



Sana'a University
Faculty of Arts and Humanities
Department of English and Literature

Template for Course Specification

I. Course Identification and General Information:					
Course Title:	Spoken English II				
Course Code and Number:					
Credit Hours:	theory	seminar	practice	training	Total
	3				
Level & Semester:	Level: 1 / Semester :2				
Pre-requisites (if any):	Spoken English I				
Co-requisites (if any):	None				
Program in which this course is offered:	BA in English Language and Literature				
Language of teaching the course:	English				
Location of teaching the course:	Faculty of Arts and Humanities				
Prepared by:	Dr. Abdullah Mohammed Al Ghurbani				
Date of Approval:	2020/2021				

II. Course Description:
<p>This course aims at improving students' ability to listen and speak. Authentic native speaker's recordings are introduced to students with explanation of the expressions used. Students are encouraged to speak about topics that interest them and hold discussions and dialogues to make them familiar with speaking and expressing themselves in English. This course is a continuation of Listening and Speaking 1. It tries to develop, strengthen, build on and improve the students' understanding of spoken English via a variety of communicative situations. The students will be using the second half of the North Star Book Listening and Speaking 1.</p>

IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)	
PILOs	CILOs
(A) Knowledge & Understanding:	
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:

A1: show knowledge and understanding of different linguistic and literary theories and schools of thought and English and American linguistics/literature;	a1- establish dialogues using the new vocabulary they learn;
A2: express a knowledge of social values and traditions common in other cultures;	a2- ask and answer questions about personal preferences;
A3: show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a3- recognize English stress, rhythm, and intonation;
A4: show knowledge and understanding of modern research tools and methods, including the employment of technology;	a4 discuss interests in different topics;
(B) Intellectual Skills	
B1: distinguish different literary forms and currents as well as their distinct characteristics;	b1 differentiate between advantages and disadvantages about different topics;
B2: evaluate linguistic and cultural phenomena and suggest explanations for them;	b2- analyze speakers' tones and emotions;
B3: compare different literary, linguistic and translation theories and strategies;	b3- find word meaning from context;
B4: distinguish different language skills in terms of reading, writing, and speaking and listening;	b4- compare and contrast points of view;
(C) Professional & Practical Skills	
C1: employ theories, terms and concepts common in literature, linguistics and translation studies;	c1- practice their opinions in speaking activities;
C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa;	c2- employ role play skills in asking and answering questions activities;
C3: use research tools and methods to collect research data, analyze them, and present them in a scientifically appropriate manner;	c3- administer changes in cultural aspects;
C4: make use of basic technological applications to facilitate learning and research process;	c4- outline, rehearse and present an oral report;
(D) Transferrable Skills	
D1: make use of the linguistic and cultural knowledge acquired in order to interact efficiently and appropriately with people from different cultures;	d1- manipulate intonation to change meaning of a sentence;
D2: manage time, work under pressure, and involve in	d2- manage time in conducting dialogues

team activities;	related to cultural differences;
D3: pursue knowledge to improve self-learning;	d3- justify their views when conducting debates;
D4: involve creatively in social and academic activities.	d4- cooperate in presentations related to social and academic activities.

V. Alignment of Course Intended Learning Outcomes (CILOs)		
(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
a1- establish dialogues using the new vocabulary they learn;	<ul style="list-style-type: none"> - Lectures - Group work - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Pair-&-group work - Presentations - Homework - Quizzes - Mid-term & final exams
a2- ask and answer questions about personal preferences;	<ul style="list-style-type: none"> - Lectures - Group work - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Group work - Presentations - Homework - Mid-term & final exams
a3- recognize English stress, rhythm, and intonation;	<ul style="list-style-type: none"> - Lectures - Pair work - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Pair-work - Presentations - Homework - Mid-term & final exams
a4 discuss interests in different topics;	<ul style="list-style-type: none"> - Lectures - Discussion - Presentations 	<ul style="list-style-type: none"> - Pair-work-group work - Homework - Mid-term & final exams
(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
b1 differentiate between advantages and disadvantages about different topics;	<ul style="list-style-type: none"> - Lectures - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Presentations - Quizzes - Mid-term & final exams
b2- analyze speakers' tones and	<ul style="list-style-type: none"> - Lectures 	<ul style="list-style-type: none"> - Pair-work

