

T6. Course Specifications (CS)

ENG 215-3 VOCABULARY BUILDING 1

Course Specifications

Institution: Najran University	Date of Report: 28/3/1438
College/Department: College of languages & translation- languages & translation Department	

A. Course Identification and General Information

1. Course title and code: VOCABULARY BUILDING 1/ ENG 215-3			
2. Credit hours: 3 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) English Program			
4. Name of faculty member responsible for the course Dr. Hussien Habtour & Khaled Al-Dera Wofqa Ankeeze			
5. Level/year at which this course is offered: Level 3/ 2ndYear			
6. Pre-requisites for this course (if any) None			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus Najran University Main Campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	100%
c. E-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments:			
No Comments			

B Objectives

1. What is the main purpose for this course?
<ul style="list-style-type: none"> To increase the students' acquisition of new vocabulary and use them in meaningful sentences and different contexts & situations.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
1. Increased use of technology (PowerPoint and data show). 2. Consistently change the list of topic to be up to date and contemporary to motivate students.

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

Course Description:

The course is designed to give students the support they need to master more than 2,500 words and phrases in American English for learners of English at intermediate and upper intermediate level. Very carefully selected vocabulary is presented in a clear and authentic context. The vocabulary taught is useful, up-to-date, and presented in a natural context with additional activities for extra vocabulary and practice. Firmly based on current vocabulary acquisition theory, the course promotes good learning habits and teaches students how to discover rules for using vocabulary correctly.

1. Topics to be Covered

List of Topics	Week No	Contact hours
- Orientation for Learning and revising with this book - Keeping a vocabulary note, using a dictionary - English language words, classroom language	2	6 hours
Word Formation 1: Prefixes Noun Suffixes & Adjective Suffixes,	1	3 hours
Word formation 2: Nouns and verbs with the same form Compound nouns & Compound adjectives	1	3 hours
Collocations	2	6 hours
idioms and fixed expressions	1	3 hours
- Verb or adjective + preposition - Preposition + noun	1	3 hours
Apologies, excuses and thanks - Requests, invitations, and suggestions	1	3 hours
- Opinions, agreeing and disagreeing - Likes, preferences, and interests	1	3 hours
- Frequently asked questions -Common responses	1	3 hours

- Greetings, farewells and special expressions	1	3 hours
- Phrasal verbs (1): form and meaning	1	3 hours
- Phrasal verbs (2): grammar and style		
- Have and have got/ Make, do and make/ Give, keep, break, see	2	6 hours
- Leave, catch and let & Go: uses and expressions		
- Revision		

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	3x 15 weeks	-----	-----	-----	-----	45
Credit	3	-----	-----	-----	-----	3

3. Additional private study/learning hours expected for students per week. (3) Hours per week.

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
On the table below are the five NQF Learning Domains, numbered in the left column.
First , insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). Second , insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. Third , insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Recognise the meaning of numerous newly introduced words and the different parts of speech of these words.	1. Lecturing 2. Cooperative learning 3. Discussion	1. Midterm exams 2. Final written exam
1.2	Memorize and write these new words correctly.	1. Lecturing 2. Cooperative learning 3. Discussion	1. Midterm exams 2. Final written exam
2.0	Cognitive Skills		
2.1	Differentiate between the meanings of similar	1. Lecturing	1. Midterm exams

	words.	2. Cooperative learning 3. Discussion	2. Final written exam
2.2	Use new words correctly in meaningful sentences and different contexts.	1. Lecturing 2. Cooperative learning 3. Discussion	1. Midterm exams 2. Final written exam
2.3	Create new words by changing parts of speech and using prefixes, suffixes and collocations.	1. Lecturing 2. Cooperative learning 3. Discussion	1. Midterm exams 2. Final written exam
3.0	Interpersonal Skills & Responsibility		
3.1	Appreciate others' points of view and show his when participating effectively in team work.	1. Cooperative learning 2. Presentations 3. Self-learning strategies	Online participation & Quizzes
4.0	Communication, Information Technology, Numerical		
4.1	Use online dictionaries and websites to acquire new vocabulary.	1. Self-learning strategies	Online participation & Quizzes
5.0	Psychomotor		
5.1	Not applicable	Not applicable	Not applicable
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)							
	1.1	1.2	1.3	2.1	2.2	3.1		4.1
1.1		√						
1.2			√					
2.1				√				
2.2					√			
2.3					√			
3.1						√		
4.1								√

