هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Translation 3**
Course Code:	**TRN441-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

1. New template version as of 2/12/2023
2. The version in use from 12/10/2022 to 2/11/2023
3. The version in use from 8/21/2022 to 12/9/2022
4. Prior to 8/21/2022

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A. General information about the course:

Course Identification	
1. Credit hours:	3
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 12/Year 4	
4. Course general Description The course is about training students to translate Islamic religious texts from Arabic into English and vice versa. Learning religious terminology is an essential part of this course. 40% of its content is devoted to translating Quranic texts, and another 40% is for translating Sunnah texts. The remaining 20% are aimed at translating texts about Prophet Muhammad's (PBUH) biography along with that of his companions and translating legislative texts.	
5. Pre-requirements for this course (if any): TRN340-3 Translation 1	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) Upon the completion of the course, students will be able to translate a variety of religious text types appropriately and accurately from English into Arabic and vice versa.	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**30**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define the characteristics of the Islamic genre of translation and give examples	K2	Lectures Group discussions	Quizzes Progress Test Final Exam
1.2	Identify and analyze the most salient linguistic and cultural problems in translating Islamic texts	K3	Lectures Group discussions	Quizzes Progress Test Final Exam
1.3	Recognize and match the terms/concepts that are specific to Islam but are alien to the English language	K3	Lectures Group discussions	Quizzes Progress Test Final Exam
2.0	Skills			
2.1	Apply the principles in translating Islamic terminology and texts	S7	Lectures Group discussions	Quizzes Progress Test Final Exam
2.2	Translate a variety of Islamic text types appropriately and accurately from English into Arabic and vice versa	S7	Lectures Group discussions	Quizzes Progress Test Final Exam
2.3	Use specialized Islamic paper and electronic dictionaries	S7	Lectures Group discussions	Quizzes Progress Test Final Exam
3.0	Values, autonomy, and responsibility			

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.1	Work independently and as part of a team	V3	Lectures Group discussions	Observations/ Checklists
3.2	Manage resources and time	V3	Lectures Group discussions	Observations/ Checklists
3.3	Communicate results of work to others	V2	Lectures Group discussions	Observations/ Checklists
3.4	Take responsibility for their own development	V1	Lectures Group discussions	Observations/ Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	An introduction to the characteristics of Islamic terms and texts	4
2.	Translating Quranic texts	10
3.	Translating texts from the Sunnah	10
4.	Translating from the biography of the Prophet's companions	4
5.	Translating Islamic legislative texts (fikh)	2
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment	4	10%
2.	Quiz	7	10%
3.	Progress Test	6	30%
4.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Compilation of texts approved by the Department and selected from a variety of sources -- the Holy Qur'an, the Holy Sunnah (i.e., Prophetic Tradition), Books of the biography of the Prophet's (PBUH) companions, Islamic legislative (fikh), and other publications within the same domain – covering a variety of topics
Essential References	Translations of the Holy Qur'an and collections of Hadith, such as al-Bukhari, Muslim, Abu Dawod, IbnMajah, Mosnad Ahmad, Muwatta' Malik, Sunan al-Tirmidhi and al-Darimi
Electronic Materials	Students are motivated to explore the internet to find out relevant websites. They can have access to Quran translations for different translators from G. Sale, J. M. Rodwell, G. Margoliouth, A. Ross. A. Reyer, E. H. Palmer, up to A.J. Arberry. A list of some translators and their websites is below: **1. Abdullah Yusuf Ali** http://www.sacred-texts.com/isl/yaq/index.htm **2. Mohammed Marmaduke Pickthall** https://www.sacred-texts.com/isl/pick/ **3. J.M. Rodwell** http://www.sacred-texts.com/isl/qr/index.htm
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Modern Literary Movements**
Course Code:	**ENG433-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification	
1. Credit hours:	3
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 12/Year 4	
4. Course general Description This course introduces students to a wide spectrum of contemporary critical literary movements and theories from the 19th century onwards. It concentrates on the notable theorists, historical background, critical techniques, fundamental characteristics, and philosophy of such movements. By course end, students will be able to apply and utilize critical methodologies and approaches to interpret particular literary works in light of modern literary theories and movements.	
5. Pre-requirements for this course (if any): ENG330-5 Introduction to Literary Forms	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) • To introduce students to the main features, techniques, and philosophy of the major movements of literature from the 19th century onwards • To provide students with a chronological/historical background of literary movements in the modern times • To reinforce students' skills of comparison, analysis, and critical thinking of various literary texts in light of modern literary approaches • To promote students' knowledge of issues of gender, class, and race as well as the relationship between texts, authors, and readers as categories of literary analysis	

E. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify major modern literary critical theories, terminologies, the social context, and cultural changes in the modern times	K2	Lectures Discussion Close reading and text analysis Collaborative learning/Team work Personal engagement with texts	Midterm Exam Assignments Practice Quizzes on assigned reading Final Exam
1.2	Recognize the broad terminologies, notable theorists, and characteristics of literary movements	K2	Lectures Discussion Close reading and text analysis Collaborative learning/Team work Personal engagement with texts	Live monologues Midterm Exam Assignments Quizzes Final Exam Presentations about the different literary texts and writers

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.3	Describe the basic techniques, strategies, and critical approaches of literary movements	K2, K3	Lectures Discussion Close reading and text analysis Collaborative learning/Team work Personal engagement with texts	Live monologues Midterm Exam Assignments Quizzes Final Exam Presentations about the different literary texts and writers
2.0	Skills			
2.1	Utilize the distinguishing principles, aspects, and subject matter of various literary movements when evaluating various literary texts	S3	E-learning Lectures Thematic discussions: teaching students to think independently and engage in group discussions	Discussion with students to evaluate their appreciation of own work; Evaluation of Practice Quizzes, Assignments and Exams
2.2	Analyze and appreciate various literary pieces in light of the critical approaches of modern literary movements	S6	E-learning Thematic discussions: teaching students to think independently and engage in group discussions	Individual assignments Exams
2.3	Compare and contrast different	S3	Lectures	Individual

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	literary movements and theories		Discussion Group and individual assignments Pair work	assignments Exams
3.0	Values, autonomy, and responsibility			
3.1	Analyze the critical terms of English Literature through different modes of communication	V1	Lectures Discussion Group and individual assignments Pair work	Individual and group presentations
3.2	Show professionalism and demonstrate leadership qualities in a diverse work environment	V2	Lectures Discussion Group and individual assignments Pair work	Individual and group presentations
3.3	Demonstrate self-confidence while working individually or in a team	V3	Lectures Discussion Group and individual assignments Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards.

C. Course Content

No	List of Topics	Contact Hours
1.	• Definition of Literary Movements • A brief introduction to the periods of English literature • Introduction to Romanticism	3
2.	• Romanticism: Definition, characteristics, subject matter, representatives, comparison with Neoclassicism • Analysis of some literary pieces belonging to Romanticism For example: She Dwelt Among the Untrodden Ways- William Wordsworth/Edgar Allan Poe's "Alone"	3
3.	• Realism: Definition, characteristics, subject matter, representatives, comparison with Romanticism • Analysis of a literary piece belonging to Realism	3
4.	• Naturalism: Definition, characteristics, subject matter, representatives, comparison with Realism	3
5.	• Symbolism: Definition, Types, Interpretation, and Analysis of a Literary piece belonging to Symbolism	3
6.	• Modernism: Definition, characteristics, subject matter, representatives	3
7.	• Modernism contd... Analysis of a Literary piece belonging to Modernism • For example: "Cat in the Rain"- Hemingway	3
8.	• Imagism: Definition, Subject Matter, Representatives, Principles of Imagism	3
9.	• Structuralism: Definition, subject matter, notable theorists, Scope of Structuralism, Analysis of a literary piece belonging to Structuralism	3
10.	• Post-Structuralism and Deconstruction: Definition, Differences between Structuralism and Post-Structuralism, notable theorists, Analysis of a literary piece belonging to Post-Structuralism	3
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	5	10%
2.	Quiz 2	9	10%
3.	Progress Test	7	30%
4.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	**Texts Prepared by the Department include:** Material compiled by Dr. Mahmoud Ibrahim Radwan and Dr. Hamdy Elgabry
Essential References	• Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester University Press, 2009. • Craig, W. & Moreland, J. (Eds.). (2000). Naturalism: A critical analysis. London: Routledge. • Desai, G. G., Nair, S. (2005). Postcolonialism: An anthology of cultural theory and criticism. Rutgers University Press. • Eagleton, T. (1996). Literary Theory: An Introduction. Minneapolis: The University of Minnesota Press. • Encyclopedia of Literature and Criticism (1991) ed. Martin Coyle, Peter Garside, Malcolm Kelsall and John Peck, Rutledge, London. • Henderson, H. & Pederson, J. P. (Ed.). (2000). Twentieth century literary movements dictionary. Detroit, Mich: Omni graphics. • Huyssen, Andreas (1986). After the Great Divide: Modernism, Mass Culture, Postmodernism. • Jefferson, A. & Robey, D. Modern Literary Theory: A Comparative Introduction • Marcel, B. (1966). The art of the Romantic era: Romanticism, Classicism, Realism. New York: Henry Holt & Company, Inc
Electronic Materials	Students are guided to explore relevant electronic materials for further details. KKU Library search.proquest.com www.questia.com (only for campus-connected computers) https://www.shmoop.com/ www.sparknotes.com
Other Learning Materials	Use of computers and audio-visual equipment

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Projector
Other equipment (depending on the nature of the specialty)	Dictionaries, English skills software, Linguistic and language atlases

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Preparation for International Tests**
Course Code:	**ENG 425-4**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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G. Specification Approval Data	15

A. General information about the course:

Course Identification	
1. Credit hours:	4
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 12/Year 4	
4. Course general Description The Preparation for International Tests course is designed to help students develop the necessary skills required for international English proficiency exams: speaking, listening, writing, and reading. The course is intensive in nature and involves a lot of work on the students' part. Students not only develop their language skills but also have to focus on developing language test-taking strategies and critical thinking skills. This class uses a curriculum based on blends of the STEP, IELTS and TOEFL tests.	
5. Pre-requirements for this course (if any): ENG218-3 Grammar 4	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) The objective of the Preparation for International Tests course is to provide students with adequate knowledge and practical skills needed to prepare and succeed in international English proficiency exams.	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	40	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	40
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**40**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Explain the main ideas in various types of information	K2	Teach anything important before students see the text Use analogies to teach skimming and scanning Use flash-reading and predicting before skimming Get students summarizing in pairs Demonstrate paraphrasing from the question Demonstrate guessing unknown words Separate academic vocabulary from technical	Progress Test Part 1 Reading & Grammar/Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			vocabulary Encourage task-based reading outside class	
1.2	Compare and contrast implications and solutions	K1	Cover all the IELTS writing question types Teach paragraphing Introduce academic writing conventions Teach logical links Practice joining sentences Make sure your students write enough words Encourage self-correction	Progress Test Part 2 Writing
1.3	Recall strategies to help identify problems related to structure and written expression	K2	Review the tenses Use authentic situations Make learning visible with anchor charts Provide students with multiple exposures to a variety of grammatical situations Use engaging and relevant writing situations to engage students in	Progress Test Part 1 Reading & Grammar/Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			grammatical exercises Encourage students to read a variety of nonfiction, informational, and fiction texts in order to expose them to multiple texts and a variety of writing situations Harness the power of digital tools for practice and review Directly teach and model each grammar concept; use your own writing and think-alouds to model grammar instruction	
1.4	Recall strategies such as listening for keywords, making inferences, and identifying main ideas	K2	Analyze the questions together Predict possible answers Practice targeted listening Accent exposure Drill spellings Drill numbers	Listening Assignment

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			Listen for corrections Self-correct for spelling and grammar Model good listening	
2.0	Skills			
2.1	Identify the main ideas from titles and visual aids	S2	Teach anything important before students see the text Use analogies to teach skimming and scanning Use flash-reading and predicting before skimming Get students summarizing in pairs Demonstrate paraphrasing from the question Demonstrate	Progress Test Part 1 Reading & Grammar/Reading Quiz/Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			guessing unknown words Separate academic vocabulary from technical vocabulary Encourage task-based reading outside class	
2.2	Use a quick read-through and scanning to recognize substances and details	S2	Teach anything important before students see the text Use analogies to teach skimming and scanning Use flash-reading and predicting before skimming Get students summarizing in pairs Demonstrate paraphrasing from the question Demonstrate guessing unknown	Progress Test Part 1 Reading & Grammar/Reading Quiz/Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			words Separate academic vocabulary from technical vocabulary Encourage task-based reading outside class	
2.3	Compose an argument and back it up in a structured essay	S3	Cover all the IELTS writing question types Teach paragraphing Introduce academic writing conventions Teach logical links Practice joining sentences Make sure your students write enough words Encourage self-	Progress Test Part 2 Writing

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			correction	
2.4	Compose a personal-based speech after listening to strategies for understanding the main ideas of complex spoken texts on both concrete and abstract topics	S1	Stick to pair practice Practice listening for the question Model for different band scores Teach a range of strategies to take notes and expand answers in Part 2 Teach a range of strategies to expand answers in Part 3 Make a note of common errors in speaking	Final Exam Speaking
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate an ability to think critically about a question, situation, or problem down to its most basic parts	V1	Ask and encourage open-ended questions Help students develop their own ideas Encourage students to think in new ways Encourage	Observations/ Checklists

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			understanding and respect	
3.2	Communicate appropriately, accurately, and effectively while writing IELTS essays or speaking on a topic	V2	Understanding that different audiences require differing types of language How to adjust the formality, tone, and vocabulary Understanding that differing topics require differing styles of speech and writing Understanding the purpose of their writing or speech	Observations/ Checklists
3.3	Complete the test tasks within the required time limits while working individually or in a group	V3	Test Taking Strategies	Observations/ Checklists

B. Course Content

No	List of Topics	Contact Hours
1.	Introduction to the Course (STEP, TOEFL, IELTS)	4
2.	Walking through the STEP exam	4
3.	A Brief Review of English Structure	4
4.	A Brief Review of English Structure	4
5.	Model STEP Tests b) Understanding TOEFL Structure	4
6.	Understanding IELTS Structure b) IELTS Reading	4
7.	IELTS Reading	4
8.	IELTS Writing	4
9.	IELTS Listening	4
10.	IELTS SPEAKING PREP	4
Total		**40**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	Assignments/Quizzes		
1	Listening Assignment	Varies	10%
2	**Reading Quiz** 1 hour/2 Passages/10 questions	~5	10%
	Progress Test (Part 1 and 2 Held Separately)		
2	Progress Test Part 1 Reading/Grammar Reading has 1 passage and 10 questions Grammar has 10 questions	~7	20%
3	Progress Test Part 2 Writing Writing Exam closely follows the form of IELTS Writing Task 2	~8	10%
	Final Exam (Speaking Exam Held Prior to Scheduled Final Exam)		
3	Final Exam Speaking (Grades not shared) Speaking Exam closely follows the format of IELTS Speaking Part 2	~Varies	10%
	Final Exam Reading and Grammar Reading has 3 passages and 20 questions Grammar has 20 questions	~12/13	40%
	Total		**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Due to the nature of the course and the development of English proficiency tests, the course will use updated materials every semester. The materials will be adapted from updated published learning textbooks and websites such as: National Center for Assessment in Higher Education. (2012). STEP (Standardized Test of English Proficiency) *Book + Audio* Lougheed, L. (2016). Writing for the IELTS. Barron's Educational Series, Inc. Sorrenson, M. (2017). McGraw-Hill Education IELTS. McGraw-Hill Education. McGraw-Hill Education. (2017). The Official Guide to the TOEFL test.
Essential References	Cambridge University Press. (2020). IELTS 15 Academic Student's Book with Answers with Audio with Resource Bank Wyatt, R. (2017). Check your English vocabulary for IELTS: Essential words and phrases to help you maximise Your IELTS Score. Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc.
Electronic Materials	https://www.ielts.org/ https://ielts-simon.com/ https://www.ieltsbuddy.com/ https://ieltsliz.com/
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Translation 2**
Course Code:	**TRN440-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification					
1. Credit hours:	3				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 11/Year 4					
4. Course general Description Translation II builds on the skills that the students developed in Translation I. The course introduces students to the notions of text type and register and raises their awareness as far as the importance these have in determining the process of doing translation. Aside from developing the students' translation skills, the course contributes to their language skills, i.e., reading, writing, vocabulary, and grammar.					
5. Pre-requirements for this course (if any): TRN340-3 Translation 1					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) Upon the completion of the course, students will be able to translate a variety of different types of texts appropriately and accurately from English into Arabic and vice versa, in addition to the ability to the identification of any text type.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define the characteristics of the different types of texts to be translated with examples	K2	Lectures Group discussions	Quizzes Progress Test Final Exam
1.2	Recognize the most salient linguistic and cultural problems when translating between Arabic and English	K1	Lectures Group discussions	Quizzes Progress Test Quizzes Progress Test Final Exam Final Exam
1.3	Recognize and match the socio-cultural differences and similarities as reflected in the two languages	K1	Lectures Group discussions	Quizzes Progress Test Final Exam
1.4	Identify the linguistic and non-linguistic features that contribute to a better understanding of the	K3	Lectures Group discussions	Quizzes Progress Test Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	text at hand			
2.0	Skills			
2.1	Apply the principles and methods in translating different genres	S1	Lectures Group discussions	Quizzes Progress Test Final Exam
2.2	Write an error-free translation of religious, instructional, scientific, journalistic, literary, and legal texts	S4	Lectures Group discussions	Quizzes Progress Test Final Exam
2.3	Use software programs to have access to electronic dictionaries, produce preliminary translations, and produce enhanced translations and develop a glossary (a list of words and their equivalents) for texts belonging to the same field (e.g., science, economics, and media)	S5	Lectures Group discussions	Assignments
2.4	Analyze and solve translation difficulties at various levels, e.g., word order, tense use, sentence length, verbosity and conciseness, denotations, connotations, metaphors, modality, lexical gaps, idiomatic expressions,	S6	Lectures Group discussions	Quizzes Progress Test Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	presuppositions, and implicatures			
2.5	Translate a variety of text types appropriately and accurately from English into Arabic and vice versa	S7	Lectures Group discussions	Quizzes Progress Test Final Exam
2.6	Research websites specializing in translation	S9	Lectures Group discussions	Assignments
3.0	Values, autonomy, and responsibility			
3.1	Reflect on their own learning experience and explore options to continuously develop their competence as translators and communicators	V1	Lectures Group discussions	Observations/ Checklists
3.2	Communicate appropriately, accurately, and effectively while involved in group tasks	V2	Lectures Group discussions	Observations/ Checklists
3.3	Work ethically and professionally as part of a team or independently	V3	Lectures, Group discussions activity	Observations/ Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	Characteristics of different types of text	3
2.	Translation of Synonymy	3
3.	Polysemy and semantically complex words.	3
4.	Translation of collocations and phrases	3
5.	Translation of Special Fixed Phrases	3
6	Instructional Texts	3
7.	Scientific Texts	3
8.	Journalistic Texts	3
9.	Literary Texts	3
10.	Legal Texts	3
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	5	10%
2.	Quiz 2	10	10%
3.	Progress Test	8	30%
4.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	1. List Required Textbooks **References** **No particular reference book is required as a set book, as texts are selected from different sources, and technical terms are introduced and explained in class. Students are, however, recommended to refer to the following textbooks and articles:** Altarabin, M. (2019). Basics of translation: A textbook for Arab university students. Cambridge Scholars Publishing. Abdelaal, N. (2020). Translation between English and Arabic: A textbook for translation students and educators. Palgrave Macmillan. Hassan, B. (2019). Working with different text types in English and Arabic: Translation in practice. Cambridge Scholars Publishing.
Essential References	1. List Essential References Materials (Journals, Reports, etc.) **No reference material is essential for this course, but students may wish to consult the following.** Zidan, A.B. (2015). A linguistic analysis of some problems of Arabic-English translation of legal texts, with special reference to contracts. Cambridge Scholars Publishing. Dickinsm J., Hervey, S., and Higgins, I. (2017). Thinking Arabic Translation: A course in translation method: Arabic to English (2nd edit.). Routledge. Mughazy, M. (2016). The Georgetown guide to Arabic–English translation. Georgetown University Press. Farahaty, H. (2015). Arabic–English–Arabic legal translation. Routledge.
Electronic Materials	http://translationjournal.net/journal/ www.ccsenet.org/ijel www.erudit.org https://translate.google.com/ https://translate.yandex.com/translator/English-Arabic https://imtranslator.net/translation/arabic/to-english/translation/ https://www.searchtruth.com/dictionary/arabic/Search/
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Novel**
Course Code:	**ENG431-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

1. New template version as of 2/12/2023
2. The version in use from 12/10/2022 to 2/11/2023
3. The version in use from 8/21/2022 to 12/9/2022
4. Prior to 8/21/2022

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A. General information about the course:

Course Identification	
1. Credit hours:	3
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 11/Year 4	
4. Course general Description This course introduces students to the types, aspects, principles, and cultural values of English Novels. By course end, students will be able to understand and analyze narrative techniques and various elements of fictional writings such as plot, character, setting, theme, point of view, structure, symbols, and leitmotifs.	
5. Pre-requirements for this course (if any): ENG330-5 Introduction to Literary Forms	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) • To introduce students to the narrative techniques and theories, the various strategies of fictional writings, and the fundamentals of English Novel and the social and intellectual issues that lurk beneath the novels under discussion • To provide students with critical tools necessary for novel analysis. • To promote students' knowledge of the novelists and their works in their cultural and historical context	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**30**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify various types and aspects of the English Novel	K2	• Lectures • Discussion • Close reading and text analysis • Collaborative learning/Team work • Personal engagement with texts	• Progress Test •Assignments • Quizzes on assigned reading • Final Exam
1.2	Recognize theories, fundamentals, and notable novelists of the English Novel	K2, K3	• Lectures • Discussion • Close reading and text analysis • Collaborative learning/Team work • Personal engagement with texts	• Live monologues • Progress Test • Assignments • Quizzes • Final Exam •Presentations about the different literary texts

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				and writers
1.3	Discuss the basic techniques, strategies, and critical approaches to the English Novel	K3	• Lectures • Discussion • Close reading and text analysis • Collaborative learning/Team work • Personal engagement with texts	• Live monologues • Progress Test • Assignments • Quizzes • Final Exam • Presentations about the different literary texts and writers
2.0	Skills			
2.1	Utilize the distinguishing principles and aspects of English Novels when evaluating various narrative texts	S3	• E-learning • Lectures • In-class thematic discussions: teaching students to think independently and engage in group discussions	• Individual meetings with students to evaluate their appreciation of their own work; • Student presentations • Evaluation of quizzes, assignments, and the progress test/final exam
2.2	Analyze and appreciate various novels in light of the theory of fiction	S3, S6	• Class surveys • E-learning • In-class thematic discussions: teaching students to think	• Individual assignments • Progress Test/Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			independently and engage in group discussions	
2.3	Compare and contrast different aspects and techniques of English novels	S6	• Class surveys • E-learning • In-class thematic discussions: teaching students to think independently and engage in group discussions	• Individual assignments • Progress Test/Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Participate actively in class discussion and think critically of cultural and historical highlights that have influenced literary pieces.	V1	• Lectures • Discussion • Group and individual assignments • Pair work	Individual and Group Presentations
3.2	Communicate appropriately using IT tools and technology to access, contribute and share intercultural knowledge	V2	• Lectures • Discussion • Group and individual assignments • Pair work	Individual and Group Presentations
3.3	Act dutifully and ethically in carrying out individual as well as group literary projects that engage students with social issues	V3	• Lectures • Discussion • Group and individual assignments • Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to the Novel relying on E. M. Forster's Aspects of the **Novel, Marjorie Boulton's Anatomy of the Novel, and Sharon Hamilton's Essential Literary Terms**	6
2.	**E. M. Forster's A Passage to India** • Introduction to the author and his views and portrayal of the relationship between the British and the Indians in India • Novel structure, plot analysis, major themes, character development, narrator, background, style, techniques, etc.	12
3.	**Daniel Defoe's Robinson Crusoe** • Introduction to the author and his views on British Society and the diverse elements of individualism • Novel structure, plot analysis, major themes, character development, narrator, background, style, techniques, etc.	12
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	5	10%
2.	Quiz 2	9	10%
3.	Progress Test	7	30%
4.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	**Texts Prepared by the Department include:** • E. M. Forster A Passage to India • Daniel Defoe's Robinson Crusoe • Mark Twain's Huckleberry Finn **Other Alternative Texts:** • Joseph Conrad's Heart of Darkness • Paul Kalanithi's When Breath Becomes Air • Jane Austen's Pride and Prejudice
Essential References	• Boulton, Marjorie. The Anatomy of the Novel (Routledge Revivals) 1st Edition, 2015 • Defoe, Daniel. Robinson Crusoe: 300th Anniversary Edition. Restless Classics, 2019. • Forster, Edward Morgan. Aspects of the Novel (eBook edition 2016) • Hamilton, Sharon. Essential Literary Terms: A Brief Norton Guide with Exercises, 2016. • Grenier, Rae. Sympathetic Realism in Nineteenth-Century British Fiction (2001) • Ingham, Patricia. Invisible Writing and the Victorian Novel: Readings in Language and Ideology (2000) • Jeremy Hawthorn's Studying the Novel, Seventh Edition, 2016. • O'Gorman, Francis, ed. A Concise Companion to the Victorian Novel, Wiley-Blackwell, 2008. • Rasmussen, R. Kent . Critical Insights: Adventures of Huckleberry Finn. Salem Press, 2017. • Regan, Stephen, ed. The Nineteenth-Century Novel: A Critical Reader (2015) • Rogers, Pat, ed. Daniel Defoe: The Critical Heritage. Routledge 2013 • Robinson Crusoe (Routledge Revivals). Routledge, 2014.
Electronic Materials	**Students are motivated to explore relevant electronic materials for further details.** http://lib.kku.edu.sa/ www.shmoop.com www.sparknotes.com search.proquest.com www.questia.com **(only for campus-connected computers)**
Other Learning Materials	**Use of computers and audio-visual equipment**

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	Dictionaries, English skills software, Linguistic and language atlases,

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Syntax**
Course Code:	**ENG427-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

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1. References and Learning Resources	8
2. Required Facilities and Equipment	8
F. Assessment of Course Quality	9
G. Specification Approval Data	9