emotions;	<ul style="list-style-type: none"> - Pair work - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Presentations - Quizzes - Mid-term & final exams
b3- find word meaning from context;	<ul style="list-style-type: none"> - Lectures - Discussion - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Presentations - Homework - Quizzes - Mid-term & final exams
b4- compare and contrast points of view;	<ul style="list-style-type: none"> - Lectures - Group work - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Group work - Homework - Quizzes - Mid-term & final exams
(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
c1- practice their opinions in speaking activities;	<ul style="list-style-type: none"> - Lectures - Pair work - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Pair-work - Presentations - Quizzes - Mid-term & final exams
c2- employ role play skills in asking and answering questions activities;	<ul style="list-style-type: none"> - Lectures - Group work - Discussion - Collaborative learning 	<ul style="list-style-type: none"> - Pair-work-group work - Presentations - Homework - Quizzes - Mid-term & final exams
c3- administer changes in cultural aspects;	<ul style="list-style-type: none"> - Lectures - Group work - Discussion - Collaborative learning 	<ul style="list-style-type: none"> - Group work - Presentations - Quizzes - Mid-term & final exams
c4- outline, rehearse and present an oral report;	<ul style="list-style-type: none"> - Lectures - Discussion - Presentations 	<ul style="list-style-type: none"> - Presentations - Quizzes - Mid-term & final exams
(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
d1- manipulate intonation to change meaning of a sentence;	<ul style="list-style-type: none"> - Lectures - Discussion - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Group work - Presentations - Homework - Mid-term & final exams

d2- manage time in conducting dialogues related to cultural differences;	<ul style="list-style-type: none"> - Lectures - Group work - Presentations 	<ul style="list-style-type: none"> - Group work - Homework - Mid-term & final exams
d3- justify their views when conducting debates;	<ul style="list-style-type: none"> - Lectures - Discussion - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Pair-work-group work - Presentations - Homework - Quizzes - Mid-term & final exams
d4- cooperate in presentations related to social and academic activities.	<ul style="list-style-type: none"> - Lectures - Discussion - Collaborative learning 	<ul style="list-style-type: none"> - Presentations - Quizzes - Mid-term & final exams

VI. Course Content:

1-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	Introduction	Introducing the course; goals; assessment; rules & regulations	first	3	a1,a2, a3, b1, c1, c2
2	Culture and Commerce	<ul style="list-style-type: none"> - Culture - Commerce 	Second	3	a2, a4, b1, b4, c2, d3
3	Culture and Commerce	<ul style="list-style-type: none"> - Culture - Commerce 	Third	3	a2, a4, b1, b4, c2, d3
4	Joking Around	Dialogue and activities on joking	fourth	3	a2, a4, b1, b2, c3, d1
5	Joking Around	Dialogue and activities on joking	Fifth	3	a2, a4, b1, b2, c3, d1
6	Traditional or Trendy	Dialogue on being traditional and trendy	Sixth	3	a2, a3, b2, b4, c3, d2
7	Traditional or Trendy	Dialogue on being traditional and trendy	Seventh	3	a2, a3, b2, b4, c3, d2
8	Mid-term exam	Mid-term exam	eighth	3	a1,a2,a3,a4,b1,b2,b3, b4,c1,c2,c3,c4,d1,d2, d3,d4

9	To Spank or not to Spank	- To Spank or not to Spank - Presentations	Ninth	3	a1, a2,b1,b2,c3, d4
10	To Spank or not to Spank	- To Spank or not to Spank - Presentations	Tenth	3	a1, a2,b1,b2,c3, d4
11	Before you say I do	- Before you say I do - Presentations	Eleventh	3	a1, a2,b1,b2,c3, d4
12	Before you say I do	- Before you say I do - Presentations	twelfth	3	a1, a2,b1,b2,c3, d4
13	Presentations	Presentations	Thirteenth	3	c1,c2,c3, c4, d1, d2
14	Final exam	Final exam	Fourteenth	3	a1,a2,a3,a4,b1,b2,b3, b4,c1,c2,c3,c4,d1,d2, d3,d4
Number of Weeks and Contact Hours per Semester:			14	42	