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Midterm Exam 1	7	20%
2	Midterm Exam 2	11	20%
3	Final examination	16/17	50%

4	Online participation & Quizzes	To be decided by the instructor	10%
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D. Student Academic Counseling and Support

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

Teaching staff member is available 10 hours per week for student consultations (office hours, in addition to (6)hours for academic advising

Besides:

1. Students are divided according to their levels among faculty members for academic counseling and consultation.
2. Names of distinguished students are given to a particular faculty member for guidance and academic counseling.
3. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.
4. Complaints and suggestion file is assigned to a particular committee faculty member for discussion and problem solving.
5. Academic Advising icon is activated online through the University gate.
6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.
7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system.

E. Learning Resources

1. List Required Textbooks
Redman, Stuart. (2010). <i>English Vocabulary in Use, Pre-intermediate and intermediate</i>, Cambridge: CUP.
2. List Essential References Materials (Journals, Reports, etc.)
- Thomas, B.J. (1996) <i>Intermediate Vocabulary</i>. England: Longman Group Limited.
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
- Sagala, Jennifer (2006). <i>Longman Photo Dictionary of American English</i>. UK: Longman Group Limited.
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
1. http://www.englishclub.com/vocabulary
2. http://www.elcamino.edu/faculty/dgross/vocabo.htm
3. http://vocabulary.co.il/blog/learning_vocabulary/online-games-for-vocabulary-and-spelling/
4. http://www.vocabulary.com/ http://www.vocabulary.co.il/

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

All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
<ul style="list-style-type: none"> Lecture rooms that accommodate for the large number of students.
2. Computing resources (AV, data show, Smart Board, software, etc.)
Laptop or desktop computer, data show & smart board.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
<ul style="list-style-type: none"> NA

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<ul style="list-style-type: none"> Students' questionnaire evaluating teaching staff member and courses. Indirect Course Learning outcomes effectiveness assessment questionnaire by students. Assessment of Electronic learning effectiveness questionnaire by students. Feedback of students' acquisition of taught material in the previous lectures. Exam Paper Evaluation by students. Meetings with students.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
<ul style="list-style-type: none"> Self-evaluation report. Peer evaluation. Program Head evaluation report. Peer review of marks on corrected exam papers. Revision of exam paper marks' sheets. Revision of Random corrected exam papers. Review of exam papers by Measurement & Assessment Committee. Review of course report by a committee of staff members. Course Specification Updating & Review by Internal Review Committee in collaboration with Staff members.

<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> 1. Regular meetings with teaching staff members where problems are discussed and solutions given 2. Discussion of challenges in the classroom with colleagues and supervisors. 3. Encouragement of faculty members to attend professional development conferences, seminars, workshops & training programs. 4. Keep up-to-date with pedagogical theory and practice 5. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results.
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <ol style="list-style-type: none"> 1. Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee.
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> 1. Course report, including data that are periodically completed and reviewed, is one of the most important procedures to verify course effectiveness. It also includes an improvement plan set depending on the points of weakness mentioned in the different items of the report.

Name of Instructor: **Dr. Hussien Habtour & Khaled Al-Dera Wofqa Ankeeze**

Signature: _____ Date Report Completed: **28/3/1438**

Name of Field Experience Teaching Staff _____

Program Coordinators: **Dr. Hussien Habtour & T./ Looloo Al-Raimy**

Signature: _____ Date Received: **28/3/1438**

Reviewed & Updated by quality coordinator:

Dr. Asmaa Al-Adham