A. General information about the course:

Course Identification					
1. Credit hours:	5				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 11/Year 4					
4. Course general Description This is an introductory course meant to study the structures of sentences according to modern syntactic theories. Students study word categories, phrase structures, and phrase structure rules to build constituents and then end up with the formation of sentences. Then, there is a shift to to the use of the Transformational Rules to account for the types of movements, namely, NP- movement, Aux- movement, and Wh- movements that take place at D-level to get S-level. The English language is used to illustrate these derivations.					
5. Pre-requirements for this course (if any): ENG320-5 Introduction to Linguistics					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) 1. Explain the role of syntax in grammar. 2. Classify English words into their lexical categories. 3. Identify the types and patterns of English phrases and sentences. 4. Analyze English phrases and sentences through syntactic tree diagrams showing the linear and hierarchical structure of phrases and sentences. 5. Explain the natures of grammatical relations such as subjects and objects. 6. Analyze syntactically ambiguous phrases and sentences. 7. Apply phrase structure rules and X-bar rules to English phrases and sentences. 8. Describe Case and Theta-Theory as well as the Minimalist Program.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**50**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the categories of the English words	K1	1. Lectures 2. Group discussions in class 3. Group and individual assignments in class and at home	Quizzes/Assignments/Progress Test/Final Exam
1.2	Analyze and describe the basic phrase as well as sentence structures of the English language	K1	1. Lectures 2. Group discussions in class 3. Group and individual assignments in	Quizzes/Assignments/Progress Test/Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			class and at home	
1.3	Recognize and analyze the types of relations established between the phrases [NP, VP, AP, PP, ADVP, IP, CP] in a sentence	K1, K3	1. Lectures 2. Group discussions in class 3. Group and individual assignments in class and at home	Quizzes/Assignments/Progress Test/Final Exam
1.4	Discuss and assess modern syntactic theories, especially the Minimalist Program	K2, K3	1. Lectures 2. Group discussions in class 3. Group and individual assignments in class and at home	Quizzes/Assignments/Progress Test/Final Exam
2.0	Skills			
2.1	Apply multiple techniques to examine the English words and identify their categories and how they are used in phrases and sentences	S3	1. Solving problems in syntax 2. Group and class discussions	Quizzes/Assignments/Progress Test/Final Exam
2.2	Use different tests to judge the ambiguity of a phrase or a sentence	S3, S5	1. Lectures 2. Group discussions in class 3. Group and individual assignments in class and at home	Quizzes/Assignments/Progress Test/Final Exam
2.3	Critically judge and illustrate the	S5		Quizzes/Assignments/Progres

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	ungrammaticality of phrases and sentences		1. Lectures 2. Group discussions in class 3. Group and individual assignments in class and at home	s Test/Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Work effectively in pairs and in groups in carrying out projects under guidance or autonomously	V2, V3	1. Solving problems in syntax 2. Group and class discussions	Observations/ Checklists
3.2	Make judgments or decisions regarding solving syntactic problems by using a range of sources and advanced techniques in a way that enhances their syntactic competence	V1	1. Lectures 2. Group discussions in class 3. Group and individual assignments in class and at home	Observations/ Checklists
3.3	Work ethically and respectfully in a manner that displays confidence and potential for leadership	V2, V3	1. Lectures 2. Group discussions in class 3. Group and individual assignments in class and at home	Observations/ Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	General introduction to course topics	5
2.	Categories and Phrases	5
3.	The structure of the verb group (VGP) in the VP The structure of the PP, AdjP, AdvP, and NP	5
4.	Clauses as parts of NPs and Aps Complement Options	5
5.	Constituency Tests/Phrase Structure Rules Syntactic Ambiguity	5
6.	CP Complements Transformational Rules (Yes-no Questions)	5
7.	Transformational Rules (Wh- Questions)	5
8.	Transformational Rules (Relative Clauses)	5
9.	Principles of Minimalist Program	5
10.	Binary Branching	5
Total		**50**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes/Assignments	Various	20%
2.	Progress Test	6	30%
3.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Compiled material from the following textbooks will be used: 1. O' Grady, W. (1997). Syntax: The analysis of sentence structure. In W. O'Grady, M. Dobrovolsky, & F. Katamba (Eds.), Contemporary linguistics: An introduction (pp. 181-244). 2. Gelderen, Elly Van. 2010. An Introduction to the Grammar of English. Amsterdam: John Benjamins Publishing Company 3. Radford, Andrew. 2016. Analysing English Sentences. Cambridge: Cambridge University Press.
Essential References	• Adger, David. 2003. Core Syntax: A Minimalist Approach. Oxford: Oxford University Press. • Newson, Mark, et al.2006. Basic English Syntax with Exercises. Budapest: Bolcsesz konzorcium. • Carnie, Andrew. 2008. Constituent Structure. Oxford: Oxford University Press. • Radford, Andrew. 2009. An Introduction to English Sentence Structure. Cambridge: Cambridge University Press
Electronic Materials	N/A
Other Learning Materials	Blackboard

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Poetry**
Course Code:	**ENG430-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

1. New template version as of 2/12/2023
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3. The version in use from 8/21/2022 to 12/9/2022
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A. General information about the course:

Course Identification					
1. Credit hours:	3				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 10/Year 4					
4. Course general Description • This course reinforces the theory of poetry studied in Introduction to Literary Forms (the definition of poetry, the characteristics of the language of poetry, figures of speech, musical devices, themes, etc.). • Moreover, it introduces 12 poems belonging to different literary movements from the 16th to the 20th century. By course end, students will be able to understand and analyze poetic techniques and various elements of poetry writings such as figures of speech, musical devices, themes, symbolism, imagery, etc.					
5. Pre-requirements for this course (if any): ENG330-5 Introduction to Literary Forms					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) By the end of the course, learners will be able: • To reinforce students' knowledge of the literary genre of poetry (including but not restricted to the definition of poetry, the characteristics of the language of poetry, figures of speech, musical devices, themes, symbolism, imagery, etc.) • To introduce students to a variety of forms and genres of poetry from diverse cultures and historical periods, such as sonnets, ballads, dramatic monologues, free verse, etc. • To provide students with critical tools necessary for the analysis of poetry. • To promote students' knowledge of poets and their works in their cultural and historical context.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**30**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the characteristics, technicalities, and components of poetry	K2	• Lectures • Discussion • Close reading and text analysis • Collaborative learning/Teamwork • Personal engagement with the texts	• Progress Test • Assignments • Quizzes on assigned reading • Final Exam
1.2	Recognize the critical theories and fundamentals and notable English poets	K2, K3	• Lectures • Discussion • Close reading and text analysis • Collaborative learning/Teamwork • Personal engagement with the texts	• Live monologues • Progress Test • Assignments • Quizzes • Final Exam •Presentations about the different literary texts and writers

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.3	Describe the basic techniques, strategies and critical approaches to the English poetry	K3	• Lectures • Discussion • Close reading and text analysis • Collaborative learning/Teamwork • Personal engagement with texts	• Progress Test • Assignments • Quizzes • Final Exam • Presentations about the different literary texts and writers
2.0	Skills			
2.1	Explain the distinguishing principles and aspects of English poetry while analyzing the various forms of poetry	S3	• E-learning • Lectures • In-class thematic discussions: teaching students to think independently and engage in group discussions	• Individual meetings with students to evaluate their appreciation of their own work; • Student presentations • Evaluation of quizzes, assignments, and the progress test/final exam
2.2	Analyze and appreciate various poems in light of the theories and schools of poetry	S6	• E-learning • In-class thematic discussions: teaching students to think independently and engage in group discussions	Individual assignments Progress Test/Final Exam
2.3	Compare and contrast different	S6	• Live monologues	Individual

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	poems critically		• One-midterm test • Assignments • Quizzes • Final Exam • Presentations about the different literary texts and writers	assignments Progress Test/Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Participate actively in class discussion and think critically of cultural and historical highlights that have influenced literary pieces	V1	• Lectures • Discussion • Group and individual assignments • Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards.
3.2	Communicate appropriately using IT tools and technology to access, contribute and share intercultural knowledge	V2	• Lectures • Discussion • Group and individual assignments • Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards.
3.3	Act dutifully and ethically in carrying out individual as well as group literary projects that engage students with social issues	V3	• Lectures • Discussion • Group and individual assignments • Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards

C. Course Content

No	List of Topics	Contact Hours
1.	General introduction to course topics	3
2.	The theory of Poetry: Definition of poetry, form, musical devices (rhyme, rhythm), theme, imagery, figures of speech	6
3.	Reading the Poem "The Man He Killed" [by Thomas Hardy] Meaning and Idea “The Road Not Taken” [by Robert Frost]	3
4.	Personification “Stopping by Woods” [by Robert Frost] Tone “Ballad of Birmingham” [by Dudley Randall]	3
5.	Background on Romantic Poetry “I wandered lonely as a cloud” [by W. Wordsworth]	3
6.	"The Solitary Reaper" [by W. Wordsworth]	3
7.	“The Tiger” [by William Blake]	3
8.	Denotation and Connotation, Apostrophe, Metonymy "Ozymandias" [by Percy B. Shelley]	3

	"To Autumn" [by John Keats]	
9.	Imagery "Winter" [by W. Shakespeare]	3
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	5	10%
2.	Quiz 2	9	10%
3.	Progress Test	7	30%
4.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Johnson, G., & Arp, T.R. (2017). Perrine's Sound & Sense: An Introduction to Poetry (15th ed.). Cengage Learning.
Essential References	• Abrams, M.H. (2021). A Glossary of Literary Terms (8th Edition). Thomson • Hamilton, I., & Noel-Tod J. (2014) The Oxford Companion to Modern Poetry. New York, NY: Oxford University Press. • Myers, Jack & Don C. Wukasch. Dictionary of Poetic Terms. Denton: University of North Texas Press, 2003. • Perlman, E. (2018). Seven types of ambiguity. Melbourne, Vic.: Penguin Books. • CAREY, J. (2021). LITTLE HISTORY OF POETRY. S.1.: YALE UNIVERSITY PRESS • ROMANTIC POETS: Byron, shelly, and keats. (2021). S.1.: IGNATIUS
Electronic Materials	Students are motivated to explore relevant electronic materials for further details: www.shmoop.com www.gradesaver.com www.sparknotes.com www.questia.com search. proquest.com (only for campus-connected computers)
Other Learning Materials	Use of computers and audio-visual equipment

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	Dictionaries, English- skills software, Linguistic and language atlases.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Applied Linguistics 2**
Course Code:	**ENG423-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

1. New template version as of 2/12/2023
2. The version in use from 12/10/2022 to 2/11/2023
3. The version in use from 8/21/2022 to 12/9/2022
4. Prior to 8/21/2022

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A. General information about the course:

Course Identification	
1. Credit hours:	5
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 11/Year 4	
4. Course general Description To present students with a comprehensive overview of the theoretical foundations, methods, and practices of teaching English as a foreign language (TEFL). To introduce students to the past and present EFL teaching methodology as well as psychological and social approaches to individual language-learner variation. To familiarize students with the knowledge and skills required for effective educators in the EFL classroom.	
5. Pre-requirements for this course (if any): ENG422-5 Applied Linguistics 1	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) To give the learners an idea of the past and present methods and practices of teaching English language skills.	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**50**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define the historical background of English Teaching approaches	K2	Lectures	Classroom Discussion
1.2	Identify different language teaching methods and approaches	K3	Discussion of the idea	Assignments
1.3	Identify language learning strategies	K3	Group work discussion leads to writing a critique essay.	Students write a critique on some individual learner differences.
1.4	Define the principles and techniques of teaching approaches	K3	Lectures and discussion	Classroom Discussion
2.0	Skills			
2.1	Apply effective principles and techniques of teaching language skills	S2	Discussing the main points of communication skills and strategies in the EFL classroom settings.	Short presentations of the different communicatio n strategies.

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.2	Apply theories and practices of the different language teaching methods	S8	Prepare a Short summary of the approaches and methods.	Students write a lesson plan of a teaching method.
2.3	Employ knowledge of the different techniques and disciplines in the classroom	S2	Oral Discussion	Assignments Progress Test/Final Exam
2.4	Define the main principles of correcting learners' errors in the classroom	S3	Prepare a Short summary of the main principles of correcting learners' errors in the classroom	Assignments
3.0	Values, autonomy, and responsibility			
3.1	Reflect critically on different EFL teachers' practices in the classrooms	V1	Oral Discussion	Observations/ Checklists
3.2	Take responsibility for their own learning and continuing professional training	V1	Practical training in using language teaching methods and materials in the classroom.	Observations/ Checklists
3.3	Communicate appropriately and evaluate the strengths and weaknesses of individual language teaching methods	V2	Lectures	Observations/ Checklists
3.4	Consider and value the cognitive, social, and psychological diversity among individual EFL learners	V3	Lectures and oral discussion.	Observations/ Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	Background Introduction • The Grammar Translation Method • The Direct Method • Audio Lingual Method	7.5
2.	• Total Physical Response • Community Language Learning • Communicative Language Teaching	7.5
3.	Language Skills: • Listening • Speaking	5
4.	Classroom Management	5
5.	Feedback and Error Correction	5
6.	Lesson Plan (Theory)	5
7.	Lesson Plan (Practice)	5
8.	Micro-Teaching: • Students present some selected lessons based on the four language skills	10
Total		**50**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	4	10%
2.	Progress Test	7	30%
3.	Micro-Teaching of Selected Language Teaching Methods	8/9	10%
4.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	1.Teaching Practice: A Handbook for Teachers in Training 2018 Roger Gower, Diane Philips and Steve Walters 2. Larsen-Freeman, D., & Anderson, M. (2013). Techniques and principles in language teaching 3rd edition-Oxford handbooks for language teachers. Oxford university press.
Essential References	3. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. UK: Cambridge university press. 4. Madsen, Harold S. (1983) Techniques in Testing. New York: Oxford University Press. (Selected chapters) 5.A Course in Language teaching Practice and Theory Penny UR 2017 6. Articles from journals related to this field.
Electronic Materials	Articles from journals related to this field.
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Morphology**
Course Code:	**ENG426-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification	
1. Credit hours:	5
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 10/Year 4	
4. Course general Description ENG 426 is a Morphology course taught to students in Semester 10.	
5. Pre-requirements for this course (if any): ENG320-5 Introduction to Linguistics	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) It is expected that by the time students have finished studying this course, they should be able to: • understand the peculiar nature of morphology • expound on different types of morphemes in English • explain the constituent structures of syllables, phonemes, morphemes, and words. • state the various types of word formation processes that exist in English	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	50

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Distinguish between different types of morphemes in the English language	K1	Lectures and class discussions	Worksheets, Quiz, midterm & final exams
1.2	Recognize the differences between the terms: morphemes, morphs & allomorphs	K2	Lectures and class discussions	Worksheets, Quiz, midterm & final exams
1.3	Understand the internal structure of English words	K2	Lectures and class discussions	Worksheets, Quiz, midterm & final exams
1.4	Identify the different processes of word formation in the English language	K1	Lectures and class discussions	Worksheets, Quiz, midterm & final exams
2.0	Skills			
2.1	Think critically and analytically	S2	Students are assigned tasks to complete individually or in group work (e g., worksheets, seminars, etc.)	Worksheets, Quiz, midterm & final exams

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.2	Use standard and academic English	S1	Class discussions for teaching students to think independently and engage in group discussions.	Worksheets, Quiz, midterm & final exams
2.3	Pass sound judgment after reading some information	S3	Class discussion with students.	Worksheets, Quiz, midterm & final exams
2.4	Make use of information from primary and secondary sources in support of a valid thesis and argument	S3	Class discussions for teaching students to think independently and engage in group discussions.	Worksheets, Quiz, midterm & final exams
3.0	Values, autonomy, and responsibility			
3.1	Undertake professional, independent learning, which leads to life-long learning	V1	Class participation and discussion.	Observations/ Checklists
3.2	Act responsibly and ethically in carrying out individual as well as group projects	V3	Class participation and discussion.	Observations/ Checklists
3.3	Participate in class discussions, and think critically	V1	Class participation and discussion.	Observations/ Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	What is morphology?	10
2.	Words, dictionaries, and the mental lexicon	5
3.	Lexeme formation: the familiar	10
4.	Productivity and creativity	5
5.	Lexeme formation: further afield	5
6.	Inflection	5
7.	Typology	5
8.	Theoretical Challenges	5
Total		**50**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz (Chapters 1 & 2)	Varies	5%
2.	3 Worksheets	Varies	15%
3.	Progress Test (Chapters 3, 4, and 5)	6	30%
4.	Final Exam (All Chapters)	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	LIEBER, ROCHELLE (2015). Introducing Morphology (second edition). CAMBRIDGE UNIVERSITY PRESS. (Chapters 1-10 except chapters 8 & 9)
Essential References	-Haspelmath, Martin (2002). Understanding Morphology. Co-published in the United States of America by Oxford University Press Inc., New York. -Haspelmath, Martin & Sims, Andrea (2010). Understanding Morphology (second edition). Hodder Education, an Hachette UK Company. -Alexander, Takar (2012). Introduction to English Morphology. PETER LANG GmbH. DOI 10.3726/978-3-653-01564-5. - Hamawand, Zeki (2011). Morphology in English: Word Formation in Cognitive Grammar. Continuum International Publishing Group.
Electronic Materials	Blackboard online facilities, SDL, Internet search capabilities
Other Learning Materials	Longman Dictionary of Contemporary English/ Oxford Advanced Learner's Dictionary

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Research Methods**
Course Code:	**ENG411-4**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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4. Prior to 8/21/2022

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2. Required Facilities and Equipment	10
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G. Specification Approval Data	10

A. General information about the course:

Course Identification					
1. Credit hours:	4				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 10/Year 4					
4. Course general Description Research Methods capitalizes on the knowledge and skills the students have acquired over their three years of BA studies. It introduces them to the principles, approaches, techniques, and ethics of conducting research and acquaints them with the salient traits that characterize research in Applied Linguistics, Literature, and Translation Studies. The course also guides students to benefit from the resources and applications information technology has made available for researchers. The course follows a cyclical pattern of progression; it echoes writers' non-linear thinking, reading, and writing processes.					
5. Pre-requirements for this course (if any): ENG217-3 Writing 4					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) This course seeks to: - introduce students to academic research, - equip students with the basic skills to prepare a research proposal and conduct research, - initiate students to undertake research.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	40	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	40
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**40**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe clearly and accurately the essential stages of conducting research	K3	Lectures, Power Point Presentation, and Class Discussions	Individual Assignments and tests/exams
1.2	Define the important technical terms and concepts related to research methodology	K2	Lectures, Power Point Presentation, and Class Discussions	Individual Assignments and tests/exams that include MCQ questions, gap-fill, true/false, and information questions
2.0	Skills			
2.1	Integrate and synthesize knowledge from different sources efficiently	S6	Lectures, Power Point Presentation, and Class Discussions	Research Proposal
2.2	Evaluate a language-related research paper for overall quality, cohesion, coherence, and persuasiveness	S3	Lectures, Power Point Presentation, and Class Discussions	Individual Assignments/Oral Presentation
2.3	Write a preliminary language-related research proposal	S3	Lectures, Power Point Presentation, and Class Discussions	Research Proposal
2.4	Use databases	S9	Lectures, Power	Research

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	efficiently to search for relevant online material		Point Presentation, and Class Discussions	Proposal/Oral Presentation and tests that include MCQ questions, gap-fill, and true/false
2.5	Select the research design and sample	S9	Lectures, Power Point Presentation, and Class Discussions	Research Proposal/Oral Presentation and tests that include MCQ questions, gap-fill, and true/false
3.0	Values, autonomy, and responsibility			
3.1	Select relevant community problems as language research topics and critically reflect on them	V1	Classroom Discussions Tasks	Research Proposal (Assignment 1, Topic Selection)
3.2	Demonstrate professional teamwork skills while doing research tasks in groups or pairs	V2	Group Discussion Tasks	Research Proposal/Group Presentation

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.3	Defend their research proposal, including research methods, in an ethically approved manner, both individually and in a group	V3	Group Discussion Tasks	Research Proposal/Group Presentation
3.4	Consider ethical issues in research	V3	Group Discussion Tasks	Research Proposal/Oral Presentation and tests that include MCQ questions, gap-fill, and true/false

C. Course Content

No	List of Topics	Contact Hours
1.	General introduction to course topics	4
2.	**Chapter 1** Research: a way of thinking Research: an integral part of your professional practice Research: a way to gather evidence for your practice Evidence-based practice Research: What does it mean? The research process: its characteristics and requirements Types of research Application perspective Objective perspective Enquiry modes	4
3.	1 The research process: a quick glance The research process: an eight-step model: A: Deciding what to research	4

	Step one: Formulating a research problem B. Planning how to conduct the study Step two: Conceptualizing a research design Step three: Constructing an instrument for data collection	
3.	Step four: Selecting a sample Step Five: Writing a research proposal C: Conducting a research study Step six: Collecting data Step seven: Processing and displaying data Step eight: writing a research report	4
4.	Step One: FORMULATING A RESEARCH PROBLEM Reviewing the literature The place of the literature review in research: 1. Bringing clarity and focus to your research problem Improving you research Methodology	4
5.	Step One: FORMULATING A RESEARCH PROBLEM Formulating a research problem 1. The research problem, 2. The importance of formulating a research problem Identifying variables Step One: FORMULATING A RESEARCH PROBLEM Constructing hypothesis 1. The definition of a hypothesis 2. The functions of a hypothesis Writing an Introduction Step Two: Conceptualizing A Research Design	4

6.	The research design 1. What is a research design? The function of a research design of hypothesis Step Two: Conceptualizing A Research Design Selecting a study design 1. Difference between qualitative and quantitative study designs 2. Study design in quantitative research - Study designs based on the number of contacts - Study designs based on the number of investigation Study design in qualitative research Focus groups	4
7.	Step three: Constructing an instrument for data collection Selecting a method of data collection Collecting data using primary sources -Observation -The interview -The questionnaire -Constructing a research instrument in quantitative research -Asking personal and sensitive questions -The order of questions Methods of data collection in qualitative research -Observation -Secondary sources Step Five: Writing a research proposal Writing a research proposal Referencing	4
8.	Step Six: Collecting Data Collecting data Considering Ethical Issues in Research	4

	1. Ethics: the concept 2. Stakeholders in research 3. Ethical issues to consider concerning research participants	
9.	Writing a Research Report	4
Total		**40**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment 1 (Introduction + Literature Review + Research Problem + Research Questions + Hypothesis)	5	10%
2.	Assignment 2 (Methodology Section + Conclusion + References)	8	10%
3.	Progress Test	6/7	30
4.	Oral Presentation	9/10	10%
5.	Final Exam	12/13	40%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	**Adapted Material Approved from the Department of English from:** Kumar, Ranjit. 2019. Research Methodology a step-by-step guide for beginners. Fifth Edition. SAGE Publication. Neville, C. (2007) The Complete Guide to Referencing and Avoiding Plagiarism, New York: Open University Press.
Essential References	Griffee, D. (2012), An Introduction to Second Language Research Methods: Design and Data, University of California: TESL-EJ Publications.
Electronic Materials	https://www.coursera.org/learn/research-methods Intro to Research Methods - YouTube Research Methods - Introduction - YouTube https://www.researchmethods.co.uk/
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Poetry**
Course Code:	**ENG430-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

1. New template version as of 2/12/2023
2. The version in use from 12/10/2022 to 2/11/2023
3. The version in use from 8/21/2022 to 12/9/2022
4. Prior to 8/21/2022

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A. General information about the course:

Course Identification					
1. Credit hours:	3				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 10/Year 4					
4. Course general Description • This course reinforces the theory of poetry studied in Introduction to Literary Forms (the definition of poetry, the characteristics of the language of poetry, figures of speech, musical devices, themes, etc.). • Moreover, it introduces 12 poems belonging to different literary movements from the 16th to the 20th century. By course end, students will be able to understand and analyze poetic techniques and various elements of poetry writings such as figures of speech, musical devices, themes, symbolism, imagery, etc.					
5. Pre-requirements for this course (if any): ENG330-5 Introduction to Literary Forms					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) By the end of the course, learners will be able: • To reinforce students' knowledge of the literary genre of poetry (including but not restricted to the definition of poetry, the characteristics of the language of poetry, figures of speech, musical devices, themes, symbolism, imagery, etc.) • To introduce students to a variety of forms and genres of poetry from diverse cultures and historical periods, such as sonnets, ballads, dramatic monologues, free verse, etc. • To provide students with critical tools necessary for the analysis of poetry. • To promote students' knowledge of poets and their works in their cultural and historical context.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**30**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the characteristics, technicalities, and components of poetry	K2	• Lectures • Discussion • Close reading and text analysis • Collaborative learning/Teamwork • Personal engagement with the texts	• Progress Test • Assignments • Quizzes on assigned reading • Final Exam
1.2	Recognize the critical theories and fundamentals and notable English poets	K2, K3	• Lectures • Discussion • Close reading and text analysis • Collaborative learning/Teamwork • Personal engagement with the texts	• Live monologues • Progress Test • Assignments • Quizzes • Final Exam •Presentations about the different literary texts and writers

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.3	Describe the basic techniques, strategies and critical approaches to the English poetry	K3	• Lectures • Discussion • Close reading and text analysis • Collaborative learning/Teamwork • Personal engagement with texts	• Progress Test • Assignments • Quizzes • Final Exam • Presentations about the different literary texts and writers
2.0	Skills			
2.1	Explain the distinguishing principles and aspects of English poetry while analyzing the various forms of poetry	S3	• E-learning • Lectures • In-class thematic discussions: teaching students to think independently and engage in group discussions	• Individual meetings with students to evaluate their appreciation of their own work; • Student presentations • Evaluation of quizzes, assignments, and the progress test/final exam
2.2	Analyze and appreciate various poems in light of the theories and schools of poetry	S6	• E-learning • In-class thematic discussions: teaching students to think independently and engage in group discussions	Individual assignments Progress Test/Final Exam
2.3	Compare and contrast different	S6	• Live monologues	Individual

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	poems critically		• One-midterm test • Assignments • Quizzes • Final Exam • Presentations about the different literary texts and writers	assignments Progress Test/Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Participate actively in class discussion and think critically of cultural and historical highlights that have influenced literary pieces	V1	• Lectures • Discussion • Group and individual assignments • Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards.
3.2	Communicate appropriately using IT tools and technology to access, contribute and share intercultural knowledge	V2	• Lectures • Discussion • Group and individual assignments • Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards.
3.3	Act dutifully and ethically in carrying out individual as well as group literary projects that engage students with social issues	V3	• Lectures • Discussion • Group and individual assignments • Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards

C. Course Content

No	List of Topics	Contact Hours
1.	General introduction to course topics	3
2.	The theory of Poetry: Definition of poetry, form, musical devices (rhyme, rhythm), theme, imagery, figures of speech	6
3.	Reading the Poem "The Man He Killed" [by Thomas Hardy] Meaning and Idea “The Road Not Taken” [by Robert Frost]	3
4.	Personification “Stopping by Woods” [by Robert Frost] Tone “Ballad of Birmingham” [by Dudley Randall]	3
5.	Background on Romantic Poetry “I wandered lonely as a cloud” [by W. Wordsworth]	3
6.	"The Solitary Reaper" [by W. Wordsworth]	3
7.	“The Tiger” [by William Blake]	3
8.	Denotation and Connotation, Apostrophe, Metonymy "Ozymandias" [by Percy B. Shelley]	3

	"To Autumn" [by John Keats]	
9.	Imagery "Winter" [by W. Shakespeare]	3
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	5	10%
2.	Quiz 2	9	10%
3.	Progress Test	7	30%
4.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Johnson, G., & Arp, T.R. (2017). Perrine's Sound & Sense: An Introduction to Poetry (15th ed.). Cengage Learning.
Essential References	• Abrams, M.H. (2021). A Glossary of Literary Terms (8th Edition). Thomson • Hamilton, I., & Noel-Tod J. (2014) The Oxford Companion to Modern Poetry. New York, NY: Oxford University Press. • Myers, Jack & Don C. Wukasch. Dictionary of Poetic Terms. Denton: University of North Texas Press, 2003. • Perlman, E. (2018). Seven types of ambiguity. Melbourne, Vic.: Penguin Books. • CAREY, J. (2021). LITTLE HISTORY OF POETRY. S.1.: YALE UNIVERSITY PRESS • ROMANTIC POETS: Byron, shelly, and keats. (2021). S.1.: IGNATIUS
Electronic Materials	Students are motivated to explore relevant electronic materials for further details: www.shmoop.com www.gradesaver.com www.sparknotes.com www.questia.com search. proquest.com (only for campus-connected computers)
Other Learning Materials	Use of computers and audio-visual equipment

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	Dictionaries, English- skills software, Linguistic and language atlases.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Poetry**
Course Code:	**ENG430-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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1. References and Learning Resources	9
2. Required Facilities and Equipment	9
F. Assessment of Course Quality	10
G. Specification Approval Data	10

A. General information about the course:

Course Identification					
1. Credit hours:	3				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 10/Year 4					
4. Course general Description • This course reinforces the theory of poetry studied in Introduction to Literary Forms (the definition of poetry, the characteristics of the language of poetry, figures of speech, musical devices, themes, etc.). • Moreover, it introduces 12 poems belonging to different literary movements from the 16th to the 20th century. By course end, students will be able to understand and analyze poetic techniques and various elements of poetry writings such as figures of speech, musical devices, themes, symbolism, imagery, etc.					
5. Pre-requirements for this course (if any): ENG330-5 Introduction to Literary Forms					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) By the end of the course, learners will be able: • To reinforce students' knowledge of the literary genre of poetry (including but not restricted to the definition of poetry, the characteristics of the language of poetry, figures of speech, musical devices, themes, symbolism, imagery, etc.) • To introduce students to a variety of forms and genres of poetry from diverse cultures and historical periods, such as sonnets, ballads, dramatic monologues, free verse, etc. • To provide students with critical tools necessary for the analysis of poetry. • To promote students' knowledge of poets and their works in their cultural and historical context.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**30**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the characteristics, technicalities, and components of poetry	K2	• Lectures • Discussion • Close reading and text analysis • Collaborative learning/Teamwork • Personal engagement with the texts	• Progress Test • Assignments • Quizzes on assigned reading • Final Exam
1.2	Recognize the critical theories and fundamentals and notable English poets	K2, K3	• Lectures • Discussion • Close reading and text analysis • Collaborative learning/Teamwork • Personal engagement with the texts	• Live monologues • Progress Test • Assignments • Quizzes • Final Exam •Presentations about the different literary texts and writers

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.3	Describe the basic techniques, strategies and critical approaches to the English poetry	K3	• Lectures • Discussion • Close reading and text analysis • Collaborative learning/Teamwork • Personal engagement with texts	• Progress Test • Assignments • Quizzes • Final Exam • Presentations about the different literary texts and writers
2.0	Skills			
2.1	Explain the distinguishing principles and aspects of English poetry while analyzing the various forms of poetry	S3	• E-learning • Lectures • In-class thematic discussions: teaching students to think independently and engage in group discussions	• Individual meetings with students to evaluate their appreciation of their own work; • Student presentations • Evaluation of quizzes, assignments, and the progress test/final exam
2.2	Analyze and appreciate various poems in light of the theories and schools of poetry	S6	• E-learning • In-class thematic discussions: teaching students to think independently and engage in group discussions	Individual assignments Progress Test/Final Exam
2.3	Compare and contrast different	S6	• Live monologues	Individual

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	poems critically		• One-midterm test • Assignments • Quizzes • Final Exam • Presentations about the different literary texts and writers	assignments Progress Test/Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Participate actively in class discussion and think critically of cultural and historical highlights that have influenced literary pieces	V1	• Lectures • Discussion • Group and individual assignments • Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards.
3.2	Communicate appropriately using IT tools and technology to access, contribute and share intercultural knowledge	V2	• Lectures • Discussion • Group and individual assignments • Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards.
3.3	Act dutifully and ethically in carrying out individual as well as group literary projects that engage students with social issues	V3	• Lectures • Discussion • Group and individual assignments • Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards

C. Course Content

No	List of Topics	Contact Hours
1.	General introduction to course topics	3
2.	The theory of Poetry: Definition of poetry, form, musical devices (rhyme, rhythm), theme, imagery, figures of speech	6
3.	Reading the Poem "The Man He Killed" [by Thomas Hardy] Meaning and Idea “The Road Not Taken” [by Robert Frost]	3
4.	Personification “Stopping by Woods” [by Robert Frost] Tone “Ballad of Birmingham” [by Dudley Randall]	3
5.	Background on Romantic Poetry “I wandered lonely as a cloud” [by W. Wordsworth]	3
6.	"The Solitary Reaper" [by W. Wordsworth]	3
7.	“The Tiger” [by William Blake]	3
8.	Denotation and Connotation, Apostrophe, Metonymy "Ozymandias" [by Percy B. Shelley]	3

	"To Autumn" [by John Keats]	
9.	Imagery "Winter" [by W. Shakespeare]	3
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	5	10%
2.	Quiz 2	9	10%
3.	Progress Test	7	30%
4.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Johnson, G., & Arp, T.R. (2017). Perrine's Sound & Sense: An Introduction to Poetry (15th ed.). Cengage Learning.
Essential References	• Abrams, M.H. (2021). A Glossary of Literary Terms (8th Edition). Thomson • Hamilton, I., & Noel-Tod J. (2014) The Oxford Companion to Modern Poetry. New York, NY: Oxford University Press. • Myers, Jack & Don C. Wukasch. Dictionary of Poetic Terms. Denton: University of North Texas Press, 2003. • Perlman, E. (2018). Seven types of ambiguity. Melbourne, Vic.: Penguin Books. • CAREY, J. (2021). LITTLE HISTORY OF POETRY. S.1.: YALE UNIVERSITY PRESS • ROMANTIC POETS: Byron, shelly, and keats. (2021). S.1.: IGNATIUS
Electronic Materials	Students are motivated to explore relevant electronic materials for further details: www.shmoop.com www.gradesaver.com www.sparknotes.com www.questia.com search. proquest.com (only for campus-connected computers)
Other Learning Materials	Use of computers and audio-visual equipment

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	Dictionaries, English- skills software, Linguistic and language atlases.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Morphology**
Course Code:	**ENG426-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification	
1. Credit hours:	5
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 10/Year 4	
4. Course general Description ENG 426 is a Morphology course taught to students in Semester 10.	
5. Pre-requirements for this course (if any): ENG320-5 Introduction to Linguistics	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) It is expected that by the time students have finished studying this course, they should be able to: • understand the peculiar nature of morphology • expound on different types of morphemes in English • explain the constituent structures of syllables, phonemes, morphemes, and words. • state the various types of word formation processes that exist in English	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	50

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Distinguish between different types of morphemes in the English language	K1	Lectures and class discussions	Worksheets, Quiz, midterm & final exams
1.2	Recognize the differences between the terms: morphemes, morphs & allomorphs	K2	Lectures and class discussions	Worksheets, Quiz, midterm & final exams
1.3	Understand the internal structure of English words	K2	Lectures and class discussions	Worksheets, Quiz, midterm & final exams
1.4	Identify the different processes of word formation in the English language	K1	Lectures and class discussions	Worksheets, Quiz, midterm & final exams
2.0	Skills			
2.1	Think critically and analytically	S2	Students are assigned tasks to complete individually or in group work (e g., worksheets, seminars, etc.)	Worksheets, Quiz, midterm & final exams

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.2	Use standard and academic English	S1	Class discussions for teaching students to think independently and engage in group discussions.	Worksheets, Quiz, midterm & final exams
2.3	Pass sound judgment after reading some information	S3	Class discussion with students.	Worksheets, Quiz, midterm & final exams
2.4	Make use of information from primary and secondary sources in support of a valid thesis and argument	S3	Class discussions for teaching students to think independently and engage in group discussions.	Worksheets, Quiz, midterm & final exams
3.0	Values, autonomy, and responsibility			
3.1	Undertake professional, independent learning, which leads to life-long learning	V1	Class participation and discussion.	Observations/ Checklists
3.2	Act responsibly and ethically in carrying out individual as well as group projects	V3	Class participation and discussion.	Observations/ Checklists
3.3	Participate in class discussions, and think critically	V1	Class participation and discussion.	Observations/ Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	What is morphology?	10
2.	Words, dictionaries, and the mental lexicon	5
3.	Lexeme formation: the familiar	10
4.	Productivity and creativity	5
5.	Lexeme formation: further afield	5
6.	Inflection	5
7.	Typology	5
8.	Theoretical Challenges	5
Total		**50**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz (Chapters 1 & 2)	Varies	5%
2.	3 Worksheets	Varies	15%
3.	Progress Test (Chapters 3, 4, and 5)	6	30%
4.	Final Exam (All Chapters)	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	LIEBER, ROCHELLE (2015). Introducing Morphology (second edition). CAMBRIDGE UNIVERSITY PRESS. (Chapters 1-10 except chapters 8 & 9)
Essential References	-Haspelmath, Martin (2002). Understanding Morphology. Co-published in the United States of America by Oxford University Press Inc., New York. -Haspelmath, Martin & Sims, Andrea (2010). Understanding Morphology (second edition). Hodder Education, an Hachette UK Company. -Alexander, Takar (2012). Introduction to English Morphology. PETER LANG GmbH. DOI 10.3726/978-3-653-01564-5. - Hamawand, Zeki (2011). Morphology in English: Word Formation in Cognitive Grammar. Continuum International Publishing Group.
Electronic Materials	Blackboard online facilities, SDL, Internet search capabilities
Other Learning Materials	Longman Dictionary of Contemporary English/ Oxford Advanced Learner's Dictionary

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Applied Linguistics 1**
Course Code:	**ENG422-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages & Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification					
1. Credit hours:	5				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 10/Year 4					
4. Course general Description • To give the learners an idea of the main theories of first and second language acquisition. • To review the approaches that influence learners' performance and non-linguistic factors that affect language learning. • To familiarize students with language learning strategies. • To introduce the key features of language planning and language policy.					
5. Pre-requirements for this course (if any):					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) To introduce applied linguistics as a multidisciplinary subject and develop an understanding of the complexity of first and second language acquisition.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**50**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe the process of first language acquisition and development	K1	Lectures	Classroom discussion
1.2	Articulate and compare the various theoretical approaches explaining first and second language learning	K1	Lectures and discussion	Group assignments and quizzes
1.3	Compare the various theories and models that explain second language learners' errors	K2	Group work discussion leads to writing a critique essay.	Students critically write an essay on some theories
1.4	Identify the main non-linguistic factors that influence second language learning	K2	Lectures and discussion	Assignments and quiz
2.0	Skills			
2.1	Critically analyze and evaluate the robustness of the theoretical approaches that explain first and second language learning	S1	Oral classroom discussion	Group Work Discussion
2.2	Analyze second language learners' performance and explain the primary	S1	Classroom discussion and demos.	Identifying and classifying actual errors

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	sources of learners' errors			
2.3	Evaluate the role of the non-linguistic factors in facilitating or hindering second language learning	S2	Group discussion whether these factors are dependent or independent.	Assignments
2.4	Apply the most effective ways to learn a second language in the classroom	S3	Discussion and demos.	Assignments and observations
3.0	Values, autonomy, and responsibility			
3.1	Reflect critically on different theories of first and second language acquisition	V1	Classroom Discussions, teamwork, demos.	Group assignments and observations
3.2	Take responsibility for their own learning strategies	V2	Classroom discussions, teamwork, demos.	Group assignments and observations
3.3	Understand the strengths and weaknesses of individual second language acquisition theories and approaches to learners' performance	V3	Classroom discussions and teamwork	Group assignments and observations

C. Course Content

No	List of Topics	Contact Hours
1.	What is Linguistics and Applied Linguistics? Definition and areas of Applied Linguistics.	5
2.	Approaches to first language acquisition	10
3.	Approaches to second language acquisition	10
4.	Approaches to learners' performance	10
5.	Non-linguistic factors affecting language learning	5
6.	Language Learning Strategies	5
7.	Language planning and language policy: Goals and Types	5
Total		**50**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1 (Chapters 1 & 2)	3	10%
2.	Progress Test (Chapters 2, 3, and 4)	6	30%
3.	Assignment (Mini Research Task on Chapters 4 & 5)	8	10%
4.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Noor, H. & Al-Qadi, N. (2016). A Course in Applied Linguistics for EFL/ESL Arab Students. Berlin: Peter Lang International Academic Publishers. DOI: https://doi.org/10.3726/b10380
Essential References	1. Lightbown, P., & Spada, N. M. (2013). How languages are learned. Oxford [England: Oxford University Press. ISBN 978-0-19-454126-8; 256pp. 2. Cook, V. (2001), Second Language Learning and Language Teaching, Edward Arnold. 3. Ferguson, Gibson. (2006). Language Planning and Education. Edinburgh: Edinburgh University Press. (Selected chapters).
Electronic Materials	N/A
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Research Methods**
Course Code:	**ENG411-4**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

1. New template version as of 2/12/2023
2. The version in use from 12/10/2022 to 2/11/2023
3. The version in use from 8/21/2022 to 12/9/2022
4. Prior to 8/21/2022

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1. References and Learning Resources	10
2. Required Facilities and Equipment	10
F. Assessment of Course Quality	10
G. Specification Approval Data	10

A. General information about the course:

Course Identification					
1. Credit hours:	4				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 10/Year 4					
4. Course general Description Research Methods capitalizes on the knowledge and skills the students have acquired over their three years of BA studies. It introduces them to the principles, approaches, techniques, and ethics of conducting research and acquaints them with the salient traits that characterize research in Applied Linguistics, Literature, and Translation Studies. The course also guides students to benefit from the resources and applications information technology has made available for researchers. The course follows a cyclical pattern of progression; it echoes writers' non-linear thinking, reading, and writing processes.					
5. Pre-requirements for this course (if any): ENG217-3 Writing 4					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) This course seeks to: - introduce students to academic research, - equip students with the basic skills to prepare a research proposal and conduct research, - initiate students to undertake research.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	40	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	40
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**40**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe clearly and accurately the essential stages of conducting research	K3	Lectures, Power Point Presentation, and Class Discussions	Individual Assignments and tests/exams
1.2	Define the important technical terms and concepts related to research methodology	K2	Lectures, Power Point Presentation, and Class Discussions	Individual Assignments and tests/exams that include MCQ questions, gap-fill, true/false, and information questions
2.0	Skills			
2.1	Integrate and synthesize knowledge from different sources efficiently	S6	Lectures, Power Point Presentation, and Class Discussions	Research Proposal
2.2	Evaluate a language-related research paper for overall quality, cohesion, coherence, and persuasiveness	S3	Lectures, Power Point Presentation, and Class Discussions	Individual Assignments/Oral Presentation
2.3	Write a preliminary language-related research proposal	S3	Lectures, Power Point Presentation, and Class Discussions	Research Proposal
2.4	Use databases	S9	Lectures, Power	Research

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	efficiently to search for relevant online material		Point Presentation, and Class Discussions	Proposal/Oral Presentation and tests that include MCQ questions, gap-fill, and true/false
2.5	Select the research design and sample	S9	Lectures, Power Point Presentation, and Class Discussions	Research Proposal/Oral Presentation and tests that include MCQ questions, gap-fill, and true/false
3.0	Values, autonomy, and responsibility			
3.1	Select relevant community problems as language research topics and critically reflect on them	V1	Classroom Discussions Tasks	Research Proposal (Assignment 1, Topic Selection)
3.2	Demonstrate professional teamwork skills while doing research tasks in groups or pairs	V2	Group Discussion Tasks	Research Proposal/Group Presentation

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.3	Defend their research proposal, including research methods, in an ethically approved manner, both individually and in a group	V3	Group Discussion Tasks	Research Proposal/Group Presentation
3.4	Consider ethical issues in research	V3	Group Discussion Tasks	Research Proposal/Oral Presentation and tests that include MCQ questions, gap-fill, and true/false

C. Course Content

No	List of Topics	Contact Hours
1.	General introduction to course topics	4
2.	**Chapter 1** Research: a way of thinking Research: an integral part of your professional practice Research: a way to gather evidence for your practice Evidence-based practice Research: What does it mean? The research process: its characteristics and requirements Types of research Application perspective Objective perspective Enquiry modes	4
3.	1 The research process: a quick glance The research process: an eight-step model: A: Deciding what to research	4

	Step one: Formulating a research problem B. Planning how to conduct the study Step two: Conceptualizing a research design Step three: Constructing an instrument for data collection	
3.	Step four: Selecting a sample Step Five: Writing a research proposal C: Conducting a research study Step six: Collecting data Step seven: Processing and displaying data Step eight: writing a research report	4
4.	Step One: FORMULATING A RESEARCH PROBLEM Reviewing the literature The place of the literature review in research: 1. Bringing clarity and focus to your research problem Improving you research Methodology	4
5.	Step One: FORMULATING A RESEARCH PROBLEM Formulating a research problem 1. The research problem, 2. The importance of formulating a research problem Identifying variables Step One: FORMULATING A RESEARCH PROBLEM Constructing hypothesis 1. The definition of a hypothesis 2. The functions of a hypothesis Writing an Introduction Step Two: Conceptualizing A Research Design	4

6.	The research design 1. What is a research design? The function of a research design of hypothesis Step Two: Conceptualizing A Research Design Selecting a study design 1. Difference between qualitative and quantitative study designs 2. Study design in quantitative research - Study designs based on the number of contacts - Study designs based on the number of investigation Study design in qualitative research Focus groups	4
7.	Step three: Constructing an instrument for data collection Selecting a method of data collection Collecting data using primary sources -Observation -The interview -The questionnaire -Constructing a research instrument in quantitative research -Asking personal and sensitive questions -The order of questions Methods of data collection in qualitative research -Observation -Secondary sources Step Five: Writing a research proposal Writing a research proposal Referencing	4
8.	Step Six: Collecting Data Collecting data Considering Ethical Issues in Research	4

	1. Ethics: the concept 2. Stakeholders in research 3. Ethical issues to consider concerning research participants	
9.	Writing a Research Report	4
Total		**40**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment 1 (Introduction + Literature Review + Research Problem + Research Questions + Hypothesis)	5	10%
2.	Assignment 2 (Methodology Section + Conclusion + References)	8	10%
3.	Progress Test	6/7	30
4.	Oral Presentation	9/10	10%
5.	Final Exam	12/13	40%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	**Adapted Material Approved from the Department of English from:** Kumar, Ranjit. 2019. Research Methodology a step-by-step guide for beginners. Fifth Edition. SAGE Publication. Neville, C. (2007) The Complete Guide to Referencing and Avoiding Plagiarism, New York: Open University Press.
Essential References	Griffee, D. (2012), An Introduction to Second Language Research Methods: Design and Data, University of California: TESL-EJ Publications.
Electronic Materials	https://www.coursera.org/learn/research-methods Intro to Research Methods - YouTube Research Methods - Introduction - YouTube https://www.researchmethods.co.uk/
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Translation 1**
Course Code:	**TRN340-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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3. The version in use from 8/21/2022 to 12/9/2022
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A. General information about the course:

Course Identification					
1. Credit hours:	3				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 9/Year 3					
4. Course general Description This course is based on the language skills that students have developed in writing, reading, and grammar courses in previous levels and paves the way for them to take — with an already strong background — the more advanced Translation II and Translation III courses. It introduces them to the basic concepts and characteristics of translation work, dictionary use, different types and genres of texts, etc. Aside from developing the students' translation skills, it contributes to their language skills, i.e., reading, writing, vocabulary, and grammar.					
5. Pre-requirements for this course (if any):					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) 1. Translate language of words, phrases, and idiomatic expressions, having understood the source text properly. 2. Use mono-and-bi-lingual dictionaries to recognize the intended meanings of words and phrases in their own contexts. 3. Translate sentences and short texts from English into Arabic and vice versa. 4. Use contextual cues to understand and identify the right or appropriate equivalents in the source and target texts in question. 5. Translate short texts in a wide range of text types and genres (religion, literature, science, media, education, etc.), set in different text genres (exposition, narration, description, information, etc.).					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**30**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define translation in the broad sense	K1	Lectures Discussions	Quizzes Assignments Progress Test Final Exam
1.2	Discuss the way of translating short sentences and proverbs with a focus on meaning	K2	Lectures Discussions	Quizzes Assignments Progress Test Final Exam
1.3	Identify translation problems and how to solve them	K2	Lectures Discussions	Quizzes Assignments Progress Test Final Exam
1.4	Recognize new techniques in translation	K2	Lectures Discussions	Quizzes Assignments Progress Test Final Exam
2.0	Skills			

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.1	Apply translation rules to all types of text	S2	Lectures Discussions	Quizzes Assignments Progress Test Final Exam
2.2	Translate a variety of text types appropriately and accurately from English to Arabic and vice versa	S2	Lectures Discussions	Quizzes Assignments Progress Test Final Exam
2.3	Solve translation problems	S2	Lectures Discussions	Quizzes Assignments Progress Test Final Exam
2.4	Use different techniques in translation	S2	Lectures Discussions Group discussions	Quizzes Assignments Progress Test Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Work effectively in groups and exercise the role of parceling out translation work when students are divided into groups	V3	Lectures Close Follow-up and astute constructive criticism	Observations/ Checklists
3.2	Take responsibility for their own learning and continuing personal and professional development by supporting and attempting to convince the	V1	Lectures Close Follow-up and astute constructive criticism	Observations/ Checklists

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	instructor of their own translational choices			

C. Course Content

No	List of Topics	Contact Hours
1.	General introduction to topics	3
2.	Introducing translation concepts	3
3.	Comparison between English and Arabic sentence structures and their realizations	3
4.	Spotting difficulties and how to solve them	3
5.	Introducing different ways of conveying the same meaning, and what would distort the source text message	3
6.	Introducing new genres and text types	3
7.	Familiarizing students with the salient features of different text types	3
8.	Translating actual contemporary natural texts from the world	9
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment	5	10%
2.	Quiz	9	10%
3.	Progress Test	6/7	30%
4.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	While no particular reference book is required as a set book, as texts are selected from different sources and technical terms are introduced and explained in class, the instructors may refer to the following textbook to support their translational choices, etc. Altarabin, M. (2019). Basics of Translation: A Textbook for Arab University Students. Cambridge Scholars Publishing. Almanna, A. (2018). The Nuts and Bolts of Arabic-English Translation: An Introduction to Applied Contrastive Linguistics. Cambridge Scholars Publishing
Essential References	Again, while no reference material is essential for this course, students are advised to buy an English-English dictionary and to be instructed on how to look up words and select the meanings intended. On the top of the list come the following dictionaries: - Longman Dictionary of Contemporary English (Paper and Online Access) (6th Edition) Paperback – January 1, 2015 - Oxford Advanced Learner's Dictionary, 8th edition (Oxford Advanced Learner's Dictionary) 8th Edition. - Cambridge Advanced Learner's Dictionary, 4th Edition - Collins COBUILD Advanced Learner's Dictionary: The Source of Authentic English, 2018
Electronic Materials	Online dictionaries and corpora such as: https://www.dictionary.com/ https://www.merriam-webster.com/ https://www.english-corpora.org/bnc/
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Drama**
Course Code:	**ENG332-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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1. References and Learning Resources	7
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F. Assessment of Course Quality	8
G. Specification Approval Data	8

A. General information about the course:

Course Identification					
1. Credit hours:	3				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 9/Year 3					
4. Course general Description This course introduces students to the developments in Western drama from Antiquity to the present day. After briefly discussing the main function and elements of Ancient Greek drama, the course focuses on two pivotal moments: the Age of Shakespeare, characterized by the quest for universal values, and the Modernist period, characterized by the decay of Western ideals due to the horrors of the two World Wars. Two texts will be studied in their entirety, one by Shakespeare and one by Shaw or another Modernist playwright, in order to illustrate the shift from universal values to social activism. Although the course offers a broad perspective on Modernist issues (from Shaw's social optimism to feminism, the theater of anger, and the theater of the absurd), only one Modernist play is considered in detail due to time constraints. Besides the diachronic perspective, the course reinforces the fundamentals of drama, partially studied in the course Introduction to Literary Forms. By course end, students will be able to understand and analyze dramatic techniques and elements such as plot, character, setting, theme, structure, symbols, and leitmotifs in any given dramatic text.					
5. Pre-requirements for this course (if any): ENG330-5 Introduction to Literary Forms					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) • To introduce students to the theory of drama and its relevance in a modern context; • To provide students with a chronological/historical background of Drama in its diachronic evolution • To reinforce students' skills of comparison, analysis, and critical thinking of various dramatic texts in light of modern literary approaches • To promote students' knowledge of issues of gender, class, and race as well as the relationship between texts, authors, and readers as categories of literary analysis • To foster the students' analytical and critical approach to drama through research assignments.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**30**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe the basic elements related to drama: theme, plot, conflict, dialogue, characterization, structure, types of drama, and theatrical effects	K2	Lectures Discussion Collaborative learning/Teamwork	Progress Test Assignments Quizzes Final Exam
1.2	Identify and explain the strategies and principles of various dramatic and theatrical schools prevailing in the 20th century and compare	K3	Lectures Discussion Close reading and text analysis	Live monologues Progress Test Assignments Quizzes

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	them with previous ones		Collaborative learning/Teamwork	Presentations about the two plays and playwrights Final Exam
2.0	Skills			
2.1	Analyze the basic aspects of drama: theme, plot, conflict, dialogue, characterization, structure, theatrical effects, and social background in relation to any dramatic texts	S6	Lectures Discussion Close reading and text analysis Collaborative learning/Teamwork	Live monologues Progress Test Assignments Quizzes Presentations about the two plays and playwrights Final Exam
2.2	Compare and contrast various dramatic texts (plays) as well as parts of the same play within the framework of major critical approaches to drama	S3	Lectures Discussion Collaborative learning/Teamwork Close reading and text analysis	Progress Test Assignments Quizzes Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Deepen and monitor their own learning both in the classroom and at the workplace	V1	Individual assignments Class discussions Group assignments	Students' behavior during assignments is monitored and evaluated against planned standards.
3.2	Demonstrate cultural responsiveness while	V2	Individual	Students' behavior

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	interacting with others		assignments Class discussions Group assignments	during assignments is monitored and evaluated against planned standards.
3.3	Act responsibly and ethically in carrying out individual as well as group assignments	V3	Individual assignments Class discussions Group assignments	Students' behavior during assignments is monitored and evaluated against planned standards.

