press, 1966.

Wilde, Alan. *Art and Order: A Study of E.M. Forster.* New York: New York University Press, 1964.

Recommended Books and Reference Material (Journals, Reports, etc)
(Attach List)

The Norton Anthology of English Literature. Fifth Edition. Vol 2. New York: Norton & Company, 1999.

Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford: Oxford University Press, 2004.

Eagleton, Terry. *The English Novel*. Oxford: Blackwell Publishing, 2005.

McKeon, Michael ed. *Theory of the Novel: A Historical Approach*. The John Hopkins University Press, 2000.

Levine, George. The Realistic Imagination: English Fiction from Frankenstein to Lady Chatterley. University of Chicago Press, 1981.

Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. California: University of California Press, 1977.

Gombrich, E. H. *Art and Illusion: A Study in the Psychology of Pictorial Representation.* 2nd ed. Bollingen Series XXXV. New York: Pantheon, 1961.
  [An essential book for anyone interested in realism in literature and the arts.]

Lukacs, Georg. Trans. John Mander and Necke Mander. *Realism in Our Time*. New York: Harper, 1971.

Narrating Reality: Austen, Scott, Eliot. Shaw, Harry E. Ithaca: Cornell UP, 1999.

Stern, J. P. *On Realism*. London: Routledge & Kegan Paul, 1973.

Stone, Donald D. The Romantic Impulse in Victorian Fiction., 1980.

Stubbs, Patricia. Victorian Novelists and Publishers, 1981.

Vann, J. Don. *A Research Guide for Undergraduates in English & American Literature*. 1985.

MLA Handbook. MLA, 2006 (as reference guide on how to write a research paper)

4. Electronic Materials, Web Sites etc

Resources on the Web:

Contemporary British Novel: Resources

Contemporary **British** Fiction

www.webpages.uidaho.edu/~sflores/ContBritFiction07.html

A Companion to the British and Irish Novel, 1950-2000

English Reference **Resources** - LEARN - The University of Auckland **.**

www.library.auckland.ac.nz/subjects/lit/engref.htm

"The Cambridge Introduction…" includes chapters on the state and the novel, class and social change, gender, etc.

The Cambridge Introduction to **Modern British** Fiction, 19502000 **.**

www.amazon.co.uk/Cambridge-Introduction-19502000-Introductions-Literature/dp/product-description/0521669669

Concordance to *Heart of Darkness*

Concordance to **Joseph Conrad's Heart of Darkness** by **Joseph Conrad .**

www.biblio.com/Concordance_to_Joseph_Conrads_Heart_of_Darkness-by-Joseph_Conrad_Todd_K_Bender_Robert_J_Dillig

A critique of Forster's fictional method

A Passage to India Criticism

www.bookrags.com/criticisms/A_Passage_to_India

Imperialism in *A Passage to India*

A Passage to India Forster's Critique of Imperialism in **A Passage .**

*www.enotes.com/passage-india/forsters-critique-imperialism-passage-india*LITIR

Joseph Conrad Society

Joseph Conrad Society (UK) - Student **Resources**

www.josephconradsociety.org/student_resources.htm

5- Other learning material such as computer-based programs/CD, professional standards/regulations

Signed Student Code of honor should be explained during student orientation to university to protect against plagiarism. Signing such code is a must. In addition, students should be made aware of Turn-it-in.com software, a program to detect plagiarism.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) -Large enough classrooms and labs. Enrolment in each class shouldn't exceed 30
2. Computing resources Laptops, overhead projectors, computer labs, MS Office programs, academic software.
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Dictionaries, concordances, English-skills software, Linguistic and language atlases, original copies of MS Office programs

G. Course Evaluation and Improvement Processes

Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Midterm evaluation feed-back form to increase instructor's awareness of the
 weak and strong points of the class

End of term college evaluation of course by students (to be collected by the department)

End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better

Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated.

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Peer evaluation to asses ability of faculty members to work with their colleagues

Class observations by supervisor.