2. Practical Aspect (if any):

Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes
1	Presentations	Tenth	3	a1,a2,a3,a4,b1,b2,b3,b4,c1,c2,c3,c4,d1,d2,d3,d4
2	presentations	Eleventh	3	a1,a2,a3,a4,b1,b2,b3,b4,c1,c2,c3,c4,d1,d2,d3,d4
3	presentations	twelfth	3	a1,a2,a3,a4,b1,b2,b3,b4,c1,c2,c3,c4,d1,d2,d3,d4
4	presentations	Thirteenth	3	a1,a2,a3,a4,b1,b2,b3,b4,c1,c2,c3,c4,d1,d2,d3,d4
Number of Weeks and Contact Hours per Semester:		4	12	

VII. Teaching Strategies of the Course

- Lectures
- Group work/discussion
- Presentations

- Collaborative learning
- Brainstorming
- Critical thinking

VIII. Activities/Assignments				
No.	Activities/Assignments	Aligned CILOs	Week Due	Mark
1	Attendance and Participation	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4	1-14	10
2	Assignments/presentation	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4	1-14	10
3	Mid-term exam	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4	8	10
4	Final exam	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4	14	70
	Total mark			100

IX. Schedule of Assessment Task for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Assignments	1-14	10	10%	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4
2	Attendance and Participation	1-14	10	10%	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4
3	Midterm	8	10	10%	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4
4	Written final exam	14	70	70%	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4
Total Mark			100	100%	

X. Learning Resources:
A. Required Textbook(s) (<i>maximum two</i>):
1- Solorzano, H. S (2004): NorthStar, Listening and Speaking, Second Edition
B: Essential References:
1. Gangal, J. K (2012): A Practical Course in Spoken English. PHI Learning Pvt. Ltd.,

C. Supplementary Materials:

Gillett, A. (2003): *Speak English Like an American*.

D. Electronic Materials and Websites (if any):

<https://www.talkenglish.com>

<https://www.newsinlevels.com>

XI. Course Policies:

1.	Class Attendance: 1. Attendance in all classes is required. There are no exceptions to this policy. 2. Roll will be called in the very beginning of each class. If a student arrives after roll has been called, he / she may be marked as absent. 3. In any regular semester or summer term, students may miss no more than the equivalent of one third of class sessions scheduled. Students who exceed the above limits are required to apply for an approval in order to continue in the course.
2.	Tardy: 1. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard, and, consequently, their grade will be affected accordingly. 2. Students are required to be prepared for class. This would include, but is not limited to; having all the required tools such as pens, notepad, etc.
3.	Exam Attendance/Punctuality: As per university council decision, a student is eligible for a Test, Midterm or Final examination make-up if and only if he/she becomes subject to any of the following: 1. Sickness; proved by hospitalization report; that is; a discharge summary is necessary. 2. Death in the family proved by a death certificate or equivalent and personal identification. 3. Accidents proved by an expert report.
4.	Assignments/Projects: Assignments should be clearly presented. They should submit their assignments through online or as a hard copy.
5.	Cheating: 1. Cheating is strictly a prohibited behavior. 2. University regulations will be pursued and enforced on any cheating student.
6.	Plagiarism: 1. Plagiarism is defined as “copying or stealing someone else’s words or ideas and 2. University regulations will be pursued and enforced on any plagiarism attempt.
7.	Other Policies:

{END}



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Template for Course Specification:

I. Information about Course Lecturer		
Name:		Office Hours: 3/weekly
Place and phone number	Dept. of English (771052260)	
e-mail:		

II. Course Identification and General Information:					
Course Title:	Spoken English II				
Course Code and Number:					
Credit Hours:	theory	seminar	practice	training	Total
	3				42
Level & Semester:	Level;1/ Semester: 2				
Pre-requisites (if any):	Spoken English I				
Co-requisites (if any):	None				
Program in which this course is offered:	BA in English Language and Literature				
Language of teaching the course:	English				
Study system:	Regular / by semester				
Prepared by:	Dr. Abdullah Mohammed Al Ghurbani				
Date of Approval:	2020/2021				

III. Course Description:
<p>This course aims at improving students' ability to listen and speak. Authentic native speaker's recordings are introduced to students with explanation of the expressions used. Students are encouraged to speak about topics that interest them and hold discussions and dialogues to make them familiar with speaking and expressing themselves in English. This course is a continuation of Listening and Speaking 1. It tries to develop, strengthen, build on and improve the students' understanding of spoken English via a variety of communicative situations. The students will be using the second half of the North Star Book Listening and Speaking 1.</p>

IV. Aims and Objectives of the Course:

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

- 1- improve their ability to communicate effectively in English;
- 2- improve their fluency and confidence when speaking English;
- 3- use new vocabulary in an open conversation;
- 4- give a short presentation, supporting an opinion with facts, statistics, examples, and anecdotes; and
- 5- perform role-plays using new vocabulary.