C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1: Theory of Drama	10
2.	Unit 2: Macbeth	10
3.	Unit 3: The Doctor's Dilemma + All 3 Textbooks	10
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	5	10%
2.	Quiz 2	9	10%
3.	Progress Test	7	30%
	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Texts prepared by the Department include: ✓ *Macbeth* by William Shakespeare. ✓ *The Doctor's Dilemma* by George B. Shaw. ✓ *The Theory of Drama* compiled by Dr. Iustin Sfariac. **Other Alternative Texts:** ✓ Euripides' *Alcestis* ✓ William Shakespeare's *The Merchant of Venice* ✓ William Shakespeare's *Julius Caesar* ✓ William Shakespeare's *The Tempest* ✓ George Bernard Shaw's *Arms and the Man* OR, or *Major Barbara* ✓ Henrik Ibsen's *A Doll's House or An Enemy of the People*
Essential References	Rush, David. A Student Guide to Play Analysis. Carbondale: Southern Illinois University Press, 2005. ISBN 0-8093-2608-6 Klaus, Carl H., Miriam Gilbert, and Bradford S. Field, Jr., eds. Stages of Drama: Classical to Contemporary Theater. 5th ed. [n.b.]. Boston: Bedford/ St. Martin's, 2003. ISBN: 031239733X Unwin, Stephen, and Carole Woddis, A Pocket Guide to 20th Century Drama. UK: Faber and Faber, 2001. ISBN: 0571200141 Letwin, David, et al. The Architecture of Drama. Toronto: The Scarecrow Press, 2008. ISBN-10: 0-8108-6129-1
Electronic Materials	https://ocw.mit.edu/courses/literature/21l-005-introduction-to-drama-fall-2004/index.htm
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	Dictionaries, English- skills software, Linguistic and language atlases.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Short Story**
Course Code:	**ENG331-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

1. New template version as of 2/12/2023
2. The version in use from 12/10/2022 to 2/11/2023
3. The version in use from 8/21/2022 to 12/9/2022
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A. General information about the course:

Course Identification	
1. Credit hours:	3
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 9/Year 3	
4. Course general Description This course is designed as an introduction to short fiction, especially different short stories. Students will be introduced to a range of short texts written in English and some significant short stories translated into English. The course aims to broaden students' understanding and appreciation of the range of writing in short forms. The course provides students with insight into various types of short stories. It reinforces the theory studied in Introduction to Literary Forms (the definition of short story, the characteristics of the language of short story, symbolism, themes, etc.). It introduces 7 short stories belonging to different literary movements.	
5. Pre-requirements for this course (if any): ENG330-5 Introduction to Literary Forms	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) • To develop the students' understanding of different elements of a short story: plot, structure, characters, point of view, setting, motifs, themes, and symbolism. • To familiarize students with the techniques for the critical analysis of short stories • To provide students with critical tools necessary for the analysis of short stories in the cultural and historical context	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the characteristics, technicalities, and components of short story	K2	Lectures, Discussions, Relating content to prior knowledge, Regular review	Progress Test Final Exam Assignments/quizzes
1.2	Recognize the critical theories and fundamentals and notable English short story writers	K3	Discussions, Co-operative learning, Regular review	Progress Test Final Exam Assignments/quizzes
1.3	Describe the basic techniques, strategies, and critical approaches to the English short story	K3	Encouraging extracurricular involvement	Assignments/quizzes
2.0	Skills			
2.1	Explain the distinguishing principles and aspects of the English short story	S5	Discussions, Lectures, Co-operative learning	Evaluating students' participation in classroom discussions, the Progress

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				Test, the Final Exam, Assignments/quizzes
2.2	Analyze and appreciate various short stories in light of the relevant theories	S6	Discussions, Lectures, Co-operative learning	Evaluating students' participation in classroom discussions, the Progress Test, the Final Exam, Assignments/quizzes
2.3	Critically compare and contrast different short stories	S3	Discussions, Lectures, Co-operative learning,	Evaluating students' participation in classroom discussions, the Progress Test, the Final Exam, Assignments/quizzes
3.0	Values, autonomy, and responsibility			
3.1	Participate actively in quizzes and in-class discussions about the cultural and historical factors that have influenced English short story	V1	Discussion, Group and individual assignments	Observations/ Checklists
3.2	Develop critical thinking ability for exploring cultural and historical factors that have influenced English short stories	V2	Discussion, Group individual assignments and Pair work	Observations/ Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	General introduction to course topics	3
2.	Theoretical Topics: Definition and Genres of short story, Origins, Modern Short Stories, Elements, Characteristics, Length, Characterization, Protagonist, Antagonist, Conflict, Flashback, Setting, Symbol, Theme	3
3.	Story 1: "Old Man at the Bridge" by Ernest Hemingway	3
4.	Story 2: "The Necklace" by Guy de Maupassant	3
5.	Story 3: "The Tell-Tale Heart" by Edgar Allan Poe	3
6.	Story 4: "Cat in the Rain" by Ernest Hemingway	3
7.	Stories 1, 2, 3, and 4.	3
8.	Story 5: "My Dead Brother Comes to America" by Godin	3
9.	Story 6: "The Story of an Hour" by Kate Chopin	3
10.	Story 7: "The Gift of the Magi" by O. Henry	3
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	5	10%
2.	Quiz 2	9	10%
3.	Progress Test	7	30%
4.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Eng. 331-3 Short Story Edited by Dr. Iustin Sfariac
Essential References	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. Milton Crane, Fifty Great Short Stories, Bantam Classics: Reissue Ed., 1983. (ISBN: 0553277456)
Electronic Materials	N/A
Other Learning Materials	https://www.literature.com/ https://americanliterature.com/

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	Dictionaries, English- skills software, Linguistic and language atlases.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**English Phonology**
Course Code:	**ENG325-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification	
1. Credit hours:	5
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 9/Year 3	
4. Course general Description This course explores many of the classic and current topics in sound patterns of English and other world languages, as well as the theories and skills used to analyze them. The course explores the reality of the phoneme, productivity of patterns, and interactions with phonetics. This course also deals with the analyses of stress patterns, syllable structure, lexical classes, phonotactics rules, and distinctive features of sounds.	
5. Pre-requirements for this course (if any): ENG321-5 Phonetics	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) Upon completion of this course, students are expected to be able to: 1. Distinguish between Phonetics and Phonology. 2. Describe the sound patterns in English. 3. Transcribe sounds in IPA symbols. 4. Distinguish between phonemes and allophones. 5. Explain the various phonological processes in English. 6. Illustrate the syllable tress and syllabification. 7. Identify the stress rules of English words and sentences.	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	50

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe phonetic and phonological classification of speech sounds	K1	- Discussion - Lecturing - Relate content to students' previous knowledge - Constant review	Class participation - Quizzes and assignments - Class presentations – a midterm exam and a final exam
1.2	Define the major concepts of Phonology, such as phonological rules, syllable patterns, phonotactic rules, stress, and intonation	K3	- Discussion - Lecturing - Relate content to students' previous knowledge - Constant review	Class participation - Quizzes and assignments - Class presentations - a midterm exam and a final exam
1.3	Define distinctive features and their classificatory function	K1	- Discussion - Lecturing - Relate content to students' previous knowledge - Constant review	Class participation - Quizzes and assignments - Class presentations - a midterm exam and a final exam
2.0	Skills			
2.1	Transcribe words and sentences broadly and narrowly using	S2	Pair work -Group work -Individual assignments - Thematicdiscussions	-Class participation - A Midterm exam - Group

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	IPA symbols			assignments
2.2	Analyze basic phonological problems	S5	Pair work -Group work -Individual assignments - Thematicdiscussions	-Class participation -A Midterm exam - Group assignments
2.3	Classify and produce the sounds of English according to the place and manner of articulation	S2	Pair work -Group work -Individual assignments - Thematicdiscussions	-Class participation - A Midterm exam - Group assignments
2.4	Apply knowledge of English Phonetics and Phonology orally and in writing	S5	Pair work -Group work -Individual assignments - Thematicdiscussions	-Class participation - A Midterm exam - Group assignments
3.0	Values, autonomy, and responsibility			
3.1	Take responsibility for their own learning and continuing personal and professional development	V1	-Pair work -Group work -Individual assignments - Thematic discussions	Assignments, Group Tasks, Survey/Rubrics
3.2	Work effectively in groups and exercise leadership when appropriate	V2	-Pair work -Group work -Individual assignments - Thematic discussions	Assignments, Group Tasks, Survey/Rubrics
3.3	Act responsibly in personal and professional relationships	V3	-Pair work -Group work -Individual assignments - Thematic discussions	Assignments, Group Tasks, Survey/Rubrics

C. Course Content

No	List of Topics	Contact Hours
1.	Review of Phonetics and Phonetics and Phonology	5
2.	Sub-Segmental Phonology (Distinctive features)	5
3.	Segmental Phonology: (1.1)-Phonological Analysis: minimal pairs/sets, contrastive distribution, free variation (1.2)-Phonological Analysis: complementary distribution, phonetic similarity & natural classes, neutralization	7.5
4.	Phonological rules Common allophones of English phonemes	5
5.	Common Phonological processes	7.5
6.	Weak Forms Syllable Structure, Template, Tree, Syllable Patterns and Syllable Types	5
7.	Syllabification, Ambisyllabicity, maximum onset principle Initial and final Clusters and Sonority Hierarchy	5
8.	Supra-segmental Features (Stress)	5
9.	Supra-segmental Features (Intonation and Tone)	5
Total		50

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	4 Assignments at 5 Marks Each	Varies	20%
2.	Progress Test	6	30%
3.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Carr, P. (2019). English phonetics and phonology: An introduction. John Wiley & Sons.
Essential References	Pennock-Speck, B., & Valor, M. L. G. (2020). A Practical Introduction to English Phonology, 2nd (Vol. 40). Universitat de València. Clark, J., Yallop, C., & Fletcher, J. (2007). An introduction to phonetics and phonology. Wiley-Blackwell.
Electronic Materials	Longman Dictionary of Contemporary English Oxford Advanced Learner's Dictionary
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Phonetics**
Course Code:	**ENG321-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification					
1. Credit hours:	5				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 8/Year 3					
4. Course general Description This course aims at introducing the basic concepts of phonetics, branches of phonetics, organs of speech, and speech production mechanisms. The course will also cover different varieties of English, letters, and speech sounds. The course then moves to a complete description of speech sounds, namely English consonants and vowels, with a discussion in detail. At the end of the course, students will be practicing phonemic transcription.					
5. Pre-requirements for this course (if any):					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) The main purpose of this course is to familiarize students with the basics of articulatory phonetics.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	50

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define phonetics and its branches, and identify the difference between phonetics and phonology	K2	Lectures Group work Pair work Discussion Discovery activities	Quizzes (*MCQ, gap-filling*) Tests (*Completing tables, open-ended questions*)
1.2	Name the organs of speech, label them in a diagram and explain the speech production mechanism	K3	As above	Quizzes (*MCQ, gap-filling*) Tests (*Completing tables, labeling diagrams, defining, open-ended questions*)
1.3	Explain the differences between letters and phonemic symbols, the IPA, and British and American pronunciation	K3	Video activities As above	Tests *(open ended questions, sentence completion)*
1.4	Classify and explain the basic sound system of English and distinguish between consonants and vowels	K1	Video activities As above	Tests *(True/false questions, completing tables, open-ended questions)*
1.5	Define and describe consonants in terms of place and manner of articulation, explain states of the glottis, and review	K2	As above	As above

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	the full articulatory description of consonants			
1.6	Define and describe vowels, states of muscles, tongue's vertical and horizontal movements, and states of lips, and classify them into simple and complex ones	K2	As above	As above
2.0	Skills			
2.1	Apply their knowledge to communicate effectively by pronouncing English sounds correctly	S2	Lectures Elicitation Peer/group work Discovery activities	Oral quizzes
2.2	Relate L1 with L2 speech sounds	S7	As above	Quizzes *(MCQ)*
2.3	Recall the correct state of the glottis, place, and manner of articulation for each consonant sound and apply deeper knowledge of differentiating consonants in terms of the features above	S5	As above	Quizzes *(True/false questions, completing tables, open-ended questions)*
2.4	Recognize various types of vowels within syllables and differentiate them in terms of tongue positions	S3	As above	As above
2.5	Use phonemes	S3	As above	As above

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	correctly to transcribe words phonemically		Using dictionaries	
3.0	Values, autonomy, and responsibility			
3.1	Relate their knowledge and learning experience to develop competence in using different phonetic applications or related websites	V1	Providing students with the required applications, websites and how to use them.	Individual tutoring Blackboard statistics Surveys
3.2	Reflect on their learning experience of English sounds to improve overall understanding of English pronunciation	V1	Group-work, pair-work	Surveys
3.3	Communicate effectively and appropriately by synthesizing knowledge of English speech sounds	V2	As above	Surveys
3.4	Be an independent learner and exhibit team-oriented behavior	V3	Providing students with the required applications, websites and how to use them.	Class Projects/Group Assignments/Surveys

C. Course Content

No	List of Topics	Contact Hours
1.	(Carr) Introduction to phonetics, branches of phonetics, spelling and speech sounds; letters and phonemic symbols, British and American pronunciation & the IPA	10
2.	(Carr) Review: An Introduction to Phonetics Speech Organs • Organs of speech: The tongue, Active and passive articulators, The velum • Stages of producing speech sounds: Initiation, phonation, oro-nasal and articulation stage	5
3.	Ch.2 (Roach) Review: Speech organs Types of Speech Sounds • Vowels and consonants • Differences between them • Phonemic chart	5
4.	Ch.1 (Carr) + Ch.4 (Roach) Consonants: Introduction • States of the glottis: voiced and voiceless • Place of articulation: bilabial, labiodental, (inter)dental, alveolar, alveo-palatal/palato-alveolar, palatal, velar and glottal • Manner of articulation: stops, fricatives, affricates	5
5.	Ch.1 (Carr) Consonants • Place of articulation: bilabial, labiodental, (inter)dental, alveolar, palato-alveolar, palatal, velar and glottal •Manner of articulation: nasals, liquids and glides Phonemic transcription: Introduction	5

6.	Ch.1 (Carr) Consonants • Manner of articulation: stops, fricatives, affricates, nasals, liquids and glides • Full articulatory description of English consonants (voicing, place, manner) Vowels: Introduction • Vowel classification: simple vowels (monophthongs) and complex vowels (diphthongs and triphthongs) • Tongue vertical and horizontal movement • Monophthongs: short vowels Phonemic transcription practice	5
7.	Ch.3 (Carr) + Ch.3 (Roach) Vowels: Introduction • Monophthongs: short vowels Phonemic transcription practice	5
8.	Ch.4 (Carr) + Ch.3 (Roach) Vowels: Monophthongs • Monophthongs: long vowels • States of lips (rounded vs. unrounded) • Vowel quadrangle, comparison with examples • articulatory description of monophthongs Phonemic transcription practice	5
9.	Ch.4 (Carr) + Ch.3 (Roach) + Worksheets Vowels: Diphthongs and triphthongs • Diphthongs Phonemic transcription practice	5
Total		**50**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes/Assignments	Various	20%
2.	Progress Test	6	30%
3.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Carr, P. (2019). English phonetics and phonology: An Introduction. 3rd Ed. UK: Blackwell Publishing. (Chapters 1 – 4)
Essential References	Roach, P. (2012). English Phonetics & Phonology: A Practical Course. 4th Ed. Cambridge: Cambridge University Press. (Chapters 2 and 3) Collins, B., & Mees, I.M. (2013). Practical Phonetics and Phonology: A Resource Book for Students. Routledge Davenport, M., & Hannahs, J.S. (2005). Introducing Phonetics and Phonology. 2nd Ed. Hodder Education O'Conner, J.D. (1980). Better English Pronunciation. 2nd Ed. Cambridge: Cambridge University Press.
Electronic Materials	Blackboard (KKU Learning Management System) YouTube: 1. How to Learn the British Accent with Listening Practice Link: https://www.youtube.com/watch?v=Y9OFhg17AvI 2. Your Spoken English: RP British English Lesson Link: https://www.youtube.com/watch?v=WY_y4Ysc8Zo 3. RP Phonemes: Pronunciation Tips (BBC learning English) Link: https://www.youtube.com/watch?v=htmkbIboG9Q Useful Websites: http://www.bbc.co.uk/learningenglish/english/features/pronunciation https://www.e-lang.co.uk/mackichan/call/pron/type.html
Other Learning Materials	Baker, A. (2006). Tree or Three: An Elementary Pronunciation Course. 2nd Ed. Cambridge: Cambridge University press

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Technology and Language Learning**
Course Code:	**ENG312-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification	
1. Credit hours:	5
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 8/Year 3	
4. Course general Description The course presents the principle modern technologies in language learning and teaching context. The course demonstrates the extensive, multifaceted implications of technology for language teachers, learners, material developers, and researchers in the field of English as a foreign language.	
5. Pre-requirements for this course (if any):	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) The main objective of this course is to introduce the use of modern technology in language learning and teaching. The course will introduce the use of modern software and web applications for language teaching, learning, and analysis. The course will also discuss issues related to language and technology, especially in the EFL context.	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	50

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recall and describe the development of technologies in foreign language education	K3	Video, demonstrations, modeling, in-class preparation, tutorials and others as the instructor sees fit.	Exams, quizzes, assignments, and tutorial sessions
1.2	Identify the common types and categories of digital technologies used in DLL&T	K3	Video, demonstrations, modeling, in-class preparation, tutorials and others as the instructor sees fit.	Exams, quizzes, assignments, and tutorial sessions
1.3	Summarize computer, mobile, and web-based resources available that can be used for language learning	K3	Video, demonstrations, modeling, in-class preparation, tutorials and others as the instructor sees fit.	Exams, quizzes, assignments, and tutorial sessions
1.4	Explain the common language learning and technology concepts, terms, and abbreviations	K3	Video, demonstrations, modeling, in-class preparation, tutorials and others as the instructor sees fit.	Exams, quizzes, assignments, and tutorial sessions
1.5	Discuss the different types of digital assessment and evaluation	K3	Video, demonstrations, modeling, in-class preparation, tutorials and others as the	Exams, quizzes, assignments, and tutorial sessions

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			instructor sees fit.	
1.6	Identify the current digital language learning research resources	K3	Video, demonstrations, modeling, in-class preparation, tutorials and others as the instructor sees fit.	Exams, quizzes, assignments, and tutorial sessions
2.0	Skills			
2.1	Compare and contrast the different digital tools used in language learning	S3	Video, demonstrations, modeling, in-class preparation, tutorials and others as the instructor sees fit.	Exams, quizzes, assignments, and tutorial sessions
2.2	Utilize and share social media channels about language learning	S8	Video, demonstrations, modeling, in-class preparation, tutorials and others as the instructor sees fit.	Exams, quizzes, assignments, and tutorial sessions
2.3	Explore open educational resources in language learning and research	S9	Video, demonstrations, modeling, in-class preparation, tutorials and others as the instructor sees fit.	Exams, quizzes, assignments, and tutorial sessions
2.4	Employ different types of digital tests to identify language proficiency	S8	Video, demonstrations, modeling, in-class preparation, tutorials and others as the instructor sees fit.	Exams, quizzes, assignments, and tutorial sessions
2.5	Differentiate between the main	S3	Video, demonstrations,	Exams, quizzes, assignments,

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	areas of research in language learning and technology		modeling, in-class preparation, tutorials and others as the instructor sees fit.	and tutorial sessions
2.6	Analyze different digital learning modes in language classes	S3	Video, demonstrations, modeling, in-class preparation, tutorials and others as the instructor sees fit.	Exams, quizzes, assignments, and tutorial sessions
2.7	Construct or defend arguments in support of the use of technology in language learning or in opposition to propositions	S3	Video, demonstrations, modeling, in-class preparation, tutorials and others as the instructor sees fit.	Subjective forms of assessment
2.8	Participate and subscribe to digital language learning organizations, journals, conferences, and websites	S8	Instructor Guided Participation	Subjective forms of assessment
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate an ability to think critically about digital technologies used in language learning	V1	Pair work/Group Work/Individual Assignments/Thematic Discussions	Assignments/Group Tasks/Rubrics
3.2	Communicate effectively in class or discussion forums	V2	Pair work/Group Work/Individual Assignments/Thematic Discussions	Assignments/Group Tasks/Rubrics
3.3	Apply academic ethics and professionalism while	V3	Pair work/Group Work/Individual Assignments/Them	Assignments/Group

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	conducting assignments and projects		atic Discussions	Tasks/Rubrics
3.4	Show responsibility and commitment to the deadlines announced throughout the course	V3	Pair work/Group Work/Individual Assignments/Thematic Discussions	Assignments/Group Tasks/Rubrics

C. Course Content

No	List of Topics	Contact Hours
1.	Chapter 1: History of Technology and Language Learning	5
2.	Chapter 2: Distance Digital Language Learning	5
3.	Chapter 3: Social Media	5
4.	Chapter 4: Applications and Websites	5
5.	Chapter 5: Learning Management Systems	5
6.	Chapter 6: Open Learning Resources	5
7.	Chapter 7: Digital Language Evaluation and Assessment	5
8.	Chapter 8: Emerging Language Learning Technologies	5
9.	Chapter 9: Leadership in DLL&T Field Chapter 10: DLL&T Research	5
10.	Chapter 11: Learning Theories	5
Total		50

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Non-Exam Assessment	Various	20%
2.	Progress Test	7/8	30%
3.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Course Pack will be supplied by the instructor (uploaded to lectures), all materials can be found in the following website https://sites.google.com/kku.edu.sa/digital-language-learn-teach/home
Essential References	Carol A. Chapelle, Shannon Sauro (Éds.), The Handbook of Technology and Second Language Teaching and Learning, Oxford, UK¸ Hoboken, NJ: Wiley-Blackwell, 2017, ISBN: 9781-118-91403-8, 503 pages, 90 € Blyth, C. S., & Thoms, J. J. (Eds.). (2021). Open Education and Second Language Learning and Teaching. doi:10.21832/blyth0992 • Morgana, V., & Kukulska-Hulme, A. (Eds.). (2021). Mobile Assisted Language Learning Across Educational Contexts. doi:10.4324/9781003087984
Electronic Materials	**Journals** CALICO Journal (Computer Assisted Language Instruction Consortium) Teaching English with Technology (IATEFL Poland) CALL-EJ On-line (Online Journal) Computer Assisted Language Learning: An International Journal (Taylor and Francis) CALL Review: the SIG Journal (The IATEFL Special Interest Group's Newsletter) IALLT Journal (International Association for Language Learning Technology) JALTCALL Journal (Japan Association of Language Teaching - Computer-Assisted Language Learning Special Interest Group) Language Learning and Technology (Online Journal) ReCALL (European Association for Computer Assisted Language Learning)

	Journal of Computer Assisted Learning (Blackwell - Computer Assisted Learning in general rather than CALL) AsiaCALL Online Journal (AsiaCALL Online Journal) British Journal of Educational Technology System Innovation in Language Learning and Teaching
Other Learning Materials	https://web.stanford.edu/~efs/callcourse2/CALL1.htm **APACALL:** The Asia-Pacific Association for CALL: http://www.apacall.org. It Organizes the Globalization and Localization in Computer-Assisted Language Learning (GLoCALL) conference jointly with PacCALL: http://glocall.org **AsiaCALL:** The Asia Association of Computer Assisted Language Learning, Korea: http://www.asiacall.org/. AsiaCALL publishes the AsiaCALL Online Journal. CALICO: Acronym for Computer Assisted Language Instruction Consortium, a professional association devoted to promoting the use of technology-enhanced language learning. Founded in the USA in 1982. CALICO publishes the CALICO Journal. **EUROCALL:** A professional association devoted to promoting the use of technology-enhanced language learning, founded by a group of enthusiasts in 1986 and established with the aid of European Commission funding as a formal professional association in 1993: http://www.eurocall-languages.org. IALLT: The US-based International Association for Language Learning Technology, originally known as IALL (International Association for Learning Labs). IALLT is a professional organization dedicated to promoting the effective use of media centers for language teaching, learning, and research. IALLT publishes the IALLT Journal. IATEFL: The UK-based International Association of Teachers of English as a Foreign Language. IATEFL embraces a Learning Technologies Special Interest Group (LT SIG) and publishes the CALL Review. **JALTCALL:** Japan: http://jaltcall.org/. JALT publishes the JALTCALL Journal: http://jalt.org/jj **IndiaCALL:** The India Association of Computer Assisted Language Learning: http://www.indiacall.org **LET:** The Japan Association for Language Education and Technology, formerly known as the Language Laboratory Association (LLA), and now embraces a wider range of language learning technologies: http://www.j-let.org **PacCALL:** The Pacific Association for Computer Assisted Language Learning, promoting CALL in the Pacific, from East to Southeast Asia, Oceania, across to the Americas: http://www.paccall.org. Organizes the Globalization and Localization in Computer-Assisted Language Learning (GLoCALL) conference jointly with APACALL: http://glocall.org TESOL CALL Interest Section (CALL-IS): http://www.call-is.org **WorldCALL:** A worldwide umbrella association of CALL associations. The first WorldCALL conference was held at the University of Melbourne in 1998.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Writing for Specific Purposes**
Course Code:	**ENG311-4**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

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3. The version in use from 8/21/2022 to 12/9/2022
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A. General information about the course:

Course Identification					
1. Credit hours:	4				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 8/Year 3					
4. Course general Description This course emphasizes writing development to add a hands-on element to the academic skills that they have acquired in writing 1-3. Apart from reinforcing their skills of writing (the use of conventions and mechanics of written English, the appropriate and effective application of English structure, and the effective use of vocabulary), the course aims at the practical application of English language skills in the professional environment.					
5. Pre-requirements for this course (if any): ENG217-3 Writing 4					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) 1- To introduce students to practical writing as a discipline, specifically business English. 2- To help students to develop skills necessary for composing business proposals; writing- up the minutes of meetings, business letters, memos, autobiographies, and requests for information. 3- Filling up job applications, résumés and compiling CVs (Curriculum Vitae)					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	40	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	40
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	40

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Explain business communication, its structure, and its salient features	K3	Lectures, Discussions, Relating content to prior knowledge, Practice, and Regular Review	Progress Test, Final Exam, Assignments/quizzes
1.2	Describe terminologies used in business documents, meetings documents, résumés, cover letters, job application forms, autobiographies, book reports, and bibliographies	K3	Lectures, Discussions, Use of textbook Sample copies, Looking for Formal Letters, Memos, Emails, and Fax samples from the internet	Progress Test, Final Exam, Assignments/quizzes
2.0	Skills			
2.1	Compose business documents and meeting documents	S4	Lectures, Discussions, Relating content to prior knowledge, Practice, and Regular Review	Progress Test, Final Exam, Assignments/quizzes
2.2	Develop skills necessary for	S5	Lectures, Discussions,	Progress Test, Final Exam,

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	composing business letters, writing up memos, emails, fax messages, notices/agendas, and minutes of meetings		Relating content to prior knowledge, Practice, and Regular Review	Assignments/quizzes
2.3	Compose résumés and cover letters	S5	Lectures, Discussions, Relating content to prior knowledge, Practice, and Regular Review	Progress Test, Final Exam, Assignments/quizzes
2.4	Complete job applications	S5	Lectures, Discussions, Relating content to prior knowledge, Practice, and Regular Review	Progress Test, Final Exam, Assignments/quizzes
2.5	Compose autobiographies and a request letter to a college for information	S4	Lectures, Discussions, Relating content to prior knowledge, Practice, and Regular Review	Progress Test, Final Exam, Assignments/quizzes
2.6	Prepare a book report & bibliography	S4	Lectures, Discussions, Relating content to prior knowledge, Practice, and Regular Review	Progress Test, Final Exam, Assignments/quizzes
3.0	Values, autonomy, and responsibility			
3.1	Develop student autonomy through their own writing	V1	Providing students with the required applications, websites, and how to use them.	Evaluating students' participation involving classroom work and homework assignments.