3.Processes for Improvement of Teaching

Training sessions

Workshops to facilitate exchange of experiences amongst faculty members

Regular meetings where problems are discussed and solutions given

Discussion of challenges in the classroom with colleagues and supervisors

Encouragement of faculty members to attend professional development conferences

Up-to-date pedagogical theory and practice

Goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4**.** Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

1. Have grading checked by either a resident or visiting faculty member

2. Standardized tests

3. Students who believe they are under graded can have their papers checked by a committee

Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities (including those on the net)

2. Biannual meetings of faculty members to discuss improvement

3. Review curriculum periodically and suggest improvements

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications

Comparative Literature

Course Specifications

Institution	AL-BAHA UNIVERSITY

College	**Faculty of Science & Arts**
Department	DEPARTMENT OF ENGLISH

A Course Identification and General Information

1. Course title and code: Comparative Literature –
2. Credit hours: 2 Hours
3. Program(s) in which the course is offered.   **(If general elective available in many programs indicate this rather than list programs)**   B. A. in English
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 8
6. Pre-requisites for this course (if any)   Intro. To Literature
7. Co-requisites for this course (if any)
8. Location if not on main campus

B Objectives

Summary of the main learning outcomes for students enrolled in the course: The main objective of this course is to introduce undergraduate students to world literature via the methods of comparative literature: Upon the completion of this course, students would have a better understanding and appreciation of multi-national literatures.   They will be able to understand the methods and tools used to compare and contrast literature from various genres, times, and places.   They will learn that a comparative criticism is not limited to the same genre. As it is an interdisciplinary course, students will be introduced to various artistic genres.   The main outcome of the course is how to use similarities and dissimilarities among literatures in order to critique them and show the inherent aesthetics therein.
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):   Because of the multimedia and interdisciplinary nature of the course, audio-visual materials would be required such as books, articles, poems, tapes, CDs, DVDs, film, and the Internet.

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

This is a multimedia and interdisciplinary course designed to give the students a better understanding and appreciation of different literary genres using the vehicle of Comparative Literature. Several genres will be explored such as journalistic writing, speech, essay, short story, poetry, epic, drama, biography, and the novel. This multifaceted and contextual approach is to give the students a larger picture of literature within the scope of the authors' life, time, and culture. This innovative approach will open a new world of Arts above the written and/or spoken words.

1. Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Introduction: (a) What is Literature? (b) What is Comparative Literature? (c) Methods of Comparative Literature	1	2
Types of Literature: Oral Literature Epic Literature: Sundiata and La Chanson de Roland What are Troubadours, Bards, and Griots?	2	2
British Literature: William Blake and George Bernard Shaw Poetry/Drama	3-5	6
Egyptian Literature: Naguib Mahfouz Novel/Criticism	6-8	6
Mid-Term Exam	9	2
Nigerian Literature: Chinua Achebe and Wole Soyinka Novel/Drama	10-12	6
American Literature: Tony Morrison and Arthur Miller Criticism/Drama	13-15	6
Final Exam	16	2

2 Course components (total contact hours per semester): 32 hours				
Lectures: 28 Hours	Tutorial:	Laboratory:	Practical/Field work/Internship:	Other: Tests: 4 hours

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)

  2 hours per week

4. Development of Learning Outcomes in Domains of Learning:
For each of the domains of learning shown below indicate:
A brief summary of the knowledge or skill the course is intended to develop;
A description of the teaching strategies to be used in the course to develop that knowledge or skill;
The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
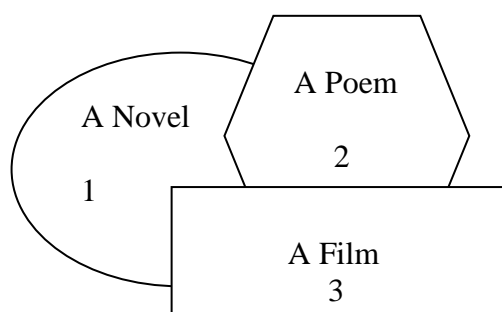
a. Knowledge

Description of the knowledge to be acquired:
The purpose of the course is to teach students to become proficient in comparative studies and analyses. This is mainly in the field of literature but it also encompasses the domain of the Arts in general.

Teaching strategies to be used to develop that knowledge:
One of the strategies or methodologies used to attain that proficiency is through the use of Venn Diagrams to critique the similarities and dissimilarities of two or more objects of arts be they in the literary field or not. For instance, students will be taught to compare and contrast a poem and a novel.
Here is an example of a variant of a Venn Diagram comparing and contrasting three different genres:

N.B: They do intersect and diverge in terms of contents and forms. The theme could be the same for all three either World War II or marriage in Chinese society.

Methods of assessment of knowledge acquired:
Class participation,
Questions and answers,
Students feedbacks,
Quizzes,
Homework,
Exams, and
Research papers

b. Cognitive Skills

Description of cognitive skills to be developed:
Students will have the ability to critique works of arts and have the intuitive and rational skills to appreciate aesthetics.