V. Learning Outcomes

Upon the completion of this course, students are expected to be able to:

a1- establish dialogues using the new vocabulary they learn;

a2- ask and answer questions about personal preferences;

a3- recognize English stress, rhythm, and intonation;

a4 discuss interests in different topics;

b1 differentiate between advantages and disadvantages about different topics;

b2- analyze speakers' tones and emotions;

b3- find word meaning from context;

b4- compare and contrast points of view;

c1- practice their opinions in speaking activities;

c2- employ role play skills in asking and answering questions activities;

c3- administer changes in cultural aspects;

c4- outline, rehearse and present an oral report;

d1- manipulate intonation to change meaning of a sentence;

d2- manage time in conducting dialogues related to cultural differences;

d3- justify their views when conducting debates;

d4- cooperate in presentations related to social and academic activities.

VI. Course Content:

1-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
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7	Traditional or Trendy	Dialogue on being traditional and trendy	Seventh	3	a2, a3, b2, b4, c3, d2
8	Mid-term exam	Mid-term exam	eighth	3	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4
9	To Spank or not to Spank	- To Spank or not to Spank; Presentations	Ninth	3	a1, a2,b1,b2,c3, d4
10	To Spank or not to Spank	- To Spank or not to Spank - Presentations	Tenth	3	a1, a2,b1,b2,c3, d4
11	Before you say I do	- Before you say I do - Presentations	Eleventh	3	a1, a2,b1,b2,c3, d4
12	Before you say I do	- Before you say I do - Presentations	twelfth	3	a1, a2,b1,b2,c3, d4
13	Presentations	Presentations	Thirteenth	3	c1,c2,c3, c4, d1, d2
14	Final exam	Final exam	Fourteenth	3	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4
Number of Weeks and Contact Hours per			14	42	

Semester:				
2. Practical Aspect (if any):				
Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes
1	Presentations	Tenth	3	a1,a2,a3,a4,b1,b2,b3,b4,c1,c2,c3,c4,d1,d2,d3,d4
2	presentations	Eleventh	3	a1,a2,a3,a4,b1,b2,b3,b4,c1,c2,c3,c4,d1,d2,d3,d4
3	presentations	twelfth	3	a1,a2,a3,a4,b1,b2,b3,b4,c1,c2,c3,c4,d1,d2,d3,d4
4	presentations	Thirteenth	3	a1,a2,a3,a4,b1,b2,b3,b4,c1,c2,c3,c4,d1,d2,d3,d4
Number of Weeks and Contact Hours per Semester:		4	12	

VII. Teaching Strategies of the Course
<ul style="list-style-type: none"> - Lectures - Group work/discussion - Presentations - Collaborative learning - Brainstorming - Critical thinking

VIII. Activities/Assignments				
No.	Activities/Assignments	Aligned CILOs	Week Due	Mark
1	Attendance and Participation	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4	1-14	10
2	Assignments/presentation	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4	1-14	10
3	Mid-term exam	a1,a2,a3,a4,b1,b2,b3,b4 ,c1,c2,c3,c4,d1,d2,d3,d4	8	10
4	Final exam	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4	14	70
	Total mark			100

IX. Schedule of Assessment Task for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Attendance and Participation	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4	1-14	10	Attendance and Participation
2	Assignments/presentation	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4	1-14	10	Assignments/presentation
3	Mid-term exam	a1,a2,a3,a4,b1,b2,b3,b4 ,c1,c2,c3,c4,d1,d2,d3,d4	8	10	Mid-term exam
4	Final exam	a1,a2,a3,a4,b1,b2,b3,b4, c1,c2,c3,c4,d1,d2,d3,d4	14	70	Final exam
Total Mark			100	100%	

X. Learning Resources:
A. Required Textbook(s) (maximum two):
1- Solorzano, H. S (2004): NorthStar, Listening and Speaking, Second Edition
B: Essential References:
1- 1. Gangal, J. K (2012): A Practical Course in Spoken English. PHI Learning Pvt. Ltd.,
C. Supplementary Materials:
Gillett, A. (2003): <i>Speak English Like an American.</i>
D. Electronic Materials and Websites (if any):
https://www.talkenglish.com
https://www.newslevels.com