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Recognize the ethical, international, social, and professional constraints of audience, style, and content for writing situations a.) among managers or co-workers and colleagues of an organization, and b.) between organizations or between an organization and the public	V2	Group-work, pair-work	Evaluating students' participation involving classroom work and homework assignments.
3.3	Develop professional work habits, including those necessary for effective collaboration and cooperation with other students and instructors	V3	Providing students with the required applications, websites, and how to use them.	Evaluating students' participation involving classroom work and homework assignments.

C. Course Content

No	List of Topics		Contact Hours
1.	Unit 1 (Pages 1 to 27)	An introduction to: 1. The Formal Communication 2. The Elements of a Formal Letter 3. The Elements of a Memo 4. The Elements of Fax Message and Email. 5. How to write a Formal Letter, memo, an Email, and a Fax Message.	8
2.	Unit 1 (Pages 1 to 27)	An introduction to: 1. Formal Communication 2. The Elements of a Formal Letter 3. How to write a Formal Letter, memo, an Email, and a Fax Message.	8
3.	Unit 2 (Pages 28 to 44)	10 Steps to Good Business Writing	5
4.	Unit 3 (Pages 45 to 54)	Meeting Documentation	4
5.	Unit 4 (Pages 55 to 84)	Writing an Application, Resume, Cover Letter, and Bio Data	5
6.	Unit 4 (Pages 119 to 122)	College Application Writing an Autobiography	5
7.	Unit 4 (Pages 147 to 161)	Writing a Book Report and Writing a Bibliography	5
Total			40

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz/Assignment	9	20%
2.	Progress Test	6/7	30%
3.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	This book, a compendium of different topics required in this course, is compiled by the faculty members of KKU.
Essential References	Taylor, Shirley (2004) Model Business Letters, Emails & Other Business Documents. Sixth edition. London: Prentice Hall Scheraga, Mona (1998) Practical English Writing Skills: A Handbook with Practice. Lincolnwood: National Textbook Company. Kolin, P. C. (2016). Successful Writing at Work (11th ed.). Cengage Learning. c. Taylor, S. (2012). Model Business Letters, Emails and Other Business Documents: Model Business Letters, Emails and Other Business Documents (7th ed.). Pearson.
Electronic Materials	Websites for Writing formal letters, CVs, and Resumes, Blackboard. Online tests and quizzes.
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Introduction to Linguistics**
Course Code:	**ENG320-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification					
1. Credit hours:	5				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 7/Year 3					
4. Course general Description This introductory course covers the basic linguistic concepts pertaining to the main areas of the scientific study of language with respect to form and function.					
5. Pre-requirements for this course (if any):					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) The main objectives of this course are to introduce students to significant fields of linguistics and to present them with a general survey of the following core areas of linguistics: phonetics, phonology, morphology, syntax, and semantics. This survey will prepare them for the more specialized subsequent linguistic courses.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	50

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Assess the complexity of language and language studies	K3	Lectures Class discussion E-learning Participation Homework Assignments Projects Quizzes Progress Test Final Exam	Participation Homework Assignments Projects Quizzes Progress Test Final Exam
1.2	Classify and describe speech sounds in terms of articulatory processes	K1	Lectures Class discussion E-learning Participation Homework Assignments Projects Quizzes Progress Test Final Exam	Participation Homework Assignments Projects Quizzes Progress Test Final Exam
1.3	Differentiate between distinctive and non-distinctive speech sounds (phonemes and allophones)	K1	Lectures Class discussion E-learning Participation Homework Assignments	Participation Homework Assignments Projects Quizzes Progress Test

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			Projects Quizzes Progress Test Final Exam	Final Exam
1.4	Identify and illustrate the various parts of speech dealt with in traditional grammar	K2	Lectures Class discussion E-learning Participation Homework Assignments Projects Quizzes Progress Test Final Exam	Participation Homework Assignments Projects Quizzes Progress Test Final Exam
1.5	Discriminate between and estimate prescriptive and descriptive approaches and attitudes to the study of language	K2	Lectures Class discussion E-learning Participation Homework Assignments Projects Quizzes Progress Test Final Exam	Participation Homework Assignments Projects Quizzes Progress Test Final Exam
1.6	Analyze words into morphemes	K1	Lectures Class discussion E-learning Participation Homework Assignments	Participation Homework Assignments Projects Quizzes Progress Test

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			Projects Quizzes Progress Test Final Exam	Final Exam
1.7	Analyze sentences into their constituent words and phrases	K3	Lectures Class discussion E-learning Participation Homework Assignments Projects Quizzes Progress Test Final Exam	Participation Homework Assignments Projects Quizzes Progress Test Final Exam
1.8	Describe lexical relations between words such as synonymy, antonymy, hyponymy, polysemy, and homophony	K2	Lectures Class discussion E-learning Participation Homework Assignments Projects Quizzes Progress Test Final Exam	Participation Homework Assignments Projects Quizzes Progress Test Final Exam
2.0	Skills			
2.1	Use linguistic terminology to deliver effective presentations	S2	Lectures Problem solving Case studies related to the topics	Participation Homework Assignments Projects Quizzes

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				Progress Test Final Exam
2.2	Communicate findings of linguistic analyses or research in an effective way	S2	Lectures Problem solving Case studies related to the topics	Participation Homework Assignments Projects Quizzes Progress Test Final Exam
2.3	Assess information from linguistic theories and data and use it to formulate personal arguments	S5	Lectures Problem solving Case studies related to the topics	Participation Homework Assignments Projects Quizzes Progress Test Final Exam
2.4	Integrate relevant linguistic knowledge in their written assignments and projects	S9	Lectures Problem solving Case studies related to the topics	Participation Homework Assignments Projects Quizzes Progress Test Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Deepen and monitor their own learning both in the classroom and at the workplace	V1	Independent study Class discussions for teaching students to think independently and engage in group discussions Encourage	Participation Homework Assignments Projects Quizzes Progress Test

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			individual meetings of students with the instructor in order to discuss problematic issues	Final Exam
3.2	Demonstrate cultural responsiveness while interacting with others	V2	Independent study Class discussions for teaching students to think independently and engage in group discussions Encourage individual meetings of students with the instructor in order to discuss problematic issues	Participation Homework Assignments Projects Quizzes Progress Test Final Exam
3.3	Exercise responsibility in personal and professional relationships	V2	Independent study Class discussions for teaching students to think independently and engage in group discussions Encourage individual meetings of students with the instructor in order to discuss problematic issues	Participation Homework Assignments Projects Quizzes Progress Test Final Exam
3.4	Work independently and as part of a team	V3	Independent study Class discussions for teaching students to think	Participation Homework Assignments

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			independently and engage in group discussions Encourage individual meetings of students with the instructor in order to discuss problematic issues	Projects Quizzes Progress Test Final Exam

C. Course Content

No	List of Topics	Contact Hours
1.	Chapter 2 Animals and human language Communication; the properties of language	7.5
2.	Chapter 3 The Sounds of Language (Phonetics)	7.5
3.	Chapter 4 The Sound Patterns of Language (Phonology)	7.5
4.	Chapter 6 Morphology	10
5.	Chapter 7 Grammar Traditional grammar: parts of speech; agreement; natural gender vs. grammatical gender Prescriptive vs. descriptive approach	5
6.	Chapter 8 Syntax	7.5
7.	Chapter 9 Semantics	5
Total		**50**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes and Assignments	Varies	20%
2.	Progress Test	6/7	30%
3.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	George Yule. The Study of Language (any edition: 4th, 5th, 6th, or 7th). Cambridge: Cambridge University Press.
Essential References	Akmajian, A. et al. (2017) Linguistics: An Introduction to Linguistics and Communication, 7th edition, The MIT Press. Fiona English, Tim Marr (2015) Why Do Linguistics? Reflective Linguistics and the Study of Language, London: Bloomsbury. Mark Aronoff and Janie Rees-Miller (eds.) (2017) The Handbook of Linguistics, 2nd edition, John Wiley & Sons, Ltd.
Electronic Materials	Vitalsource Ebook (e-textbook available on Blackboard)
Other Learning Materials	Online dictionaries and transcription applications: http://www.photransedit.com/Online/Text2Phonetics.aspx http://www.oxfordlearnersdictionaries.com/ http://dictionary.cambridge.org/

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Introduction to Literary Forms**
Course Code:	**ENG330-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification					
1. Credit hours:	5				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 7/Year 3					
4. Course general Description This course concentrates on the different components and elements that form the three main literary genres: poetry, fiction, and drama. The primary purpose of this course is to expose students to a variety of literary techniques to enhance their basic language and literary skills. By the end of this course, students will be able to utilize the elementary skills necessary for reading, recognizing and appreciating a variety of literary texts.					
5. Pre-requirements for this course (if any):					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) • Introduce students to the three major literary genres: fiction, poetry, and drama • Provide students with the basic literary terminology and skills necessary for appreciating literature • Enable students to analyze a variety of literary texts • Reinforce students' skills of comparison and critical evaluation of literary texts					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**50**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the different literary genres of fiction, poetry, and drama	K2	•Lectures •Discussion •Close reading and text analysis •Collaborative learning/Team work •Personal engagement with texts	•Assignments •Quizzes on assigned reading •Progress Test/Final Exam
1.2	Recognize the broad principles and elements of literary forms	K2, K3	•Lectures •Discussion •Close reading and text analysis •Collaborative learning/Team work •Personal engagement with texts	•Live monologues •Assignments •Quizzes •Progress Test/Final Exam •Presentations about the different literary texts

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				and writers
1.3	Describe the basic techniques and strategies of fiction, poetry, and drama	K3	•Lectures •Discussion •Close reading and text analysis •Collaborative learning/Team work •Personal engagement with texts	•Live monologues •Assignments •Quizzes •Progress Test/Final Exam Presentations about the different literary texts and writers
2.0	Skills			
2.1	Utilize the distinguishing literary terms, aspects, and principles when evaluating various literary texts	S3	•E-learning •Lectures •In class thematic discussions: teaching students to think independently and engage in group discussions	•Individual meetings with students to evaluate their appreciation of their own work; •Student presentations •Evaluation of quizzes, assignments and the progress test/final exam
2.2	Critically analyze literary elements through close readings of various literary pieces	S3, S6	•Class surveys •E-learning •In class thematic discussions: teaching students to think independently and engage in group	•Individual assignments •Progress Test •Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			discussions	
2.3	Compare and contrast various literary texts	S6	•Class surveys •E-learning •In class thematic discussions: teaching students to think independently and engage in group discussions	•Individual assignments •Progress Test •Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Participate actively in class discussion and think critically of cultural and historical highlights that have influenced literary pieces.	V1	•Lectures •Discussion •Group and individual assignments •Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards.
3.2	Communicate appropriately using IT tools and technology to access, contribute and share intercultural knowledge	V2	•Lectures •Discussion •Group and individual assignments •Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards.
3.3	Act dutifully and ethically in carrying out individual as well as group literary projects that engage students with social issues	V3	•Lectures •Discussion •Group and individual assignments •Pair work	Students' behavior during group assignments is monitored and evaluated against planned standards.

C. Course Content

No	List of Topics	Contact Hours
1.	Section One Fiction Section: Topics to be covered: definition of literature, fiction, novel, novella, short story, elements of fiction (plot and elements of plot, character, setting, conflict, theme and tone, point of view), types of novels, symbolism	5
2.	Section One Anton Chekhov's "Misery	5
3.	Section One John Steinbeck's *The Pearl*	5
4.	Section One John Steinbeck's *The Pearl*	5
5.	Section Two Eras of Poetry William Shakespeare's "Shall I Compare Thee to a Summer's Day"	5
6.	Section Two John Donne's "Death, Be Not Proud"	5
7.	Section Two Wordsworth's "I Wandered Lonely as a Cloud"	5
8.	Section Two Alfred Tennyson's "The Eagle" & Countee Cullen "Incident"	5
9.	Section Three Drama Section: Terms on Theatre	5
10.	Section Three George S. Kaufman's *The Still Alarm*	5
Total		50

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	6	10%
2.	Quiz 2	9	10%
3.	Progress Test	7	30%
4.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	**Texts Prepared by the Department that include:** 1. **What is Literature? (Its Scope and Canons)** 2. **Selected novellas and short stories** • **Graham Elder's A Covid Odyssey:** A fictional COVID-19 pandemic story, 2020 • John Steinbeck's The Pearl or The Red Pony • Anton Chekhov's "Misery" • Edgar Allan Poe's "The Black Cat" 3. Selected poems representing different types and ages: • William Shakespeare's "Shall I Compare Thee to a Summer's Day" • John Donne's "Death, Be Not Proud" • William Wordsworth's "I Wandered Lonely as a Cloud" • Alfred Tennyson: "The Eagle" • W. B. Yeats' "Sailing to Byzantium" • Langston Hughes "Dreams" • Countee Cullen "Incident" 4. **One-act-plays** • George S. Kaufman's The Still Alarm • John Millington Synge's Riders to the Sea
Essential References	• Abrams, M.H. A Glossary of Literary Terms. 11th ed. Cengage, 2015. • Angus, Douglas. Best Short Stories of the Modern Age, Fawcett, 1987. • Crane, Milton. Fifty Great Short Stories, Bantam Books, Ed., 2005. • Birch, Dinah, and Katy Hooper. The Concise Oxford Companion

	to English Literature. Oxford UP, 2013. • Guerin, Wilfred L, et al. A Handbook of Critical Approaches to Literatur. 6th edition. Oxford UP, 2010. • Harmon, William. A Handbook to Literature, A 12th Edition. Pearson, 2010. • Sittenfeld, Curtis and Heidi Pitlor. The Best American Short Stories, Harcourt Houghton Mifflin, 2020. • Klarer, Mario. An Introduction to Literary Studies, 3rd edition. Routledge, 2013. • Murfin, Ross and Supryia Ray. The Bedford glossary of critical and literary terms, 3rd eds. Bedford/St Martins, Boston, 2017. • Wellek, Rene. Theory of Literature. Forgotten Books, 2018. • Kennedy, X. J. and Dana Gioia. Literature: An Introduction to Fiction, Poetry, Drama, and Writing, Compact Edition. Pearson, 8th edition, 2016.
Electronic Materials	Students are motivated to explore relevant electronic materials for further details. http://lib.kku.edu.sa/ http://www.online-literature.com/ https://literarydevices.net/ https://www.britannica.com/art/literature#ref51286 www.shmoop.com www.sparknotes.com search.proquest.com www.questia.com (only for campus-connected computers)
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	Dictionaries, English- skills software, Linguistic and language atlases,

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Speech Workshop**
Course Code:	**ENG310-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

1. New template version as of 2/12/2023
2. The version in use from 12/10/2022 to 2/11/2023
3. The version in use from 8/21/2022 to 12/9/2022
4. Prior to 8/21/2022

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A. General information about the course:

Course Identification					
1. Credit hours:	3				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 7/Year 3					
4. Course general Description This is an advanced course that aims to develop students' presentation and speech delivery skills by theoretical teaching and conducting practical workshops in order to train the students to achieve their goal of becoming effective orators. The course provides the students with major speech skills needed for future jobs such as teaching, public relations, Da'wah, etc.					
5. Pre-requirements for this course (if any):					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) The aim of this course is to prepare and train the students for giving presentations, public speaking, delivering speeches, and participating in debates. To provide them with the knowledge and skills, they need to be good speakers, presenters, and debaters. After taking the course, the students will be able to integrate their communicative competence with their body language and their knowledge of visual aids to have a successful presentation.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Understand the different terms and concepts related to speech delivering and debating	K2	Lecturing on different aspects of public speaking skills and debating.	Quiz 1 (chapters 1 and 2)
1.2	Know how to collect and arrange the information in a proper order to have an effective and engaging presentation	K2	Exposing the students to outstanding specimens of speeches by distinguished local and international speakers. Helping students to incorporate audiovisual means in order to enhance their speech presentations.	Quiz 2 (chapters 7a and 7b)
1.3	Distinguish between different methods of speech delivery	k3	Lecturing on different aspects of public speaking skills and debating.	Progress Test (Chapters 1-5)

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.4	Know the different techniques for making a presentation interesting and engaging for the audience	K3	Lecturing on different aspects of public speaking skills and debating.	Final Exam
2.0	Skills			
2.1	Plan and design their own presentations based on the methods they studied	S9	Lecturing on the methods of speech delivery. Peers evaluation Regular in-class presentation practice. Group discussion.	Group Presentation
2.2	Give successful and engaging presentations	S9	Lecturing Exposing the students to outstanding specimens of speeches by distinguished local and international speakers. In-class practice	Individual Presentation
2.3	Debate successfully based on the debating rules and techniques they studied	S3	Lecturing on debating. Exposing the students to outstanding specimens of debate competitions In-class practice	Group Presentation
3.0	Values, autonomy, and responsibility			

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.1	Critically reflect on their own presentations and the presentations of others	V1	Peers evaluation and group discussion	Individual Presentations
3.2	Work ethically and professionally as a part of a team or independently while debating or giving presentations	V3	Regular in-class group presentations	Group Presentations
3.3	Communicate appropriately, accurately, and effectively while debating and giving presentations taking diversity into consideration	V2	Regular in-class presentations and debates	Group Presentations

C. Course Content

No	List of Topics	Contact Hours
1.	Chapter 1: Introduction to Public Speaking: 1.1 What Is Public Speaking? 1.2 Why Study Public Speaking?	3
2.	Chapter 2: Speaking with Confidence: 2.1 Understand Your Nervousness 2.2 Build Your Confidence	4
3.	Chapter 3: Presenting Your First Speech	4
4.	Chapter 6: Analyzing Your Audience	3
5.	Chapter 7: Developing Your Speech	3
6.	Chapter 8: Gathering and Using Supporting Material: 8.1 Sources of Supporting Material 8.3 Types of Supporting Material 8.4 The Best Supporting Material	3

7.	Chapter 10: Introducing Your Speech Chapter 11:Concluding Your Speech	3
8.	Chapter 13: Delivering Your Speech: 13.2 Methods of Delivery 13.3 Characteristics of Effective Delivery 13.4 Delivering Your Speech 13.5 Responding to Questions	3
9.	Basic debating skills	4
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1 (Chapters 1 + 2)	3	5%
2.	Group Presentation	4	10%
3.	Progress Test	6/7	30%
4.	Quiz 2	9	5%
5.	Final Presentation (Practical)	9/10	20%
6.	Final Exam (Theoretical)	12/13	30%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Beebe, Steven A. & Beebe, Susan J. (2020). "Public Speaking Handbook" (Fifth Edition). Pearson Education, Inc.: Boston
Essential References	Billingham, Jo. (2003). "Giving Presentations" (1st edition). Oxford University Press: Newyork.
Electronic Materials	PPT Slides titled "Public Speaking: Tips and Techniques" by Bryan Moschel, Montclair State University.
Other Learning Materials	Videos of effective speakers.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Vocabulary Building 2**
Course Code:	**ENG219-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification	
1. Credit hours:	5
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 6/Year 2	
4. Course general Description This course offers vocabulary explanations and practice for upper-intermediate level (B2) learners of English. It expands students' vocabulary with explanations and practice exercises.	
5. Pre-requirements for this course (if any): ENG214-5 Vocabulary Building 1	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) The course introduces the learners to the upper-intermediate vocabulary level. The course aims to deepen and expand students' knowledge of English vocabulary by 1) enlarging their productive and receptive vocabulary in a thematic framework; 2) providing insights into the mechanisms of vocabulary learning and acquisition as well as English dictionary use; and 3) familiarizing them with the rules of word formation.	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**50**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define and explain new words they learn in the course	K1	Lecture, corrective feedback, students write/discuss vocabulary -Test-Teach-Test - Teaching meaning by synonyms, antonyms and explanation - Teaching pronunciation - Root analysis	In-class writing checked by instructor; HW, quizzes, exams and unit exercises
1.2	Identify the correct spelling of the newly learned vocabulary	K1	Lecture, corrective feedback, students write/discuss vocabulary -Test-Teach-Test - Teaching meaning by synonyms, antonyms and explanation - Teaching pronunciation - Root analysis	In-class writing checked by instructor; HW, quizzes, exams and unit exercises
1.3	Describe the grammar of the new vocabulary (word class, types of verbs	K1	Lecture, corrective feedback, students write/discuss	In-class writing and discussions checked by instructor and

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	and nouns, verb forms, etc.)		vocabulary -Test-Teach-Test - Teaching meaning by synonyms, antonyms and explanation - Teaching pronunciation	unit exercises
1.4	Expand the size of their vocabulary	K1	Lecture, corrective feedback, students write/discuss vocabulary -Test-Teach-Test - Teaching meaning by synonyms, antonyms and explanation - Teaching pronunciation - Root analysis	In-class writing checked by instructor; HW, quizzes, exams and unit exercises
2.0	Skills			
2.1	Use the newly learned vocabulary in correct sentences	S5	Lecture, corrective feedback, students write/discuss vocabulary -Pair work, Group work, Individual assignments, Thematic discussions.	In-class writing checked by instructor; HW, quizzes, exams
2.2	Do the exercises that follow each unit successfully	S3	Lecture, corrective feedback, students write/discuss vocabulary Pair work, Group work, Individual assignments, Thematic discussions.	In-class writing checked by instructor
2.3	Synthesize the vocabulary learned under one theme to write short thematic	S4, S5	Emphasis on writing process through a variety of essay types -Pair work,	In-class writing checked by instructor; HW,

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	essays		Group work, Individual assignments, Thematic discussions.	quizzes, exams
2.4	Choose the right words to express their ideas and thoughts in speaking	S2	Emphasis on writing process through a variety of paragraph	In-class discussion checked by instructor
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate an understanding of skill transfer by identifying how this course contributes to their overall personal and professional development	V1	Promote group activities in class and thematic discussions.	Surveys/Observations/Rubrics/Checklists
3.2	Work effectively individually or within a group and exercise leadership when required	V2, V3	Lecture, corrective feedback, students write/discuss vocabulary and thematic discussions.	Surveys/Observations/Rubrics/Checklists
3.3	Demonstrate an understanding of the professional and ethical standards required of university-level students	V3	Promote autonomous learning strategies to students and thematic discussions.	Surveys/Observations/Rubrics/Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	General introduction to course topics Effective vocabulary learning	5
2.	Topics: weather, idioms, global problems, education, work.	5
3.	Topics: business, sport Feelings and actions: belief and opinion.	5
4.	Feelings and actions: praising and criticizing, emotions and moods Basic concepts: success, failure, and difficulty	5
5.	Connecting and linking words: cause, reason, purposes and result, addition	5
6.	Word formation: suffixes, prefixes, binomials	5
7.	Phrasal verbs	5
8.	Phrasal verbs Varieties and styles	5
9.	Varieties and styles	5
10.	Revision	5
Total		50

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes/Assignments	Various	20%
2.	Progress Test	6	30%
3.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Michael McCarthy, Felicity O'Dell (2017). English Vocabulary in Use (Upper-Intermediate). Cambridge University Press
Essential References	N/A
Electronic Materials	https://www.vocabulary.com/ https://www.myenglishteacher.eu/blog/category/dictionary/ https://www.thesaurus.com/ http://www.freecollocation.com/
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Grammar 4**
Course Code:	**ENG218-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

1. New template version as of 2/12/2023
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3. The version in use from 8/21/2022 to 12/9/2022
4. Prior to 8/21/2022

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A. General information about the course:

Course Identification	
1. Credit hours:	3
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 6/Year 2	
4. Course general Description Grammar 4 is an advanced course in grammar. It enhances students' ability to use grammar with professionality in connected discourse, written and spoken. Students will be able to use and analyze more complex sentences. Students will expand their understanding of major grammatical structures such as coordinating conjunctions, different types of adverb clauses, conditional sentences, wishes, and connectives. Therefore, it concentrates on aspects of grammar most commonly needed in daily communication.	
5. Pre-requirements for this course (if any): ENG213-3 Grammar 3	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) 1. Differentiate between various types of connectors. 2. Recognize adverb clauses, adverb phrases, and modifying phrases 3. Identify the different types of coordinating conjunctions and parallel structures 4. Identify the different types of adverb clauses, dependent and independent clauses 5. Recognize the different types of English sentence and phrase structures in order to reduce the adverb clauses by modifying adverbial phrases correctly 6. Use the connectives correctly 7. Use conditional sentences and wishes correctly. 8. Form longer discourses using transition words	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Classify different types of coordinating conjunctions, parallel structure, adverb clauses, reduction of adverb clauses into modifying adverbial phrases, connectives, conditional sentences, and wishes	K1	Lectures, Discussions, Relating content to prior knowledge, Regular review	Quizzes Midterm Exam Final Exam
1.2	Identify clause structure, phrase structure, dependent and independent	K1	Discussions, Co-operative learning, Use of textbook	Quizzes Midterm Exam Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	clauses		charts and exercises	
1.3	Recognize the different types of conditional sentences and wishes, then relate them to what they encountered in authentic contexts	K1, K2	Problem-solving exercises on grammar	Quizzes Midterm Exam Final Exam
2.0	Skills			
2.1	Apply the various coordinating conjunctions and connectives in sentences and recall their functions	S1, S2	Explaining rules deductively and inductively	Quizzes Midterm Exam Final Exam
2.2	Apply the appropriate conditional and wishes structures to express their ideas and thoughts and utter them correctly	S1, S2	Discussions, Co-operative learning	Quizzes Midterm Exam Final Exam
2.3	Use the adverb clauses and connectives accurately in real contexts	S1, S2	Encouraging group work as well as pair work	Quizzes Midterm Exam Final Exam
2.4	Utilize well-developed skills to analyze and practice the reduction of adverb clauses into modifying adverbial phrases accurately	S1, S2	Direct instruction on helpful cognitive techniques such as analyzing sentences and recognizing relationships Practice	Quizzes Midterm Exam Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			thoroughly in order to produce grammatically correct sentences	
3.0	Values, autonomy, and responsibility			
3.1	Show confidence in using the grammatical rules in real dialogues and conversations in class.	V1	Encouraging extracurricular involvement in the classroom environment	Surveys
3.2	Act dutifully and ethically in pairs and groups using appropriate grammatical structures	V2	Encouraging consistent English communication of each student in class	Surveys
3.3	Take responsibility for keeping their English syntactic structure up to date while working in the capacity of professional writers and communicators	V3	Encouraging students' presentations in the class	Surveys

C. Course Content

No	List of Topics	Contact Hours
1.	General introduction to course topics	3
2.	Chapter 16: Coordinating Conjunctions	3
3.	Chapter 17: Adverb Clauses	3
4.	Chapter 17: Adverb Clauses	3
5.	Chapter 18: Reduction of Adverb Clauses to Modifying Adverbial Phrases	3
6.	Chapter 18: Reduction of Adverb Clauses to Modifying Adverbial Phrases	3
7.	Chapter 19: Connectives that Express Cause and Effect, Contrast and Condition	3
8.	Chapter 19: Connectives that Express Cause and Effect, Contrast and Condition	3
9.	Chapter 20: Conditional Sentences and Wishes	3
10.	Chapter 20: Conditional Sentences and Wishes	3
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1(Chapter 16)	4	10%
2.	Quiz 2 (Chapter 19)	8	10%
3.	Progress Test (Chapters 16, 17, and 18)	6/7	30%
4.	Final Exam (Chapters 16, 17, 18 19, & 20)	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Azar, B. S. & Hagen, S. A. (2016). Understanding and Using English Grammar (Fifth Edition). Pearson & Longman. (Chapters 16-20)
Essential References	Lea, D., Bradbery, J. (2020). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press
Electronic Materials	http://www.pearsonlongman.com/ae/azar/grammar_ex/ www.englishforums.com/English/GeneralEnglishGrammarQuestions
Other Learning Materials	http://www.longman.com/grammarexchange

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Reading Comprehension 4**
Course Code:	**ENG216-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

1. New template version as of 2/12/2023
2. The version in use from 12/10/2022 to 2/11/2023
3. The version in use from 8/21/2022 to 12/9/2022
4. Prior to 8/21/2022

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A. General information about the course:

Course Identification					
1. Credit hours:	3				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 6/Year 2					
4. Course general Description This course is designed for level 4 students and is made up of 8 topics					
5. Pre-requirements for this course (if any): ENG211-4 Reading Comprehension 3					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) 1. To develop students' reading strategies and skills 2. To facilitate their understanding and analysis of written texts effectively and efficiently. 3. To develop and extend students' information processing skills to provide them with the skills of self-expression, self-reflection, and critical analysis 4. To develop students' oral and silent reading skills 5. To performing critical reading and thinking, finding main ideas in texts; identifying authorial audience and purpose; synthesizing material from diverse sources using graphic aids in preparing to read and evaluating different viewpoints on a familiar subject					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Implement before – during – after reading strategies that build comprehension	K1	Predicting, questioning	Quizzes/Assignments/Progress Test/Final Exam
1.2	Read for detail and identify opinions by producing simple sentences and short paragraphs in response to readings	K1	Identifying, summarizing	Quizzes/Assignments/Progress Test/Final Exam
1.3	Demonstrate a significant increase in word knowledge	K1	Visualizing	Quizzes/Assignments/Progress Test/Final Exam
1.4	Employ pre-reading, skimming, and prewriting techniques	K1	Predicting, questioning	Quizzes/Assignments/Progress Test/Final Exam
1.5	Identify main ideas in paragraphs and reading selections	K3	Identifying, summarizing	Quizzes/Assignments/Progress Test/Final Exam
2.0	Skills			
2.1	Activate prior	S1	Predicting,	Quizzes/Assign

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	knowledge, preview texts, skim/scan to find information, and make predictions/inferences		questioning	ments/Progress Test/Final Exam
2.2	Compare and contrast language in topic sentences	S3	Identifying, summarizing	Quizzes/Assignments/Progress Test/Final Exam
2.3	Collect information by using critical thinking, analysis, and evaluation	S3	Visualizing	Quizzes/Assignments/Progress Test/Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Understand the responsibility for their own learning and personal growth through self-development	V1	Predicting, questioning	Observations/ Checklists
3.2	Illustrate effective communication and leadership qualities	V2	Identifying, summarizing	Observations/ Checklists
3.3	Liaise with others in a professional capacity, and demonstrate the ability to work independently within a team	V3	Discussions	Observations/ Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	General Introduction to Course Topics	3
2.	Chapter 1: Reflecting on Film Text 1: The Dream Factory Text 3: At the Movies	3
3.	Chapter 3: Unnatural Resources Text 1: Trash or Treasure Test 2: Curb Appeal	3
4.	Chapter 3: Unnatural Resources Text 3: Simple Actions, Real Results Chapter 4: Text 1: Stealing History	3
5.	Chapter 4: Uncovering History Text 2: Recreating an Army Text 3: Ancient Egypt: A Timeline	3
6.	Chapter 5: Strange Phenomena Reading critically, fact and opinion. P. 96 Text 2: New York Taste Text 3: Believe It or Not	3
7.	Chapter 6: Rethinking Business Text 1: The Future of Business Text 3: The Cycle of Motivation	3
8.	Chapter 7: The Global Diet Text 1: The Mediterranean Diet Text 2: The Joy of Soy	3

9.	Chapter 7: The Global Diet Text 3: Pyramids of Health	3
10.	Chapter 8: Ethics in Science Text 1: Should Animals Have Rights. Text 3: Public Opinion on Gene Therapy	3
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1 (Chapter 1)	4	5%
2.	Group wok, rubrics, and oral reading	7	15%
3.	Progress Test (Chapters 1, 3, and 4)	6	30%
4.	Final Exam (All studied chapters)	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Pasternak, M & Wrangell, E. (2008). Well Read 4. Oxford: OUP
Essential References	Howe, D.H. & Kirkpatrick, D.L. (1999). Advance with English (3). Oxford: Oxford University Press.
Electronic Materials	https://elt.oup.com/student/englishfile/?cc=sa&selLanguage=en
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Listening & Speaking 4**
Course Code:	**ENG215-4**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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G. Specification Approval Data	8

A. General information about the course:

Course Identification					
1. Credit hours:	4				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 5/Year 2					
4. Course general Description This is an advanced integrated 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 in 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 communications, technology, and business					
5. Pre-requirements for this course (if any): ENG210-5 Listening and Speaking 3					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) ❖ To develop the skills necessary for personal, academic, work-related, and both intercultural and cross-cultural communication. ❖ To equip the students with oral/aural skills like- being an active listener, interviewing techniques, etc. ❖ To encourage the students to confidently participate in debates, group discussions, etc., by presenting their ideas in a clear manner.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	40	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	40
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**40**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify and summarize a variety of academic contexts and daily life situations while listening	K2	-Lectures -Pair work - Elicitation -Discussions	Assignments/Progress Test/Final Exam that include MCQ questions, gap-fill, true-false, information questions, identifying vocabulary (words and phrases)
1.2	Outline speakers' moods and opinions and make inferences in academic and daily English conversations	K2	As above	As above
1.3	Prepare for a presentation, express opinions, and take part in an argument	K2	As above	Speaking tests are based on the following criteria: Fluency, accuracy, vocabulary coverage,

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				pronunciation, and content.
2.0	Skills			
2.1	Practice English successfully to communicate orally, reflect on speaking and check for understanding	S1	Pair work Group work Role-play Discussion Elicitation	As above
2.2	Use English appropriately for social communications	S1	Pair work Group work Role-play Discussion	As above
2.3	Demonstrate the ability to master the pronunciation rules covered in the included chapters	S2	Pair work Group work Role-play Discussion	As above
2.4	Utilize learned contextualized vocabulary to comprehend various listening topics	S5	Pair work Group work Role-play Discussion	As above
2.5	Identify and summarize a variety of academic contexts and daily life situations while listening	S2	Pair work Group work Role-play Discussion	As above
3.0	Values, autonomy, and responsibility			
3.1	Take responsibility for their own learning and continuing personal and professional	V1	Discussion	Observations/ Checklists

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	development			
3.2	Work effectively in groups and exercise leadership when appropriate	V3	Role-play, Discussion	Observations/ Checklists
3.3	Act responsibly in personal and professional relationships	V3	Groupwork, Pair work, Discussion	Observations/ Checklists
3.4	Recognize the need for and an ability to engage in life-long learning	V1	Discussion	Observations/ Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	Cell Phone Etiquette	4
2.	The Nobel Prizes	4
3.	Extreme weather condition	4
4.	Optimism and Pessimism	4
5.	Optimism and Pessimism	4
6.	Stress	4
7.	Stress	4
8.	Management principles; entrepreneurship	4
9.	Management principles; entrepreneurship	4
10.	Supplementary materials	4
Total		40

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Progress Test Listening	6/7	30%
2.	Speaking Exam	8/9	20%
3.	Final Exam Listening	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Duncan. Janie. Amy, Parker Open Forum 3- Oxford: Oxford University Press, 2007
Essential References	N/A
Electronic Materials	https://elt.oup.com/student/openforum/3?cc=ro&selLanguage=en.
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Vocabulary Building 1**
Course Code:	**ENG214-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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3. The version in use from 8/21/2022 to 12/9/2022
4. Prior to 8/21/2022

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A. General information about the course:

Course Identification					
1. Credit hours:	5				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 5/Year 2					
4. Course general Description This course is organized around common everyday topics. Further, it contains units on different aspects of language. In this course, the learners are exposed to the most important vocabulary for premeditate and intermediate level. The focus is on learning new lexis and how they can capture them technically. Then they can practice the vocabulary they learned inside and outside the English Department.					
5. Pre-requirements for this course (if any):					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) 1. Develop a level of competence (by acquiring about 500 new words in the contexts of people, daily life, the world around us, work, leisure and entertainment, communication and technology, social concerns, tourism, word formation, functional language, etc. 2. Use these words appropriately in their everyday English discourse, 3. Apply basic rules of word formation and phrase building, 4. Distinguish between different varieties of English such as formal and informal, the language of notices and warnings, etc.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**50**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define and explain new words they learn in the course	K1, K2	Visualization Collaborative learning Flipped classroom Technology-supported teaching Inquiry-based learning Vocabulary-building practical activities Utilizing dictionaries Puzzles and word competition	Practical exercises during class Weekly vocabulary log assignment Exams Vocabulary competition and games
1.2	Identify the pronunciation of new words, their spelling, their use, their synonyms and antonyms (if any),	K1, K3	Visualization Collaborative learning	Practical exercises during class Weekly

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	and some of their basic grammatical features		Flipped classroom Technology-supported teaching Inquiry-based learning Vocabulary-building practical activities Utilizing dictionaries Puzzles and word competition	vocabulary log assignment Exams Vocabulary competition and games
1.3	Explain the basic rules for vocabulary building	K3	Visualization Collaborative learning Flipped classroom Technology-supported teaching Inquiry-based learning Vocabulary-building practical activities Utilizing dictionaries Puzzles and word competition	Practical exercises during class Weekly vocabulary log assignment Exams Vocabulary competition and games
1.4	Increase their mental lexicon	K2, K3	Visualization Collaborative learning Flipped classroom Technology-	Practical exercises during class Weekly

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			supported teaching Inquiry-based learning Vocabulary-building practical activities Utilizing dictionaries Puzzles and word competition	vocabulary log assignment Exams Vocabulary competition and games
2.0	Skills			
2.1	Speak fluently using the vocabulary they learned	S2, S3	Visualization Collaborative learning Flipped classroom Technology-supported teaching Inquiry-based learning Vocabulary-building practical activities Utilizing dictionaries Puzzles and word competition	Practical exercises during class Weekly vocabulary log assignment Exams Vocabulary competition and games
2.2	Spell, pronounce, and use the vocabulary items learnt in the course appropriately	S3, S4	Visualization Collaborative learning Flipped classroom Technology-supported	-Exercises on each unit -Class assignments -Exams; midterm tests, quizzes, & final

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			teaching Inquiry-based learning Vocabulary-building practical activities Utilizing dictionaries Puzzles and word competition	Exam
2.3	Apply the rules of vocabulary building they learned	S4, S5	Visualization Collaborative learning Flipped classroom Technology-supported teaching Inquiry-based learning Vocabulary-building practical activities Utilizing dictionaries Puzzles and word competition	-Exercises on each unit -Exams; midterm tests, quizzes, & final Exam
2.4	Use these vocabulary items in real-life contexts	S5	Visualization Collaborative learning Flipped classroom Technology-supported teaching Inquiry-based	-Class participation - Exams; midterm tests, quizzes, & final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			learning Vocabulary-building practical activities Utilizing dictionaries Puzzles and word competition	
3.0	Values, autonomy, and responsibility			
3.1	Participate actively in classroom discussion and critically reflect on their own language used in self-learning and debates	V1	Visualization Collaborative learning Flipped classroom Technology-supported teaching Inquiry-based learning Vocabulary-building practical activities Utilizing dictionaries Puzzles and word competition	-Exercises on each unit -Class assignments -Exams; midterm tests, quizzes, & final Exam
3.2	Communicate appropriately, effectively, and show deep understanding and respect for other cultures while contacting people who are culturally different	V2	Visualization Collaborative learning Flipped classroom Technology-supported teaching Inquiry-based	Practical exercises during class Weekly vocabulary log assignment

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			learning Vocabulary-building practical activities Utilizing dictionaries Puzzles and word competition	Exams Vocabulary competition and games
3.3	Act ethically and respectfully in carrying out individual and/or group projects in authentic contexts	V3	Visualization Collaborative learning Flipped classroom Technology-supported teaching Inquiry-based learning Vocabulary-building practical activities Utilizing dictionaries Puzzles and word competition	Practical exercises during class Weekly vocabulary log assignment Exams Vocabulary competition and games

C. Course Content

No	List of Topics	Contact Hours
1.	Orientation Vocabulary learning strategies (Units 1,2,3,4 not included in the examination) + YouTube video on how to learn new vocabulary items (https://www.youtube.com/watch?v=8umAsWo6xOk&t=261s)	5
2.	Units 5, 7, 10, 11, 12	5
3.	Units 14, 17, 18, 19,20, 21, 24,	5
4.	Units 25, 26, 27, 28, 29, 30, 31, 34	5
5.	Units 35, 40, 41, 46,47, 48, 53, 54	5
6.	Units 55, 56, 58, 59, 60, 61, 62, 64	5
7.	Units 65, 66, 67 Midterm exam	5
8.	Units, 68, 69, 70, 71, 72, 73	5
9.	Units 75, 76, 77, 78, 81, 83	5
10.	Revision and vocabulary log final submission	5
Total		**50**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	10 Weekly Vocabulary Logs	Throughout	20%
2.	Progress Test	7	30%
3.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Redman, Stuart. (2017). English Vocabulary in Use (pre-intermediate & Intermediate). 4th Ed. Cambridge: Cambridge University Press.
Essential References	Oxford Advanced Learner's Dictionary
Electronic Materials	https://www.vocabulary.com/ https://www.myenglishteacher.eu/blog/category/dictionary/ https://www.thesaurus.com/ http://www.freecollocation.com/
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Grammar 3**
Course Code:	**ENG213-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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2. The version in use from 12/10/2022 to 2/11/2023
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A. General information about the course:

Course Identification					
1. Credit hours:	3				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 5/Year 2					
4. Course general Description Grammar 3 relates form and meaning at the level of the sentence and above the sentence (in paragraphs and verbal exchanges). It revises, develops, and intensifies learners' understanding of the verb tenses already presented in the earlier two grammar courses. It describes the forms, positions, and functions of the word-class members: Nouns, Pronouns, and Modals. It stresses the necessity of the subject-verb agreement to form correct English sentences.					
5. Pre-requirements for this course (if any): ENG117-5 Grammar 2					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) • To use the grammatical rules previously learned at levels 1 and 2 as the bases for learning Grammar 3 course • To practice the correct and practical use of different tenses in the oral and written discourse • To form grammatically correct sentences that reflect subject-verb agreement • To develop adequate knowledge of the grammatical word classes such as nouns, pronouns, and modal verbs					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**30**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify different parts of a sentence and their grammatical functions in oral and written discourse	K1	Lectures, Discussions, Relating content to prior knowledge, Regular review	Evaluation of quizzes, assignments and exams
1.2	Recognize different tenses according to their peculiar forms and specific roles in sentences	K2	Discussions, Cooperative learning, Use of textbook charts and exercises	Evaluation of quizzes, assignments and exams
1.3	Break down sentences into different grammatical word classes: Nouns, Pronouns, and Modals	K3	Discussions, Cooperative learning, Use of textbook charts and exercises	Evaluation of quizzes, assignments and exams
2.0	Skills			

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.1	Enhance their speaking skills	S1	Discussions, Cooperative learning	Evaluating students' appreciation of their own work
2.2	Analyze various English texts for possible grammatical errors related to the rules they have studied	S2	Deductive and Inductive explanations of the rules. Cooperative learning	Error identification and correction exercises
2.3	Develop writing competence	S3	Discussions, Cooperative learning	Paragraph completion tasks given as a homework
3.0	Values, autonomy, and responsibility			
3.1	Take responsibility for keeping their English syntactic structure up to date while working in the capacity of professional writers and communicators	V1	Encouraging extracurricular involvement in the classroom environment	Evaluating students' participation during classroom discussions and homework assignments.
3.2	Communicate effectively as a team member in the workplace with confidence using the appropriate English discourse structure	V2	Encouraging consistent English communication of each student in class	Evaluating students' participation involving classroom discussions and homework assignments
3.3	Work ethically as a professional individual using the precise and effective oral and written command of language	V3	Encouraging students' presentations in the class	Evaluating students practice in classroom while doing the exercises to test their mastery of the

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				different grammatical rules

C. Course Content

No	List of Topics	Contact Hours
1.	Present and Past: Simple and Progressive	3
2.	Perfect and Perfect Progressive Tenses	3
3.	Future Time	3
4.	Review of Verb Tenses	2
5.	Subject Verb Agreement	3
6.	Nouns	4
7.	Articles	3
8.	Pronouns	3
9.	Modals - Part I	3
10.	Modals – Part II	3
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1 (Chapters 1-3)	4	10%
2.	Quiz 2 (Chapters 6-8)	8	10%
3.	Progress Test (Chapters 1-5)	6/7	30%
4.	Final Exam (All Chapters 1-10)	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Azar, B. S. & Hagen, S. A. (2016). Understanding and Using English Grammar (Fifth Edition). Pearson & Longman. (Chapters 1-10)
Essential References	Lea, D., Bradbery, J. (2020). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press.
Electronic Materials	https://lms.kku.edu.sa http://www.pearsonlongman.com/ae/azar/grammar_ex/ http://www.interactive.com www.englishforums.com/English/GeneralEnglishGrammarQuestions
Other Learning Materials	http://www.longman.com/grammarexchange

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Writing 3**
Course Code:	**ENG212-4**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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1. References and Learning Resources	7
2. Required Facilities and Equipment	7
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A. General information about the course:

Course Identification	
1. Credit hours:	4
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 4/Year 2	
4. Course general Description This course is designed to develop the writing skill of students equivalent to the intermediate level of the Common European Framework (B1 CEFR). The course covers topics related to the practical life of students. It adopts a three-tier analysis strategy consisting of vocabulary, grammatical structure, and writing composition. Overall, it offers students a wide range of practice opportunities ranging from the level of the sentence to that of the paragraph, concentrating intensively on its organizational parts: the topic sentence, the body of the paragraph, and the concluding sentence.	
5. Pre-requirements for this course (if any): ENG116-5 Writing 2	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) The course intends to upgrade and consolidate the writing skills already acquired previously in the writing courses for levels 1 and 2. Students are guided to gather, organize, and analyze information in order to produce a cohesive piece of writing. The ability to produce a standard, simple and logical essay is the core aim of this course.	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	40	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	40
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**40**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Demonstrate adequate command of writing personal, descriptive, and analytical essays	K1	Lecturing, writing practice, group work, pair work, debates, etc.	Quizzes/Assignments/Progress Test/Final Exam
1.2	Master punctuation, capitalization, and sentence structure rules	K2	Lectures, in-class-practice, and homework	Quizzes/Assignments/Progress Test/Final Exam
1.3	Outline cause/effect, précis, and expository/analytical writing techniques	K2	Lecturing, writing practice, group work, pair work, debates, etc.	Quizzes/Assignments/Progress Test/Final Exam
2.0	Skills			
2.1	Argue, analyze, investigate, compare, and contrast topics of general interest for students	S2	Lecturing, writing practice, group work, pair work, debates, etc.	Individual meetings with students to evaluate their appreciation of their own work. Student presentations Evaluation of

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				quizzes, assignments, and the progress test/final exam
2.2	Produce 10-20 sentences and/or a short paragraph about Business, Science, and Media studies, etc.	S3	Lectures, classwork, homework, assignments	Individual assignments Progress Test Final Exam
2.3	Modify simple paragraphs by rectifying different writing flaws related to various stylistic, grammatical and vocabulary usage issues	S3	Lecturing, writing practice, group work, pair work, debates, etc.	Individual assignments Progress Test Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Work effectively in research groups using adequate command of academic writing skills	V3	Lecturing, writing practice, group work, pair work, debates, etc.	Individual and group presentations
3.2	Utilize writing potential for formal correspondence in the workplace	V1	Lecturing, writing practice, group work, pair work, debates, etc.	Individual assignments
3.3	Demonstrate confidence in leadership through effective written correspondence	V3	Lecturing, writing practice, group work, pair work, debates, etc.	Students' behavior during group assignments is monitored and evaluated against planned standards.

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.4	Develop and promote interpersonal relationships through written discourse	V3	Lecturing, writing practice, group work, pair work, debates, etc.	Students' behavior during group assignments is monitored and evaluated against planned standards.