Teaching strategies to be used to develop these cognitive skills:
This course has two approaches: Criticism and Literary Theory Praxis or practice: Students will be required, both in class and as homework, to analyse and critique various literary works from all over the world. The main strategies used would be through lectures, tutorials, independent study assignments using library reference materials and web sites.

Methods of assessment of students cognitive skills:
Class participation, Questions and answers, Students feedbacks, Quizzes, Homework, Exams, and Research papers

c. Interpersonal Skills and Responsibility:

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
  Not applicable

(ii) Teaching strategies to be used to develop these skills and abilities
  Not applicable

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.
  Not applicable

(ii) Teaching strategies to be used to develop these skills
  Not applicable

(iii) Methods of assessment of students numerical and communication skills
  Not applicable

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
  Not applicable

(ii) Teaching strategies to be used to develop these skills
  Not applicable

(iii) Methods of assessment of students psychomotor skills
  Not applicable

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5. Schedule of Assessment Tasks for Students During the Semester

Asses sment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Mid-Term Test	Middle of Term	20%
2	Assignments, Participation and Quiz	All **a**long	10%
3	Presentations and/or Papers	At the end	10%
4	Final Exam	16th Week	60%
	Total		100%

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

This varies based on the number of hours taught by the teacher.
The office hours are usually the balance of 25 hours minus the numbers
of hours taught. The average office hours per week is 2 hours per class.

E Learning Resources

1. Required Text(s):

2. Essential References:
Introduction:
Oral Literatures:
Sundiata: An Epic of Old Mali, D. T. Niane, Longman African Writers, 2006.
La Chanson de Roland, by an Anonymous Medieval French Author and Pierre Jonin, Mass Market, 1991.
1. British Literature:

The Complete Poetry & Prose of William Blake, David V. Erdman, Harold Bloom, and William Golding, Anchor Books, 1997.

 The Portable Bernard Shaw, George Bernard Shaw, Stanley Weintraub, Viking, 1977.
2. Egyptian Literature:

Three Novels of Ancient Egypt, Naguib Mahfouz, Anthony Calderbank, and Humphrey Davies, Everyman's Library, 2007.

(Khufu's Wisdom, Rhadopis of Nubia, Thebes at War)

3. Nigerian Literature: Things Fall Apart, Chinua Achebe, Econo Clad Books, 1994. Death and the King's Horseman, Wole Soyinka and Simon Gikandi, Norton Critical Editions, 2002. 4. American Literature: Beloved, Tony Morrison, Alfred Knof, 1987. The Portable Arthur Miller, Arthur Miller, Harold Clurman, and Christopher, Penguin Classics, 2003.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List): A Writer's Reference, Diana Hacker, Bedford/St. Martin's, 2006. (see www.dianahacker.com)
4-.Electronic Materials, Web Sites etc. Internet Research using Search Engines, Web Directories and Resources like www.google.com, http://en.wikipedia.org, and Encyclopaedia Britannica (Encyclopedia Britannica). www.dianahacker.com/writersref (for students' exercises). http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx (for both Teachers and Students).
5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Listening Laboratory for tapes and CDs or a portable CD player
2. Computing resources Laptop or PC Internet Access Projector
Other resources (specify –e.g. If specific laboratory equipment is required, list requirements or attach list) DVD or VHS player and a TV needed for such media. A world map to study the 13 countries the literatures are coming from.

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

End of class students' evaluations, suggestions and recommendations to be collected by the department.

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department:

Teacher's revision of pedagogical methods that worked and those that did not.
Peers' classroom observations and critiques
Head of the Department evaluations and critiques

3 Processes for Improvement of Teaching:
Teacher's revision of pedagogical methods that worked and those that did not.
Peers' classroom observations and critiques
Head of the Department evaluations and critiques

Other training processes includes:
1. Training sessions,
2. Workshops to facilitate the exchange of experiences amongst faculty members,
3. Regular meetings where problems are discussed and solutions given,
4. Discussion of challenges in the classroom with colleagues and supervisors,
5. Encouragement of faculty members to attend professional development conferences and teaching workshops
6. Keep up to date with pedagogical theory and practice.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

Verification and assessment of curriculum, class work, and exams by both a colleague and/or an independent third parties

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement:

1. Compare syllabi and course description with other universities (including those on the Net)
2. Biannual meetings of faculty members to discuss improvement,
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements.

Implement the observations and recommendations from the teacher's findings, peer critiques, and Head of the Department's evaluations.