



ATTACHMENT 5.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

T6. COURSE SPECIFICATIONS

(CS)

Communication Skills 150 SKL-2

First Term 1438/1439 H

Course Specifications

Institution: Najran University	Date: 1/1/1439
College/Department : Preparatory Year / Self-Development Skills	

A. Course Identification and General Information

1. Course title and code: Communication Skills /150 SKL – 2			
2. Credit hours: 2 Hour.			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: : Level Two – PYP – 1438 -1439 H			
6. Pre-requisites for this course (if any): No			
7. Co-requisites for this course (if any): No			
8. Location if not on main campus: Not applicable			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input type="text"/>	What percentage?	<input type="text" value="50%"/>
b. blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text" value="50%"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. other	<input type="text"/>	What percentage?	<input type="text"/>
Comments: Due to the events in the southern boundary, the students are given two alternatives: attending face to face classes or on-line learning using Blackboard			

B Objectives

1. What is the main purpose for this course?

- This course aims to develop communication skills for level two PYP's students (1438/1439 H) .

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Using Data show and teaching strategies suitable for students.
- Preparing an electronic file for the course and uploading it on the blackboard system (E-learning).
- Recording lectures on EKO then upload on blackboard.
- Using virtual classrooms.
- Making exams according to the ratio eight of the topic and pages according to the specifications and criteria of the standard examinations.
- Carrying out some modifications on the course examinations based on the observations of the paper evaluation committee.

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

Course Description:

- This course consists of five units ; the first unit is entitled Cognitive Competence , the second unit is Social Competence , the third unit is the proper reading and listening competencies , the fourth unit is verbal communication competence and the last one is called written communication competence .



هيئة تقويم التعليم
Education Evaluation Commission

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction to the course	1	2
The concept and etiquette of communication, the elements or components of the communication situation, and The significance of communication.	1	2
communication adequacy, formal communication styles, Factors that affect communication, and The symbolic structure of communication	1	2
types of meanings, Model of communication, and obstacles of getting the meaning	1	2
Communicative intelligence, control of anger, Johari Window	1	2
Dealing with different kinds of people	1	2
From positive listening to the strategy of having the moon .	1	2
test + study	1	2
From visual and verbal communication to ways of strengthening the communicational message	1	2
The success of conversation, samples of communication effects	1	2
Personal or private interviews ,Written communication, Steps of writing and essay writing	1	2
Writing summary, steps of writing a summary, filling out application forms (Cover Letter).	1	2
Writing (CV) , preparing Power Point presentations	1	2
Revision	1	2

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	28					28
	Actual	28					28
Credit	Planed	2					2
	Actual	2					2

- 3- 3. Additional private study/learning hours expected for students per week. . (The expected ratio for semester is required and not specific requirements in each week) : No need for extra hours .

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 • Students will be able to:		
1.1	Define communication skills concepts	<ul style="list-style-type: none"> - Developed lecture - Cooperative learning 	<ul style="list-style-type: none"> - written exam mid & final
1.2	Identify the elements of social and knowledge competencies		
1.3	Identify the elements of proper reading and listening competencies.		
2.0	Cognitive Skills • Students will be able to:		
2.1	Distinguish between of the components of social competence.	<ul style="list-style-type: none"> - Discussion. - Cooperative learning. 	<ul style="list-style-type: none"> - written exam
2.2	Illustrate the elements of listening competence.		
2.3	Build a communicative message putting into consideration the communication competence.		
3.0	Interpersonal Skills & Responsibility • Students will be able to:		

3.1	Maintain good relationships with peers and teachers and take responsibility for learning	Blended Learning Cooperative learning	Observation form
3.2			
4.0	Communication, Information Technology, Numerical • Students will be able to:		
4.1	Use communication skills and IT in learning	Blended Learning Cooperative learning	Observation form
4.2			
5.0	Psychomotor		
5.1	Not applicable		
5.2			

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	First mid-term Examination	8	30%
2	<i>Assignment</i>	10	10%
3	Final Examination	15	60%

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)
<ul style="list-style-type: none"> • Office Hours by faculty members. 10 hours per week. • Communication via the website of the University (Available on Deanship website) • Academic Advising given to students from all the faculty members. Each member has an assigned group to advice. • Presenting sample exams both in paper and electronic. • Upload announcements on Bb for students continuously.

E Learning Resources

1. List Required Textbooks Communication Skills-1438/1439H – 2017/2018G. Third edition . Education Experts Center – Riyadh
2. List Essential References Materials (Journals, Reports, etc.)

1. Almasaudi , Saad (2007) Communication Skills , King Abdulaziz University-Jeddah .
2. Aljayousi , Mohammed Bilal (2002) You and Me , an introduction in human communication skills , Arab bureau of education for gulf states , Riyadh .
3. Salam , Aza Mohammed (2007) communication skills , the center for advancement of post-graduate studies and research , Cairo

3. List recommended References Materials (Journals, Reports, etc.)

No.	Book Title	Author	Year
1	Introduction to Communication	Habib , Rakan Abdul-raheem and others	2001
2	Communication and contemporary theories	Makawi , Hassan Emad , Alsaid , Laila Heen	1998
3	Communication and interaction skills in teaching and learning processes	Kafafi , Alla Aldeen and others	2005
4	The basis of reading and reading comprehension between theory and practice	Habib Allah , Mohammed Habib Allah	2005
5	Human and society, an introduction to human behavior and leadership& communication skills.	Shafeeq , Mohammed	1997

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

<http://forum.el-wlid.com/t333336.html>
<http://kenanaonline.com/users/DrNabihaGaber/posts/94303>
<http://kenanaonline.com/users/DrNabihaGaber/posts/94303>

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

- The lectures will be designed as PPT and uploaded on the Blackboard system of e learning.

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.)

- Establishments like as classrooms, labs, exc...
- Number of seats for every curricula defer from section to other the model range between

<p>30-35- seat for every classroom.</p> <ul style="list-style-type: none"> Halls equipped with enough number of seats. The nature of the course does not require laboratories since it is a theoretical study. Teaching some topics requires computer laboratories (data show –Internet).
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> The course requires the teacher to use a computer (laptop) in presenting his lecture. The course requires Data Show to present the scientific material and the enrichment activities to students
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p>NA</p>

G. Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> The responses of the students on the questionnaire are found on the university website in which the course and the faculty members are evaluated. Discussion groups with determine number of students. Mid-term exam results
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> Cross visits among faculty members.
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> Workshops and training sessions for the Professional Development of the faculty members Periodic meetings for the faculty members to exchange experiences, review opinions and discuss the teaching process.
<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> <ul style="list-style-type: none"> Forming committees for marking and ones for rechecking. Forming committee for evaluating exam paper. Faculty members of other institutions are not employed.
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>In the previous semester, the course content was reviewed. Based on that, a list of the modifications were prepared and sent to the concerned authorities. Then a new book was printed named 'General Communication Skills 2018'</p> <p>There is a department weekly meeting to discuss the content and the activities of the courses.</p>



Name of Course Instructor _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____