C. Course Content

No	List of Topics	Contact Hours
1.	Chapter 1: What company are you loyal to?	4
2.	Chapter 2: How has a product changed the world?	4
3.	Chapter 4: When did nature amaze you?	4
4.	Chapter 5: Is your energy use increasing?	4
5.	Chapter 6: Responding to Art	4
6.	Chapter 7: How can celebrities influence people?	4
7.	Chapter 8: What is an issue in the news?	4
8.	Chapter 9: Applying information from a bar graph	4
9.	Chapter 9: Applying information from a bar graph	4
10.	Revision & Essay + Writing Practice	4
Total		40

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	3	5%
2.	Quiz 2	6	5%
3.	Assignment 1	4	5%
4.	Assignment 2	8	5%
5.	Progress Test	7	30%
6.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Trio Writing 3 With Online Practice. Alice Savage & Colin Ward. Oxford University Press 2015.
Essential References	Dictionaries
Electronic Materials	https://www.thesaurus.com/ Cambridge Dictionary: Essential British English Cambridge Dictionary: Essential American English Merriam-Webster Dictionary Oxford English Dictionary The Word Reference English Dictionary Dictionary.com Collins Online Dictionary Macmillan Dictionary
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Reading Comprehension 3**
Course Code:	**ENG211-4**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification	
1. Credit hours:	4
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 4/Year 2	
4. Course general Description This is an intermediary course designed to facilitate reading comprehension, maximize vocabulary building, and correct grammar usage. Moreover, reading skills such as previewing, scanning and skimming, etc., are expected to prepare students to utilize their reading skills outside the classrooms.	
5. Pre-requirements for this course (if any): ENG115-5 Reading Comprehension 2	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) To develop and extend students' information processing skills to provide them with the skills of self-expression, self-reflection, and critical analysis. To develop and hone their analytical reading skills.	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	40	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	40
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	40

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Determine the meaning of unfamiliar words and sounds by decoding, using contextual or structural analysis, without using a dictionary	K1	Encouraging students to participate in reading texts inside and outside of the classroom.	Progress Test
1.2	Illustrate different strategies to interact in communicative post-reading tasks by using a range of skills and key terms	K2	Lecturing, explaining and eliciting, as well as encouraging students to participate in pair and group work.	Final Exam
1.3	Exhibit knowledge of comprehension required for reading and communication by learning different techniques and strategies	k3	Encourage students to participate in pair and group work activities.	Final Exam
2.0	Skills			
2.1	Read and analyze a variety of texts and demonstrate comprehension skills such as previewing, scanning, skimming, and making inferences or predictions	S3	Reading many different texts in the classroom, and then eliciting answers so the student can demonstrate his comprehension skills.	Progress Test
2.2	Read critically and state opinions clearly	S6	Reading, eliciting and asking students to communicate their	Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			opinions in pairs or in a group.	
2.3	Develop key reading skills such as skimming, scanning, and identifying the main ideas and supporting details of texts or paragraphs, as well as guessing vocabulary from context	S2	Reading many different texts in the classroom, and then eliciting answers so the student can demonstrate his comprehension skills.	Progress Test
2.4	Apply knowledge to summarize/paraphrase information in a text and relate personal opinions, as well as analyze different graphic elements such as charts, graphs, tables, and timelines	S5	Reading and applying knowledge to summarize the texts to the class or in pairs. Eliciting and asking follow-up questions to demonstrate the ability to combine personal opinions with the information in the text.	Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Understand the responsibility for their own learning and personal growth through self-development	V1	Monitor students in the classroom and track their progress throughout the semester.	Rubrics
3.2	Illustrate effective communication and leadership qualities	V2	Monitor students in the classroom and allow them to work in groups to assess their communication and leadership	Rubrics

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			skills.	
3.3	Liaise with others in a professional capacity, and demonstrate the ability to work independently and within a team	V3	Monitor students in the classroom and track their progress throughout the semester.	Rubrics

C. Course Content

No	List of Topics	Contact Hours
1.	Chapter 1: What is Learning	5
2.	Chapter 2: How is Technology Affecting Learning?	5
3.	Chapter 3: Why Do We Do the Things We Do?	5
4.	Chapter 4: A Business of One?	5
5.	Chapter 5: How Do We Fit In?	5
6.	Chapter 6: Making a Difference with Technology.	5
7.	Chapter 7: Problem Solved?	5
8.	Chapter 8: How Do I Decide?	5
Total		40

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	5	5%
2.	Quiz 2	9	5%
3.	Assignment	10	10%
4.	Progress Test	6/7	30%
5.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Adams, Kate. 2016. Trio Reading 3. Oxford University Press. The United Kingdom.
Essential References	N/A
Electronic Materials	Available on Blackboard
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Listening & Speaking 3**
Course Code:	**ENG210-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages & Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification	
1. Credit hours:	5
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 4/Year 2	
4. Course general 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 in listening, speaking and cognitive skills, vocabulary development, and reinforcement. The course will be taught in an integrated way so as to include the other productive and receptive skills	
5. Pre-requirements for this course (if any): ENG114-5 Listening and Speaking 2	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) • To develop the skills necessary for personal, academic, work-related, and inter-cultural communication. • To equip the students with oral/aural skills like- being an active listener, presenting ideas in a clear manner, interviewing techniques, etc. • To enable the students to communicate with native English speakers in a reasonably appropriate register.	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**50**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify and summarize a variety of academic contexts and daily life situations while listening	K1	Lectures Pair work Discussion Elicitation	Progress Test
1.2	Outline speakers' moods and opinions and make inferences in academic and daily English conversations	K1	As above	As above
1.3	Discuss challenges in college and work experience, lead group discussions, present web apps, etc.	K3	As above	Speaking tests based on the following criteria: Fluency, accuracy, vocabulary coverage, pronunciation and content.
1.4	Recognize a variety of English sounds while listening to different topics	k1	As above	Progress Test

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	Skills			
2.1	Utilize different listening strategies to infer the main ideas of a variety of spoken texts on a wide range of topics	S1	Pair work Group work Role-play	Listening Final Exam
2.2	Practice English successfully to communicate orally to describe eating habits, the environment, etc.	S2	Pair work Group work Role-play Discussion Elicitation	Speaking tests based on the following criteria: Fluency, accuracy, vocabulary coverage, pronunciation and content.
2.3	Use English appropriately for social communications	S1	Pair work Group work Role-play Discussion	As Above
2.4	Produce English sounds correctly and clearly while speaking	S5	Drills	Assessed speaking tasks
2.5	Apply the learned contextual vocabulary to comprehend listening topics relevant to different real-life situations	S5	Concept checking Discussion	Speaking test based on the following criteria: Fluency, accuracy, vocabulary coverage, pronunciation, and content.
3.0	Values, autonomy, and responsibility			
3.1	Show responsibility in the self-learning process and in	V1	Concept checking Discussion	Speaking Test/Survey

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	continuing personal and professional development			
3.2	Reflect strong leadership qualities of loyal and contributing citizens who pave the way for the development of an intellectual society and a prosperous nation	V2	Pair work Group work Role-play Discussion	Speaking Test/Survey
3.3	Exhibit the qualities of ideal team members who are aware of their responsibilities both professionally and ethically	V3	Concept checking Discussion	Speaking Test/Survey

C. Course Content

No	List of Topics	Contact Hours
1.	Chapter 1: Do you enjoy challenges?	10
2.	Chapter 3: How important is work experience?	10
3.	Chapter 5: How Do Eating Habits Differ?	10
4.	Chapter 6: How Well Does Food Travel?	10
5.	Chapter 7: What Is a Green Building?	10
Total		**50**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Progress Test Listening	6/7	30%
2.	Speaking Exam	8/9	20%
3.	Final Exam Listening	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Hamlin, D. (2017) TRIO LISTENING AND SPEAKING 3: Oxford: Oxford University Press.
Essential References	Merriam-Webster Dictionary and Thesaurus Oxford Advanced Learner's Dictionary
Electronic Materials	BBC English language learning webpage
Other Learning Materials	Online podcasts, e-books, etc.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Study Skills**
Course Code:	**ENG 118-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

1. New template version as of 2/12/2023
2. The version in use from 12/10/2022 to 2/11/2023
3. The version in use from 8/21/2022 to 12/9/2022
4. Prior to 8/21/2022

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A. General information about the course:

Course Identification	
1. Credit hours:	3
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 3/Year 1	
4. Course general Description The course prepares a student to become a better student and helps with managing time and organizing work, taking effective notes, teaches skills on taking tests, prioritizing assignments, getting the most from teachers, lectures, technology, and quickly handling problems, as well as many different methods and skills to improve success at university level academic endeavors.	
5. Pre-requirements for this course (if any):	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) A good deal of evidence is present to show a positive correlation between the improvement of students' study skills and achievement. This course offers an accessible manual to the learner for improvement of his/her study skills and determines strategies, if learned and practiced in the classroom, home study space, and exam-taking sessions, that could result in the gradual academic achievement of the student. The course also focuses on time management, learning strategies, reading, note taking, stress management, and other relevant strategies to improve study skills. Main Objectives: The key objective of the Study Skills course is to help students manage their own success. It does this by: 1. Promoting understanding of how good marks and successful outcomes are possibilities for any student; 2. Clarifying expectations of conventions, study tasks, and ways of thinking typical of Higher Education; 3. Supporting you in identifying your strengths as well as what else you can do to achieve well; 4. Developing effective strategies – study habits, techniques, and thinking that optimize learning; 5. Encouraging a personal approach – one that works best for you 6. Providing step-by-step guidance on how to undertake academic tasks typical of Higher Education	

7. Offering insights on how to tackle study activities that many students find difficult

8. Providing resources to help students evaluate, reflect upon, and manage their studies more easily;

9. Encouraging students to evolve into a "life-long learner" who has the ability to self-evaluate, reflect and review; and plan for long-term and short-term life goals with an eye to a successful career;

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**30**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify and discuss what is expected from university students	K3	Visualization Cooperative learning Inquiry-based	Quizzes/Assignments/Progress Test/Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			instruction Technology in the classroom Standard lectures	
1.2	Explore anxieties and identify resources and signs of stress	K3	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Quizzes/Assignments/Progress Test/Final Exam
1.3	Identify areas of strength in their current study skills and areas to develop further	K3	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Quizzes/Assignments/Progress Test/Final Exam
1.4	Explain the processes involved in reading and taking notes for academic tasks	K3	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Quizzes/Assignments/Progress Test/Final Exam
1.5	Describe strategies that can help students prepare well for exams	K3	Visualization Cooperative learning Inquiry-based	Quizzes/Assignments/Progress Test/Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			instruction Technology in the classroom Standard lectures	
2.0	Skills			
2.1	Build resilience as a student so as to maximize the chance of success	S8	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class participation / practical tasks/ assignments/ progress test (midterm exam) and final exam.
2.2	Apply skills to gain the maximum benefits when reading to improve academic achievement	S3	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class participation / practical tasks/ assignments/ progress test (midterm exam) and final exam.
2.3	Set priorities for developing study skills, monitor achievements	S8	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class participation / practical tasks/ assignments/ progress test (midterm exam) and final exam.
2.4	Effectively take notes from lectures and written materials	S8	Visualization Cooperative learning	Class participation / practical tasks/ assignments/

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			Inquiry-based instruction Technology in the classroom Standard lectures	progress test (midterm exam) and final exam.
2.5	Develop and apply revision and exam-taking techniques	S8	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class participation / practical tasks/ assignments/ progress test (midterm exam) and final exam.
2.6	Utilize technology to support their academic studies	S8	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class participation / practical tasks/ assignments/ progress test (midterm exam) and final exam.
3.0	Values, autonomy, and responsibility			
3.1	Organize their independent study in ways that make the best use of time	V1	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class discussion/Groupwork/Observation/Checklists/Questionnaire
3.2	Show an ability to solve problems	V1	Visualization Cooperative	Class discussion/Gro

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			learning Inquiry-based instruction Technology in the classroom Standard lectures	upwork/Observation/Checklists/Questionnaire
3.3	Build confidence in utilizing different learning tools to enhance achievement	V1	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class discussion/Groupwork/Observation/Checklists/Questionnaire
3.4	Communicate effectively and professionally with others	V2	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class discussion/Groupwork/Observation/Checklists/Questionnaire
3.5	Prioritize time effectively to meet targets in self-development	V3	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class discussion/Groupwork/Observation/Checklists/Questionnaire

C. Course Content

No	List of Topics	Contact Hours
1.	Chapter 1: Success as a Student	4
2.	Chapter 4: Successful study Intelligence, strategy and personalized learning	4
3.	Chapter 5 The C.R.E.A.M. Strategy for Learning	4
4.	Chapter 6: Time management as a student	3
5.	Chapter 7: Managing Stress & Well-being	2
6.	Chapter 10: Reading, note-making and managing information	4
7.	Chapter 17: Devising your revision and exam strategy	6
8.	Revision	3
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Practical Assignment 1	As scheduled by coordinator	10%
2.	Practical Assignment 2	As scheduled by coordinator	10%
3.	Progress Test (Chapters 1,4, and 5)	7	30%
4.	Final Exam (Chapters 1,4,5,6,10 &17)	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Stella Cottrell. (2019). The Study Skills Handbook: Macmillan International Higher Education
Essential References	N/A
Electronic Materials	N/A
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Listening & Speaking 3**
Course Code:	**ENG210-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages & Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

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D. Student Assessment Activities	7
E. Learning Resources and Facilities	7
1. References and Learning Resources	7
2. Required Facilities and Equipment	7
F. Assessment of Course Quality	8
G. Specification Approval Data	8

A. General information about the course:

Course Identification	
1. Credit hours:	5
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 4/Year 2	
4. Course general 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 in listening, speaking and cognitive skills, vocabulary development, and reinforcement. The course will be taught in an integrated way so as to include the other productive and receptive skills	
5. Pre-requirements for this course (if any): ENG114-5 Listening and Speaking 2	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) • To develop the skills necessary for personal, academic, work-related, and inter-cultural communication. • To equip the students with oral/aural skills like- being an active listener, presenting ideas in a clear manner, interviewing techniques, etc. • To enable the students to communicate with native English speakers in a reasonably appropriate register.	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**50**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify and summarize a variety of academic contexts and daily life situations while listening	K1	Lectures Pair work Discussion Elicitation	Progress Test
1.2	Outline speakers' moods and opinions and make inferences in academic and daily English conversations	K1	As above	As above
1.3	Discuss challenges in college and work experience, lead group discussions, present web apps, etc.	K3	As above	Speaking tests based on the following criteria: Fluency, accuracy, vocabulary coverage, pronunciation and content.
1.4	Recognize a variety of English sounds while listening to different topics	k1	As above	Progress Test

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	Skills			
2.1	Utilize different listening strategies to infer the main ideas of a variety of spoken texts on a wide range of topics	S1	Pair work Group work Role-play	Listening Final Exam
2.2	Practice English successfully to communicate orally to describe eating habits, the environment, etc.	S2	Pair work Group work Role-play Discussion Elicitation	Speaking tests based on the following criteria: Fluency, accuracy, vocabulary coverage, pronunciation and content.
2.3	Use English appropriately for social communications	S1	Pair work Group work Role-play Discussion	As Above
2.4	Produce English sounds correctly and clearly while speaking	S5	Drills	Assessed speaking tasks
2.5	Apply the learned contextual vocabulary to comprehend listening topics relevant to different real-life situations	S5	Concept checking Discussion	Speaking test based on the following criteria: Fluency, accuracy, vocabulary coverage, pronunciation, and content.
3.0	Values, autonomy, and responsibility			
3.1	Show responsibility in the self-learning process and in	V1	Concept checking Discussion	Speaking Test/Survey

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	continuing personal and professional development			
3.2	Reflect strong leadership qualities of loyal and contributing citizens who pave the way for the development of an intellectual society and a prosperous nation	V2	Pair work Group work Role-play Discussion	Speaking Test/Survey
3.3	Exhibit the qualities of ideal team members who are aware of their responsibilities both professionally and ethically	V3	Concept checking Discussion	Speaking Test/Survey

C. Course Content

No	List of Topics	Contact Hours
1.	Chapter 1: Do you enjoy challenges?	10
2.	Chapter 3: How important is work experience?	10
3.	Chapter 5: How Do Eating Habits Differ?	10
4.	Chapter 6: How Well Does Food Travel?	10
5.	Chapter 7: What Is a Green Building?	10
Total		**50**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Progress Test Listening	6/7	30%
2.	Speaking Exam	8/9	20%
3.	Final Exam Listening	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Hamlin, D. (2017) TRIO LISTENING AND SPEAKING 3: Oxford: Oxford University Press.
Essential References	Merriam-Webster Dictionary and Thesaurus Oxford Advanced Learner's Dictionary
Electronic Materials	BBC English language learning webpage
Other Learning Materials	Online podcasts, e-books, etc.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Study Skills**
Course Code:	**ENG 118-3**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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1. References and Learning Resources	10
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A. General information about the course:

Course Identification	
1. Credit hours:	3
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 3/Year 1	
4. Course general Description The course prepares a student to become a better student and helps with managing time and organizing work, taking effective notes, teaches skills on taking tests, prioritizing assignments, getting the most from teachers, lectures, technology, and quickly handling problems, as well as many different methods and skills to improve success at university level academic endeavors.	
5. Pre-requirements for this course (if any):	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) A good deal of evidence is present to show a positive correlation between the improvement of students' study skills and achievement. This course offers an accessible manual to the learner for improvement of his/her study skills and determines strategies, if learned and practiced in the classroom, home study space, and exam-taking sessions, that could result in the gradual academic achievement of the student. The course also focuses on time management, learning strategies, reading, note taking, stress management, and other relevant strategies to improve study skills. Main Objectives: The key objective of the Study Skills course is to help students manage their own success. It does this by: 1. Promoting understanding of how good marks and successful outcomes are possibilities for any student; 2. Clarifying expectations of conventions, study tasks, and ways of thinking typical of Higher Education; 3. Supporting you in identifying your strengths as well as what else you can do to achieve well; 4. Developing effective strategies – study habits, techniques, and thinking that optimize learning; 5. Encouraging a personal approach – one that works best for you 6. Providing step-by-step guidance on how to undertake academic tasks typical of Higher Education	

7. Offering insights on how to tackle study activities that many students find difficult

8. Providing resources to help students evaluate, reflect upon, and manage their studies more easily;

9. Encouraging students to evolve into a "life-long learner" who has the ability to self-evaluate, reflect and review; and plan for long-term and short-term life goals with an eye to a successful career;

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**30**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify and discuss what is expected from university students	K3	Visualization Cooperative learning Inquiry-based	Quizzes/Assignments/Progress Test/Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			instruction Technology in the classroom Standard lectures	
1.2	Explore anxieties and identify resources and signs of stress	K3	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Quizzes/Assignments/Progress Test/Final Exam
1.3	Identify areas of strength in their current study skills and areas to develop further	K3	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Quizzes/Assignments/Progress Test/Final Exam
1.4	Explain the processes involved in reading and taking notes for academic tasks	K3	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Quizzes/Assignments/Progress Test/Final Exam
1.5	Describe strategies that can help students prepare well for exams	K3	Visualization Cooperative learning Inquiry-based	Quizzes/Assignments/Progress Test/Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			instruction Technology in the classroom Standard lectures	
2.0	Skills			
2.1	Build resilience as a student so as to maximize the chance of success	S8	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class participation / practical tasks/ assignments/ progress test (midterm exam) and final exam.
2.2	Apply skills to gain the maximum benefits when reading to improve academic achievement	S3	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class participation / practical tasks/ assignments/ progress test (midterm exam) and final exam.
2.3	Set priorities for developing study skills, monitor achievements	S8	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class participation / practical tasks/ assignments/ progress test (midterm exam) and final exam.
2.4	Effectively take notes from lectures and written materials	S8	Visualization Cooperative learning	Class participation / practical tasks/ assignments/

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			Inquiry-based instruction Technology in the classroom Standard lectures	progress test (midterm exam) and final exam.
2.5	Develop and apply revision and exam-taking techniques	S8	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class participation / practical tasks/ assignments/ progress test (midterm exam) and final exam.
2.6	Utilize technology to support their academic studies	S8	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class participation / practical tasks/ assignments/ progress test (midterm exam) and final exam.
3.0	Values, autonomy, and responsibility			
3.1	Organize their independent study in ways that make the best use of time	V1	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class discussion/Groupwork/Observation/Checklists/Questionnaire
3.2	Show an ability to solve problems	V1	Visualization Cooperative	Class discussion/Gro

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			learning Inquiry-based instruction Technology in the classroom Standard lectures	upwork/Observation/Checklists/Questionnaire
3.3	Build confidence in utilizing different learning tools to enhance achievement	V1	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class discussion/Groupwork/Observation/Checklists/Questionnaire
3.4	Communicate effectively and professionally with others	V2	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class discussion/Groupwork/Observation/Checklists/Questionnaire
3.5	Prioritize time effectively to meet targets in self-development	V3	Visualization Cooperative learning Inquiry-based instruction Technology in the classroom Standard lectures	Class discussion/Groupwork/Observation/Checklists/Questionnaire

C. Course Content

No	List of Topics	Contact Hours
1.	Chapter 1: Success as a Student	4
2.	Chapter 4: Successful study Intelligence, strategy and personalized learning	4
3.	Chapter 5 The C.R.E.A.M. Strategy for Learning	4
4.	Chapter 6: Time management as a student	3
5.	Chapter 7: Managing Stress & Well-being	2
6.	Chapter 10: Reading, note-making and managing information	4
7.	Chapter 17: Devising your revision and exam strategy	6
8.	Revision	3
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Practical Assignment 1	As scheduled by coordinator	10%
2.	Practical Assignment 2	As scheduled by coordinator	10%
3.	Progress Test (Chapters 1,4, and 5)	7	30%
4.	Final Exam (Chapters 1,4,5,6,10 &17)	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Stella Cottrell. (2019). The Study Skills Handbook: Macmillan International Higher Education
Essential References	N/A
Electronic Materials	N/A
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Grammar 2**
Course Code:	**ENG 117-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification					
1. Credit hours:	5				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 3/Year 1					
4. Course general Description This is an intermediate grammar course. It focuses on aspects of English grammar most commonly needed in daily communication. Besides, it provides a review of the fundamental grammar units introduced in Grammar 1.					
5. Pre-requirements for this course (if any): ENG113-5 Grammar 1					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) 1. To give students ample practice in using common grammatical structures in communicative situations. 2. To review and consolidate the fundamentals of English grammar introduced in Grammar 1 3. To form grammatically correct sentences that reflect connecting ideas, countable and non-countable, adjective and noun clauses, and using gerund and infinitives.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	

	Total	**50**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Classify different types of connecting ideas	K2	Lectures, Discussions, Relating content to prior knowledge, Regular review	Progress Test Two Quizzes Final Exam
1.2	Recognize different types of comparisons	K1	Discussions, Cooperative learning, Use of textbook charts and exercises	Progress Test Two Quizzes Final Exam
1.3	Recognize the different types of passives	K2	Discussions, Cooperative learning, Use of textbook charts and exercises	Progress Test Two Quizzes Final Exam
1.4	Recognize different types of count/non-count nouns and articles	K2	Discussions, Cooperative learning, Use of textbook charts and exercises	Progress Test Two Quizzes Final Exam
1.5	Classify different types of clauses (adjective and noun clauses)	K3	Discussions, Cooperative learning, Use of textbook charts and	Progress Test Two Quizzes Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			exercises	
2.0	Skills			
2.1	Apply the various coordinating conjunctions in sentences and recall their functions	S1	Discussions, Cooperative learning	Individual meetings with students to evaluate their appreciation of own work Students Presentations Evaluation of quizzes, assignments and exams
2.2	Develop writing performance	S2	Deductive and Inductive explanations of the rules. Cooperative learning	Individual Assignments Exams
2.3	Enhance speaking skills	S3	Discussions, Cooperative learning	Individual Assignments Exams
3.0	Values, autonomy, and responsibility			
3.1	Develop grammatical competence necessary for qualifying international English language testing exams	V1	Encouraging extracurricular involvement in the classroom environment.	Observations/ Checklists
3.2	Communicate effectively as a team member in the workplace with confidence using the appropriate English discourse structure	V2	Encouraging consistent English communication of each student in the class.	Observations/ Checklists

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.3	Develop personal attitudes towards working ethically and respectfully in peer and group relationships	V3	Encouraging students' presentations in the class.	Observations/ Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	General Introduction to Course Topics	5
2.	Chapter 8 Connecting Ideas	5
3.	Chapter 8 Connecting Ideas Chapter 9 Comparisons	5
4.	Chapter 9 Comparisons	5
5.	Chapter 10 The Passive	5
6.	Chapter 10 The Passive	5
7.	Chapter 11 Count/Noncount Nouns and Articles	5
8.	Chapter 11 Count/Noncount Nouns and Articles Chapter 12	5

	Adjective Clauses	
9.	Chapter 12 Adjective Clauses Chapter 13 Gerunds and Infinitives	5
10	Chapter 13 Gerunds and Infinitives	5
Total		**50**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1 (Chapter 8 and 9)	4	10%
2.	Quiz 2 (Chapter 11 and 12)	8	10%
3.	Progress Test (Chapter 8, 9, and 10)	6	30%
4.	Final Exam (All Chapters Mentioned in the Course Syllabus 8-13)	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Azar, B. (2019) Fundamentals of English grammar (5th edition). Longman. (Chapters 8-14)
Essential References	The English Grammar Workbook for Adults: A Self-Study Guide to Improve Functional Writing Paperback – June 2, 2020 by Michael DiGiacomo
Electronic Materials	http://www.pearsonlongman.com/ae/azar/grammar_ex/ http://www.englishforums.com/English/GeneralEnglishGrammarQuestions
Other Learning Materials	http://www.longman.com/grammarexchange

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Reading Comprehension 2**
Course Code:	**ENG 115-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

1. New template version as of 2/12/2023
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3. The version in use from 8/21/2022 to 12/9/2022
4. Prior to 8/21/2022

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A. General information about the course:

Course Identification					
1. Credit hours:	5				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 3/Year 1					
4. Course general Description This course aims to apply reading skills to comprehend, analyze, interpret and evaluate reading passages from a variety of genres, such as magazines, newspapers, textbooks, and interviews, as well as from graphical representations such as charts, graphs, and timelines. This course is taught to provide the students with the basic skills of reading in order to enhance their comprehension to understand academic reading. The course is taught through using various methods and classroom activities. Group discussions are initiated by the teacher to provide the students with an opportunity to develop their understanding of the topic. In addition, the students are asked questions to check their background knowledge					
5. Pre-requirements for this course (if any): ENG111-5 Reading Comprehension 1					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) This is an integrated "intermediate" course that aims at developing reading skills in order to facilitate reading comprehension and to create a functional vocabulary for students, to become successful, independent readers. This is achieved through overt training in reading and thinking skills, through motivating classroom activities to develop appropriate study skills, and to aid vocabulary development and reinforcement. Moreover, the reading skills, such as previewing, scanning and skimming, etc., expose students so to practice their reading skills outside of the classroom.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	50

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the main ideas of a paragraph and essay	K2	Emphasize Titles Look at the First and Last Sentences Use Key Words Compare the Supporting Details to the Main Idea	Assignments In-Class Quizzes Progress Test Final Exam
1.2	Identify the details that support the main ideas of a paragraph and essay	K2	Use Examples and Non-Examples Prioritize Information Important Skills to Teach How to identify the main idea of different sections of a text How to identify key details and explain how they support the main idea How to summarize an informational	Assignments In-Class Quizzes Progress Test Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			text	
2.0	Skills			
2.1	Scan a reading passage for specific information	S3	Scanning Practice	Assignments In-Class Quizzes Progress Test Final Exam
2.2	Skim a reading passage for general comprehension	S3	Skimming Practice	Assignments In-Class Quizzes Progress Test Final Exam
2.3	Write a summary of a reading passage	S4	Provide opportunities for students to read, write, and talk about texts	Assignments In-Class Quizzes Progress Test Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Reflect on their own learning experience of English and explore options to continuously develop their competence as critical readers	V1	- Pair work - Free discussion - Group work	Observations/ Checklists
3.2	Develop autonomy and self-reliance in learning and applying all strategies in extraneous passages from different resources	V2	- Free discussion - Group work	Observations/ Checklists
3.3	Work ethically and	V3	- Pair work	Observations/

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	professionally as a part of a team or independently		- Group work	Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	General Introduction to Course Topics	5
2.	Chapter 1: What Influence Do Business Have on You?	5
3.	Chapter 2: Is Online Communication Always Good?	5
4.	Chapter 3: Why Do We Have Sports?	5
5.	Chapter 4: Has Exercise Always Been Important?	5
6.	Chapter 5: What Can We Learn from the Past?	5
7.	Chapter 6: Food Innovation	5
8.	Chapter 7: Cities of the Future	5
9.	Chapter 8: How Will We Work?	5
10.	Chapter 9: What Will Our World Look Like?	5
Total		50

