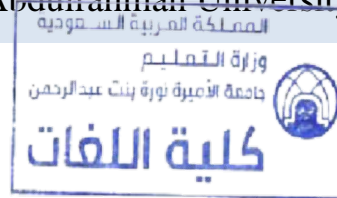




## Course Specifications

<b>Course Title:</b>	Listening and Speaking
<b>Course Code:</b>	LING 112
<b>Program(s):</b>	<b>Compulsory:</b> Bachelor Degree of Arts in Applied Linguistics (English) English Translation
<b>Department:</b>	Applied Linguistics
<b>College:</b>	College of Languages
<b>Institution:</b>	Princess Nourah bint Abdulrahman University



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## A. Course Identification

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

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

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

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	40

## B. Course Objectives and Learning Outcomes

<p><b>1. Course Description</b></p> <p>This course develops the listening and speaking skills of first-year undergraduate students in the linguistics and Translation (English) programs.</p>
<p><b>2. Course Main Objective</b></p> <p>This course will enable students to:</p> <ol style="list-style-type: none"> <li>1. Expand their vocabulary to enhance their linguistic proficiency.</li> <li>2. Acquire verbal expressions from different social contexts to develop their sociolinguistic competence.</li> <li>3. Communicate using correct English (vowels, consonants, stress, reductions, and intonation) in pair or group settings.</li> <li>4. Employ various listening strategies to make sense of oral communication.</li> <li>5. Improve their co-operative skills, punctuality, and sense of responsibility to achieve academic success.</li> </ol>



### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Define given vocabulary items.	K1
1.2	Identify appropriate social contexts for various verbal expressions.	K1
<b>2</b>	<b>Skills</b>	
2.1	Discuss given topics orally in individual and group participation and debates.	S1
2.2	Utilize various listening strategies.	S5
<b>3</b>	<b>Values</b>	
3.1	To become cooperative.	V1
3.2	To become responsible and punctual.	V3

### C. Course Content

No	List of Topics	Contact Hours
1	Diagnostic Speaking Assessment	4
2	<b>Chapter 1:</b> Language and Learning (Listening and Speaking Skills) +Supplementary material	4
3	<b>Chapter 6:</b> The Mind (Listening and Speaking Skills) +Supplementary material	4
4	<b>Chapter 7:</b> Working (Listening and Speaking Skills) +Supplementary material	4
5	Listening Midterm Exam	4
6	Speaking Midterm Exam	4
7	<b>Chapter 8:</b> Breakthroughs (Listening and Speaking Skills) +Supplementary material	4
8	<b>Chapter 10:</b> Conflict and Resolution (Listening and Speaking Skills) +Supplementary material	4
9	Speaking Final Exam	4
10	Listening Final Exam	4
<b>Total</b>		<b>40</b>

### D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Define the given vocabulary items.	Using models, charts, and posters. Encouraging students to compare and contrast concepts.	Evaluation in their participation, tests, and exams.
1.2	Identify appropriate social contexts for various verbal expressions.	Creating hypothetical, every-day situations for students to connect each learned expression with its appropriate social context.	Evaluation of their skills in their participation, tests, and exams.
<b>2.0</b>	<b>Skills</b>		
2.1	Discuss given topics orally in individual and group participation and debates.	Presentation, Class activities	Participation assessment and Presentation assessment



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.2	Utilize various listening strategies.	Showing video clips through computer programs.	Evaluation of their listening skills in their participation, tests, and exams.
<b>3.0</b>	<b>Values</b>		
3.1	To become cooperative.	Creating dyad tasks to reinforce collaboration	In-class dyad tasks
3.1	To become responsible and punctual.	Setting up task deadlines to reinforce responsibility and punctuality	In-class dyad tasks

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation (Individual, pair, and group oral participation based on their listening skills and their language fluency and accuracy)	1-9	10%
2	In-class dyad tasks	1-9	10%
4	Quiz	4	10%
5	Listening midterm exam	5	15%
6	Speaking midterm exam	6	15%
7	Final speaking exam	10	20%
8	Final listening exam	10	20%

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

## E. Student Academic Counseling and Support

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

- Contacting students during office hours.
- Contacting students via electronic medium (e.g. email, PNU Blackboard LMS).

