Course Specifications

Course Title:	Listening & Speaking (3)
Course Code:	ENG 210
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

Table of Contents

A. Course Identification

1. Credit hours: 3	

2. Course type

a. University ☐   College ☐   Department ☑   Others ☐

b.   Required ☑   Elective ☐

3. Level/year at which this course is offered: Level 3/Year 2

4. Pre-requisites for this course (if any)**: ENG-114 (Listening & Speaking-2)**

5. Co-requisites for this course (if any)**: N/A**

6. Mode of Instruction (mark all that apply)

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

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	40
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	5
	Total	45
Other Learning Hours*		
1	Study	10
2	Assignments	5
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	15

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

B. Course Objectives and Learning Outcomes

1. Course Description

This is an integrated intermediate level course on listening and speaking, emphasizing the acquisition of sound learning strategies, the promotion of fluency and the refinement of communication skills. It contains exercises of speech, listening, speaking and cognitive skills, and vocabulary development and reinforcement. This course offers listening selections and discussion activities related to a range of academic content areas, including environment, psychology, medicine, and the culture.

2. Course Main Objective

By the end of the course, students will be able to:

- demonstrate knowledge on how to ask questions and make requests politely.
- respond to the ideas in spoken texts effectively while participating in a conversation.
- identify and understand verbal cues in speaker attitude and tone.
- apply the knowledge of context to workout unknown vocabulary.
- synthesize what they have heard and apply it to their own experience.
- demonstrate the understanding of listening excerpts, conversations etc.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	Understand main ideas and details while listening to a spoken text.	K2
1.2	Students demonstrate knowledge of English that enables them to listen to and understand a variety of topics that are related to daily situations	K2
2	**Skills :**	
2.1	Demonstrate inferencing skills to guess and predict.	S1
2.2	Understand appropriate contexts in which lexical items are used.	S1
2.3	Identify and understand verbal cues in speaker attitude and tone in spoken communication	S2
3	**Competence:**	
3.1	Demonstrate their ability to use technology (e.g. blackboard tools.)	C2
3.2	Demonstrate their ability to interact with their peers and the teacher.	C1

C. Course Content

No	List of Topics	Contact Hours
1	**Orientation**	3
2	**Chapter 1: Environmental Studies** City Planning, planning public parks	6
3	**Chapter 2: Psychology** Leisure activities, quality of life, concept of *flow*	6
4	**Chapter 3: Food Science** Food: Changes in habit, taste in food	6

5	**Chapter 5: Life Science** Ocean research, Condor preservation	6
	Chapter 7: Language and Communication Different languages in the United States, endangered languages	6
	Chapter 10: Education Learning experience, education system	6
	Supplementary materials, Midterm Exams and Speaking Tests	6
	Total	**45**

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1	Understand main ideas and details while listening to a spoken text.	Role-play pair work group work free discussion	Tests comprising: ✓ Multiple choice questions ✓ Information questions √ Matching
1.2	Students demonstrate knowledge of English that enables them to listen to and understand a variety of topics that are related to daily situations	Role-play pair work group work free discussion	Tests comprising: ✓ Correcting wrong information ✓ Gap-fill √ True/false
2.0	**Skills**		
2.1	Demonstrate inferencing skills to guess and predict.	Discussion Exploiting tasks in the text book	Tests comprising: Multiple choice questions
2.2	Understand appropriate contexts in which lexical items are used.	Elicitation Discovery activities	Tests comprising: Gap-fill
2.3	Identify and understand verbal cues in speaker attitude and tone in spoken communication	Concept checking Group discussion Scaffolding	Tests comprising: ✓ Multiple choice questions Information questions
3.0	**Competence**		
3.1	Demonstrate their ability to use technology (e.g. blackboard tools.)	Demonstration of how to use technology	Online quizzes
3.2	Demonstrate their ability to interact with their peers and the teacher.	Role-play	Speaking tests

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	7	5%
2	Exam 1	8	20%
3	Quiz 2	11	5%
4	Exam 2	12	20%
6	Speaking Final Exam	15	10%
7	Final Exam	17	40%

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

E. Student Academic Counseling and Support

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

Dedicated office hours of the concerned instructor are announced in the beginning of each semester. Students can come for their various academic needs and get necessary counseling and support. Also, students can get help with their specific academic needs at the Language Enhancement Program (LEP).

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Blackwell, A. and Naber, T. (2006) *Open Forum 2: Academic Listening and Speaking*, Oxford: Oxford University Press.
Essential References Materials	Kalkstein. Helen. Virginia, Maurer. *Tapestry 4.* Thomson Heinle 2005 Richards, J.C. (2007) *Interchange 3*, Third edition, Cambridge: Cambridge University press.
Electronic Materials	BBC English language learning webpage, CNN Learning Resources for the English as a Foreign Language learner.
Other Learning Materials	Cook, Ann. (1991) *American Accent Training.* Matrix Press Yates, Jean. (2005) *Pronounce it perfectly in English* Barron's Educational Series.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Computer assisted Language Labs. Maximum number should not exceed 20-22 students per classroom.
Technology Resources (AV, data show, Smart Board, software, etc.)	Internet and Intranet facilities for optimum usage of the costly Language Labs.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Dedicated library for Listening & Speaking course learners with rich, level specific collection of listening and speaking materials.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Confidential Questioner	Students	Online survey
Peer observation	Fellow instructors	Direct

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

H. Specification Approval Data

Council / Committee	Department of English Council
Reference No.	20138
Date	24/2/1441 G

Prepared by: Course Coordinator
Reviewed and Approved by: Quality Committee