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1 (Chapters 1 &2)	4	10%
2.	Quiz 2 (Chapters 4 & 5)	6	10%
3.	Progress Test (Chapters 1-5)	7	30%
4.	Final Exam (Chapters 1-9)	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	TRIO Reading 2. The Intersection of Vocabulary, Critical Thinking, & Reading. Mari Vergo & Kate Adams. 2016. Oxford University Press.
Essential References	Oxford Advanced Learner's Dictionary
Electronic Materials	Relevant online sources provided by course instructor
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Writing 2**
Course Code:	**ENG 116-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification					
1. Credit hours:	5				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 3/Year 1					
4. Course general Description This course emphasizes on developing writing skills among students. They will commence with paragraph structure and organization to move later on to the different types of paragraphs, focusing on the use of simple sentences and structures that allow the students to control their writing, i.e., the paragraph. The appropriate and effective organization of the paragraphs is not limited to; topic sentences, supporting sentences, or concluding sentences; however, it goes beyond such patent requirements to emphasize capitalization, punctuation, incorrect sentences, fragments, and run-on sentences.					
5. Pre-requirements for this course (if any): ENG112-5 Writing 1					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) ▪ Classify mainly four types of paragraphs (descriptive, process, opinion and narrative) ▪ Apply their practical knowledge and strategies of writing to succeed in content coursework. ▪ Demonstrate their knowledge to express their opinions, discuss their ideas, and share their experiences through written communication. ▪ Apply their knowledge to analyze authentic student paragraphs, which eventually leads to academic and professional competence. ▪ Synthesize their acquired knowledge of composing various types of paragraphs for succeeding in advanced courses such as applied linguistics and English literature. ▪ Use language appropriately for various contexts in writing paragraphs.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	50

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify various writing skill types	K1	Lecturing pair work group work free discussion	Progress Test/Final Exam comprising: Free writing tasks in every lesson Multiple choice questions Gap-filling Error

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				correction Editing Sentence completion
1.2	Develop the strategies of writing for succeeding in content courses	K1	Lecturing pair work group work free discussion	Progress Test/Final Exam comprising: Free writing tasks in every lesson Multiple choice questions Gap-filling Error correction Editing Sentence completion
1.3	Demonstrate the major techniques, principles, and practices in the field of writing	K3	Lecturing Discussion Exploiting tasks in the textbook if necessary	Progress Test/Final Exam comprising: Free writing tasks in every lesson Multiple choice questions Gap-filling Error correction Editing

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				Sentence completion
2.0	Skills			
2.1	Operate the knowledge to be independent learners to analyze authentic student paragraphs, which eventually leads to academic and professional competence	S4	Lecturing Discussion Exploiting tasks in the textbook if necessary	Progress Test/Final Exam comprising: Free writing tasks in every lesson Multiple choice questions Gap-filling Error correction Editing Sentence completion
2.2	Write well-structured, complex academic texts on a wide range of topics	S4	Lecturing Discussion Exploiting tasks in the textbook if necessary	Progress Test/Final Exam comprising: Free writing tasks in every lesson Multiple choice questions Gap-filling Error correction Editing Sentence

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				completion
2.3	Conduct various writings and cope with unexpected topics. i.e., relying on themselves in expressing their thoughts on various topics	S3	Lecturing Discussion Exploiting tasks in the textbook if necessary	Progress Test/Final Exam comprising: Free writing tasks in every lesson Multiple choice questions Gap-filling Error correction Editing Sentence completion
3.0	Values, autonomy, and responsibility			
3.1	Develop academic writing reliability to share learning experiences	V1	Self-evaluation Encouraging pair-work and group work Encouraging students to cooperate with each other	Observations/ Checklists
3.2	Act ethically in communicating with community members using IT tools and technological resources to gauge English writing skills in different settings	V2	Pair work assessment	Observations/ Checklists
3.3	Acquire basic skills to communicate	V3	In-class practical	Observations/

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	effectively and integrate citizens in such multi-cultural diversity		sessions	Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	General Introduction to Course Topics	5
2.	Chapter 1: How Do People Meet?	5
3.	Chapter 2: Who has Good Social Skills?	5
4.	Chapter 3: How Do places Change Us?	5
5.	Chapter 4: What Makes a Strong Community?	5
6.	Chapter 5: What Did Your City Build?	5
7.	Chapter 6: How Did a Place Surprise You?	5
8.	Chapter 7: Who are 21st – Century Teenagers?	5
9.	Chapter 8: What Does Your Future Look Like?	5
10.	Chapter 9: Who Is Your Country Proud Of?	5
Total		50

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1 (Unit 1 Chapters 1-3 and Unit 2 Chapter 4)	4	10%
2.	Quiz 2 (Unit 2 Chapters 7-9)	8	10%
3.	Progress Test (Chapters 1-6)	6	30%
4.	Final Exam (Chapters 1-9 Trio Writing 2)	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	TRIO WRITING 2 by Alice Savage & Colin Ward
Essential References	Oxford Advanced Learner's Dictionary (9th edition)
Electronic Materials	Thesaurus Merriam-Webster Dictionary Dictionary.com Collins Dictionary Guide to Writing Composition How to Write an Impressive Composition Writing Skills Practice Book for EFL - American English
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Reading Comprehension 2**
Course Code:	**ENG 115-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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1. References and Learning Resources	7
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A. General information about the course:

Course Identification					
1. Credit hours:	5				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 3/Year 1					
4. Course general Description This course aims to apply reading skills to comprehend, analyze, interpret and evaluate reading passages from a variety of genres, such as magazines, newspapers, textbooks, and interviews, as well as from graphical representations such as charts, graphs, and timelines. This course is taught to provide the students with the basic skills of reading in order to enhance their comprehension to understand academic reading. The course is taught through using various methods and classroom activities. Group discussions are initiated by the teacher to provide the students with an opportunity to develop their understanding of the topic. In addition, the students are asked questions to check their background knowledge					
5. Pre-requirements for this course (if any): ENG111-5 Reading Comprehension 1					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) This is an integrated "intermediate" course that aims at developing reading skills in order to facilitate reading comprehension and to create a functional vocabulary for students, to become successful, independent readers. This is achieved through overt training in reading and thinking skills, through motivating classroom activities to develop appropriate study skills, and to aid vocabulary development and reinforcement. Moreover, the reading skills, such as previewing, scanning and skimming, etc., expose students so to practice their reading skills outside of the classroom.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	50

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the main ideas of a paragraph and essay	K2	Emphasize Titles Look at the First and Last Sentences Use Key Words Compare the Supporting Details to the Main Idea	Assignments In-Class Quizzes Progress Test Final Exam
1.2	Identify the details that support the main ideas of a paragraph and essay	K2	Use Examples and Non-Examples Prioritize Information Important Skills to Teach How to identify the main idea of different sections of a text How to identify key details and explain how they support the main idea How to summarize an informational	Assignments In-Class Quizzes Progress Test Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			text	
2.0	Skills			
2.1	Scan a reading passage for specific information	S3	Scanning Practice	Assignments In-Class Quizzes Progress Test Final Exam
2.2	Skim a reading passage for general comprehension	S3	Skimming Practice	Assignments In-Class Quizzes Progress Test Final Exam
2.3	Write a summary of a reading passage	S4	Provide opportunities for students to read, write, and talk about texts	Assignments In-Class Quizzes Progress Test Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Reflect on their own learning experience of English and explore options to continuously develop their competence as critical readers	V1	- Pair work - Free discussion - Group work	Observations/ Checklists
3.2	Develop autonomy and self-reliance in learning and applying all strategies in extraneous passages from different resources	V2	- Free discussion - Group work	Observations/ Checklists
3.3	Work ethically and	V3	- Pair work	Observations/

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	professionally as a part of a team or independently		- Group work	Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	General Introduction to Course Topics	5
2.	Chapter 1: What Influence Do Business Have on You?	5
3.	Chapter 2: Is Online Communication Always Good?	5
4.	Chapter 3: Why Do We Have Sports?	5
5.	Chapter 4: Has Exercise Always Been Important?	5
6.	Chapter 5: What Can We Learn from the Past?	5
7.	Chapter 6: Food Innovation	5
8.	Chapter 7: Cities of the Future	5
9.	Chapter 8: How Will We Work?	5
10.	Chapter 9: What Will Our World Look Like?	5
Total		50

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1 (Chapters 1 &2)	4	10%
2.	Quiz 2 (Chapters 4 & 5)	6	10%
3.	Progress Test (Chapters 1-5)	7	30%
4.	Final Exam (Chapters 1-9)	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	TRIO Reading 2. The Intersection of Vocabulary, Critical Thinking, & Reading. Mari Vergo & Kate Adams. 2016. Oxford University Press.
Essential References	Oxford Advanced Learner's Dictionary
Electronic Materials	Relevant online sources provided by course instructor
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Listening & Speaking 2**
Course Code:	**ENG114-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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3. The version in use from 8/21/2022 to 12/9/2022
4. Prior to 8/21/2022

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A. General information about the course:

Course Identification	
1. Credit hours:	5
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 2/Year 1	
4. Course general Description This course is designed to enhance listening and speaking skills of the students. The content of this course, taught in group and language lab settings, focuses on communication skills for active participation in academic and social contexts. Students develop listening and speaking skills for classroom presentations and discussions, learn note-taking skills and practice using academic vocabulary forms appropriately in context.	
5. Pre-requirements for this course (if any): ENG110-5 Listening & Speaking 1	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) To consolidate students' listening and speaking skills acquired in the previous level To provide students with the skills they need for inter-cultural communication and broaden their understanding of the world outside their immediate environment, incorporating material related directly to students' personal, religious and cultural interests and experiences To furnish students with oral/aural strategies like: Distinguishing main ideas and supporting ideas in discourse; Using modals of suggestion; Recognizing men's and women's communication styles; and communicating in groups (finding solutions)	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	50

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Enhance their knowledge of English, especially listening and speaking skills that enable them to comprehend and address a wide variety of topics	K3	Lectures Pair work Discussion Elicitation	Progress Test
1.2	Demonstrate a sound knowledge of English that enables them to skillfully communicate using English on a wide variety of topics	K3	As above	As above
1.3	Relate previous knowledge to the introduced topic of the listening segment	K3	As above	As above
2.0	Skills			
2.1	Demonstrate listening skills by following listening comprehension tasks	S1	Pair work Group work Role-play	Listening Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.2	Identify main ideas and details in listening passages on topics related to people, seasons, lifestyle, places, sports, and jobs	S1	Pair work Group work Role-play Discussion Elicitation	Listening Final Exam
2.3	Predict the meanings of new vocabulary words used in different environments	S3	Pair work Group work Role-play Discussion	As above
2.4	Ask and answer questions about themselves and other people in the context of pair and small group conversation, conducting and responding to a survey or interview, and giving directions	S3	Drills	Speaking test based on the following criteria: Fluency, accuracy, vocabulary coverage, pronunciation, and content.
3.0	Values, autonomy, and responsibility			
3.1	Acknowledge that they must exercise understanding as they effectively communicate with others	V2	Concept checking Discussion	Speaking Test/Survey
3.2	Take responsibility for their learning and for the development of competence in listening and speaking	V2	Pair work Group work Role-play Discussion	Speaking Test/Survey

C. Course Content

No	List of Topics	Contact Hours
1.	General Introduction to Course Topics	5
2.	Chapter 1: HOW ARE YOU PREPARING FOR YOUR FUTURE?	5
3.	Chapter 3: WHAT DOES IT DO?	5
4.	Chapter 4: HOW ARE YOU GOING TO GET IN SHAPE?	5
5.	Chapter 4: HOW ARE YOU GOING TO GET IN SHAPE?	5
6.	Chapter 5: CAN WE WORK AS A TEAM?	5
7.	Chapter 6 WHAT WAS IT LIKE?	5
8.	Chapter 7: WHERE WERE YOU GOING?	5
9.	Chapter 8: WHY SHOULD YOU GO THERE?	5
10.	Revision	5
Total		50

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Progress Test Listening	6/7	30%
2.	Speaking Exam	8/9	20%
3.	Final Exam Listening	12/13	50%
Total			100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Laurie Blass. 2017. TRIO Listening and Speaking 2. Oxford University Press.
Essential References	Merriam-Webster: Dictionary and Thesaurus Oxford Advanced Learner's Dictionary
Electronic Materials	https://elt.oup.com
Other Learning Materials	Oxford University Press Webpage Learning Resources Bank/ Young Learners, Oxford University Press

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Grammar 1**
Course Code:	**ENG113-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

1. New template version as of 2/12/2023
2. The version in use from 12/10/2022 to 2/11/2023
3. The version in use from 8/21/2022 to 12/9/2022
4. Prior to 8/21/2022

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A. General information about the course:

Course Identification					
1. Credit hours:	5				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 2/Year 1					
4. Course general Description This is an introductory course in English grammar. Basic grammatical rules that help students speak and write simple sentences are taught throughout this course. The basic tenses (present and past) are presented through a large number of examples and exercises to help students grab the gist of these tenses (Form and Use). Other grammatical aspects in the structure of the English sentence are also presented. The main place and time prepositions are explained to the students and are reinforced through a wide range of exercises. The English nouns (count and non-count) are also discussed with regard to their plural forms and other determiners and quantifiers that come with them. The usage of definite and indefinite articles is also explained.					
5. Pre-requirements for this course (if any):					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) Students will develop a thorough understanding of nouns, pronouns, and verbs and how these parts of speech are used to construct sentences. Students will demonstrate the ability to express themselves and comprehend others with grammatical accuracy.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**50**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize, understand, and use the simple present and the simple past tenses	K1	1. Lectures 2. Group discussions in class 3. Group and individual assignments in class and at home	1. Quizzes (20%) 2. Progress Test (30%) 3. Final Exam (50%)
1.2	Recognize, understand, and use the present and past progressive tenses	K1	1. Lectures 2. Group discussions in class 3. Group and individual assignments in class and at home	1. Quizzes (20%) 2. Progress Test (30%) 3. Final Exam (50%)
1.3	Identify and use place and time prepositions	K1	1. Lectures 2. Group discussions in class 3. Group and individual assignments	1. Quizzes (20%) 2. Progress Test (30%) 3. Final Exam (50%)
1.4	Use count and non-count nouns along	K1	1. Lectures	1. Quizzes

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	with definite and indefinite articles and other quantifiers		2. Group discussions in class 3. Group and individual assignments	(20%) 2. Progress Test (30%) 3. Final Exam (50%)
1.5	Identify and use time clauses	K1	1. Lectures 2. Group discussions in class 3. Group and individual assignments	1. Quizzes (20%) 2. Progress Test (30%) 3. Final Exam (50%)
2.0	Skills			
2.1	Apply techniques to identify and use the correct form of the verb in simple sentences	S3	1. Analyzing grammatical errors. 2. Group and class discussions	1. Quizzes (20%) 2. Progress Test (30%) 3. Final Exam (50%)
2.2	Analyze and identify grammatical errors in simple sentences	S3	1. Analyzing grammatical errors. 2. Group and class discussions	1. Quizzes (20%) 2. Progress Test (30%) 3. Final Exam (50%)
2.3	Use different tenses to produce correct sentences in speaking and writing	S3	1. Analyzing grammatical errors. 2. Group and class discussions	1. Quizzes (20%) 2. Progress Test (30%) 3. Final Exam (50%)
2.4	Critically judge and illustrate the ungrammaticality of simple sentences	S3	1. Analyzing grammatical errors.	1. Quizzes (20%) 2. Progress

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			2. Group and class discussions	Test (30%) 3. Final Exam (50%)
3.0	Values, autonomy, and responsibility			
3.1	Work effectively in pairs and in groups in carrying out projects under guidance or autonomously	V2	1. Analyzing grammatical errors. 2. Group and class discussions	Observations/ Checklists
3.2	Make judgments or decisions regarding identifying grammatical problems by using a range of sources and advanced techniques in a way that enhances their English language competence	V1	1. Analyzing grammatical errors. 2. Group and class discussions 2. Group discussions in class 3. Group and individual assignments in class and at home	Observations/ Checklists
3.3	Work ethically and respectfully in a manner that displays confidence and potential for leadership	V3	1. Lectures 2. Group discussions in class 3. Group and individual assignments in class and at home	Observations/ Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	Chapter 1: Using Be	5
2.	Chapter 2: Using Be and Have	5
3.	Chapter 3: Using the Simple Present	5
4.	Chapter 4: Using the Present Progressive	5
5.	Chapter 5: Talking About the Present	5
6.	Chapter 6: Nouns and Pronouns	5
7.	Chapter 7: Count and Noncount Nouns	5
8.	Chapter 8: Expressing Past Time, Part 1	5
9.	Chapter 9: Expressing Past Time, Part 2	5
10.	Revision	5
Total		50

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	5	10%
2.	Quiz 2	9	10%
3.	Progress Test	7	30%
4.	Final Exam	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Azar, B.C. & Hagen, S.A. (2017) Basic English Grammar, Fourth Edition. Pearson Longman
Essential References	Oxford Advanced Learner's Dictionary
Electronic Materials	http://www.pearsonlongman.com/ae/azar/grammar_ex/
Other Learning Materials	Blackboard

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Writing 1**
Course Code:	**ENG112-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

Links to Editable Microsoft Word Versions

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A. General information about the course:

Course Identification	
1. Credit hours:	5
2. Course type	
a.	University ☐ College ☐ Department☒ Track☐ Others☐
b.	Required ☒ Elective☐
3. Level/year at which this course is offered: Semester 2/Year 1	
4. Course general Description This course for English language majors is the first in a guided series of five EFL writing skills courses. The course focuses on the writing process, sentence development, paragraph development, revision, and writing mechanics. Students will enhance their writing and editing skills.	
5. Pre-requirements for this course (if any):	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) This course is designed to develop learners' sentence-level and paragraph-level writing strategies and prepare them for higher-level EFL writing courses offered in the English program.	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	50

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe the basic components of a sentence	K1, K2	Lecture, corrective feedback	In class writing, Assignments, Quizzes
1.2	Describe the basic components of a paragraph	K1, K2	Lecture, corrective feedback	In class writing, Assignments, Quizzes
1.3	Identify correct/incorrect sentence structures	K1	Lecture, corrective feedback	In class writing, Assignments, Quizzes, Exams
1.4	Identify correct/incorrect paragraph structures	K1	Lecture, corrective feedback	In class writing, Assignments, Quizzes, Exams
2.0	Skills			
2.1	Construct grammatically correct sentences	S4, S5	Lecture, corrective feedback	In class writing, Assignments, Quizzes, Exams
2.2	Use punctuation marks properly and spell words correctly	S4, S5	Lecture, corrective feedback	In class writing, Assignments, Quizzes, Exams
2.3	Use the appropriate vocabulary for writing descriptive paragraphs	S4, S5	Lecture, corrective feedback	In class writing, Assignments, Quizzes, Exams
2.4	Compose descriptive paragraphs	S4, S5	Scaffolding approach, Process & product writing approaches	In class writing, Assignments, Quizzes, Exams
2.5	Write descriptive sentences and paragraphs about people, places, and	S4, S5	Scaffolding approach, Process & product	In class writing, Assignments, Quizzes, Exams

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	things		writing approaches	
3.0	Values, autonomy, and responsibility			
3.1	Develop autonomy through their own writing	V1	Scaffolding approach, Process & product writing approaches	Assignments
3.2	Express diverse ideas clearly through writing in the academic setting	V2	Scaffolding approach, Process & product writing approaches	Assignments
3.3	Develop and reflect upon writing skills that help students to succeed in the department courses and professional field	V1	Scaffolding approach, Process & product writing approaches	Assignments

C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1: Chapter 1	5
2.	Unit 1: Chapter 2	5
3.	Unit 1: Chapter 3	5
4.	Unit 2: Chapter 4	5
5.	Unit 2: Chapter 5	5
6.	Unit 2: Chapter 6	5
7.	Unit 3: Chapter 7	5
8.	Unit 3: Chapter 8	5
9.	Unit 3: Chapter 9	5
10.	Unit 3: Chapter 9	5
Total		**50**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes/Assignments	Various	20%
2.	Progress Test	7	30%
3.	Final Exam	12/13	50%
Total			100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Savage, A., & Ward, C. (2015). Trio Writing Level 1 Student Book. Oxford University Press.
Essential References	Oxford Advanced Learner's Dictionary
Electronic Materials	Use of Blackboard for supplemental writing practice
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Listening & Speaking 1**
Course Code:	**ENG110-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification					
1. Credit hours:	5				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 1/Year 1					
4. Course general Description A false beginners' course in English Listening using an American English textbook, and in Speaking through classroom discussions, conversations and one on one interviews with the instructor.					
5. Pre-requirements for this course (if any):					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) Using the oral/aural skills necessary for interpersonal communication in a variety of contexts and situations, a wide variety of vocabulary items that enable them to communicate successfully in real-life situations and contexts.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	50

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify a variety of academic contexts and daily life situations while listening	K3	Lectures Pair work Role-play Discussion Elicitation Guided discovery	Assignments/Progress Test/Final Exam that include MCQ questions, gap-fill, true-false, information questions, identifying vocabulary (words and phrases)
1.2	Recognize speakers and their feelings in academic and daily English conversations	K3	As above	As above
1.3	Describe things and places orally	K1	As above	Speaking tests are based on the following criteria: Fluency, accuracy, vocabulary coverage, pronunciation, and content.
1.4	Recognize English sounds properly while listening	K3	Drills	Assignments/Progress Test/Final Exam that include MCQ questions, gap-fill, identifying vocabulary (words and phrases)

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	Skills			
2.1	Practice English successfully to communicate orally to describe places, make small talk, make plans, etc.	S2	Pair work Group work Role-play Discussion Elicitation Guided Discovery	As above
2.2	Use English appropriately for social communications	S1	Pair work Group work Role-play Discussion	As above
2.3	Produce English sounds correctly and clearly while speaking	S1	Drills	Assessed speaking tasks
2.4	Apply the learned contextual vocabulary to express themselves and comprehend various listening topics relevant to real-life situations	S1	Concept checking Discussion	Assignments/Progress Test/Final Exam that include MCQ questions, gap-fill, identifying vocabulary (words and phrases)
3.0	Values, autonomy, and responsibility			
3.1	Work effectively in groups and exercise leadership when appropriate	V1	Discussion Group Work	Questions, surveys, role-plays
3.2	Act responsibly in personal and professional relationships	V2	Discussion Group Work	Questions, surveys, role-plays
3.3	Understand academic and ethical responsibility	V3	Discussion Group Work	Questions, surveys, role-plays

C. Course Content

No	List of Topics	Contact Hours
1.	General Introduction to Course Content and Topics	5
2.	Chapter 1: Are you Ready?	5
3.	Chapter 3: Do You Want to Meet for Coffee?	5
4.	Chapter 4: What's Your New Place Like?	5
5.	Chapter 5: What Can You Do There	5
6.	Chapter 6: Where Are You Going?	5
7.	Chapter 7: Is That Your Best Price?	5
8.	Chapter 7: Is That Your Best Price? Chapter 8: How Do You Like That Bike?	2.5 2.5
9.	Chapter 9: Who Gave It to You?	5
10.	Revision	5
Total		50

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Progress Test Listening	6/7	30%
2.	Speaking Exam	8/9	20%
3.	Final Exam Listening	12/13	50%
Total			**100%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Savage, A. and Ward, C. (2017) TRIO LISTENING AND SPEAKING 1: Oxford: Oxford University Press.
Essential References	Brown, S. and Smith, D. (2007) Active Listening 2. Cambridge: Cambridge University Press.
Electronic Materials	Listening Skills Practice https://agendaweb.org/listening/comprehension-exercises-A2.html About stress and syllables on the academic website ("Oxford English") https://youtu.be/Vu6UVwkUgzc
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Reading Comprehension 1**
Course Code:	**ENG111-5**
Program:	**Bachelor of Arts in English**
Department:	**English**
College:	**Faculty of Languages and Translation**
Institution:	**King Khalid University**
Version:	**1**
Last Revision Date:	**February 12, 2023**

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A. General information about the course:

Course Identification					
1. Credit hours:	5				
2. Course type					
a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: Semester 1/Year 1					
4. Course general Description This course is for level 1 students and is made up of 8 topics.					
5. Pre-requirements for this course (if any):					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) The main aim of this course is to acquaint students with reading strategies and skills and facilitate their understanding and analysis of written texts effectively and easily as well as cultivating in them the love for reading, developing their oral and silent reading skills and performing critical reading and thinking.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	50	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	50
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	50

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the main ideas of a short reading passage	K2	Emphasize Titles Look at the First and Last Sentences Use Key Words Compare the Supporting Details to the Main Idea Use Examples and Non-Examples Prioritize Information	Assignments In-Class Quizzes Progress Test Final Exam
1.2	Identify the details that support the main ideas in a short reading passage	K2	How to identify the main idea of different sections of a text How to identify key details and explain how they support the main idea How to summarize an informational text	Assignments In-Class Quizzes Progress Test Final Exam
2.0	Skills			
2.1	Scan a reading passage for specific information	S3	Scanning Practice	Assignments In-Class Quizzes Progress Test Final Exam
2.2	Skim a reading passage for general information	S3	Skimming Practice	Assignments In-Class Quizzes

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				Progress Test Final Exam
2.3	Write a summary of a short reading passage	S4	Provide opportunities for students to read, write, and talk about texts	Assignments In-Class Quizzes Progress Test Final Exam
3.0	Values, autonomy, and responsibility			
3.1	Reflect on their own English learning experience and explore options to continuously develop their competence as critical readers	V1	- Pair work - Free discussion - Group work	Observations/Checklists
3.2	Develop autonomy and self-reliance in learning and applying all strategies in extraneous passages from different resources.	V2	- Free discussion - Group work	Observations/ Checklists
3.3	Work ethically and professionally as a part of a team or independently	V3	- Pair work - Group work	Observations/ Checklists

C. Course Content

No	List of Topics	Contact Hours
1.	How Are Family Members Alike?	5
2.	Who Are Your Friends?	5
3.	Why Do We Like Arts?	5
4.	What Can We Explore?	5
5.	How Does the World Communicate?	5
6.	Why Do We Go on Vacation?	5
7.	What Inventions Changed the World?	5
8.	Jobs and Skills in the 21st Century	5
9.	Money Matters	5
10.	Revision	5
Total		50

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1 (Units 1 & 2)	4	10%
2.	Quiz 2 (Units 6-8)	9	10%
3.	Progress Test (Units 1-5)	6/7	30%
4.	Final Exam (all units)	12/13	50%
Total			100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Adams, K. (2016). Trio Reading. The intersection of vocabulary, Critical Thinking, & Reading. Oxford University Press.
Essential References	Engelhardt, D. (2013). Practice Makes Perfect: Intermediate English Reading and Comprehension. New York: McGraw – Hill.
Electronic Materials	N/A
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard Classroom
Technology equipment (projector, smart board, software)	Portable Projector
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Students/Faculty/Program Leaders	Surveys/Tests/Interviews
Effectiveness of students' assessment	Measurement and Evaluation Unit	Analysis of course evaluation questionnaires
Quality of learning resources	Students/Faculty/Program Leaders	Observations/Surveys
The extent which CLOs have been achieved	Faculty/Program Leaders	Tests/Portfolios

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	15
DATE	February 12, 2023