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Hanreddy, Jami and Elizabeth Whalley. <i>Mosaic 2 (Silver Edition), Listening and Speaking (Sixth Edition)</i> McGraw, 2016. <a href="http://higher.ed.mheducation.com/sites/0073328618/student_view0/downloadable_mp3s.html">http://higher.ed.mheducation.com/sites/0073328618/student_view0/downloadable_mp3s.html</a>
<b>Essential References Materials</b>	Authentic listening and discussion for advanced students Jayne Gaunt Leshinsky Prentice Hall Regents, 1995  Real listening & speaking Miles Craven Cambridge University Press, 2008



	<p>CAE listening and speaking skills Diana Pye, Simon Greenall Cambridge University Press, 1997</p> <p>Pronunciation Portfolio Madhav KafleJinyu Xia Fran Durbin EDUC 647, University of Delaware <a href="http://www.udel.edu/eli/educ647/08pron_portfolio">http://www.udel.edu/eli/educ647/08pron_portfolio</a></p>
<b>Electronic Materials</b>	<p><b>Politics of Communication: How to speak to make people listen:</b> <a href="https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?language=en">https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?language=en</a></p> <p><b>Second Language Acquisition Features:</b> <a href="https://prezi.com/vlv9iaqgt2fq/sources-of-errors-in-second-language-learning/">https://prezi.com/vlv9iaqgt2fq/sources-of-errors-in-second-language-learning/</a></p> <p><b>Covert rehearsal Model:</b> <a href="https://www.press.umich.edu/pdf/9780472032396-ch5.pdf">https://www.press.umich.edu/pdf/9780472032396-ch5.pdf</a></p> <p><b>Symbols in Note Taking</b> <a href="https://www.youtube.com/watch?v=HkgxxRvVdQQ">https://www.youtube.com/watch?v=HkgxxRvVdQQ</a></p> <p><b>Pronunciation Practice:</b> <b>IPA</b> <a href="https://web.archive.org/web/20121111181254/http://www.langsci.ucl.ac.uk/ipa/vowels.html">https://web.archive.org/web/20121111181254/http://www.langsci.ucl.ac.uk/ipa/vowels.html</a></p> <p><a href="https://www.youtube.com/watch?v=0nwbzoIP14E&amp;list=PL8A78F4E25D2280A1">https://www.youtube.com/watch?v=0nwbzoIP14E&amp;list=PL8A78F4E25D2280A1</a></p> <p><a href="http://pronuncian.com/Linking/">http://pronuncian.com/Linking/</a></p> <p><a href="http://www.soundsofenglish.org/#!/sounds/c46c">http://www.soundsofenglish.org/#!/sounds/c46c</a></p>
<b>Other Learning Materials</b>	None

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Computer language lab/classroom.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Computers, projector, e-podium, Blackboard LMS
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Internet access.

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students and Faculty	<ul style="list-style-type: none"> <li>Students will be encouraged to express/write their opinions about the course</li> </ul>



Evaluation Areas/Issues	Evaluators	Evaluation Methods
		<p>and will be asked to suggest ways to improve it- Direct</p> <ul style="list-style-type: none"> <li>• A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course- Direct</li> <li>• Second marking can also be an effective strategy for verifying standards student achievement and marking policy- Direct</li> <li>• Surveys-Indirect</li> </ul>
Extent of achievement of course learning outcomes	Faculty and program leader	<ul style="list-style-type: none"> <li>• Meeting of teaching staff arranged by the course coordinator is aimed as brainstorming for ideas on developing the course at the beginning of the semester-Direct</li> <li>• Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit. (Direct and Indirect)</li> </ul>
Quality of learning resources	Faculty, program leader, and QA manager	<ul style="list-style-type: none"> <li>• Reviewing recommendations by previous teaching staff in course report and studying their possible application- Direct</li> <li>• Reviewing the course content periodically in light of what is available to students through the internet and other similar textbooks- Direct</li> </ul>

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)



## H. Specification Approval Data

<b>Council / Committee</b>	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
<b>Reference No.</b>	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
<b>Date</b>	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444

