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 III				
Course Code and Number:					
Credit Hours:	theory	seminar	practice	training	Total
	3				42
Level & Semester:	Level 2/ Semester 1				
Pre-requisites (if any):	Spoken English I; Spoken English II				
Co-requisites (if any):	No				
Program in which this course is offered:	BA in English Language & 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:
This course aims at improving students' ability to listen and speak. 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. They will be able to speak about different topics in different communicative situations. They will show the ability to produce spoken language that has an acceptable level of clarity. In this course the students will use the second book of North Star Listening and Speaking 2. The students will improve their speaking and listening skills and build their English vocabulary as they learn English culture and language. They will develop their ability to maintain conversations in English, talk about themselves and their interests, and ask questions of others.

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- recall details and identify main ideas;
A2: express a knowledge of social values and traditions common in other cultures;	a2- analyze speakers' attitude and emotion;
A3: show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a3- establish dialogues using the new vocabulary they learn;
A4: show knowledge and understanding of modern research tools and methods, including the employment of technology;	a4- discuss their interests in a variety of topics;
(B) Intellectual Skills	
B1: distinguish different literary forms and currents as well as their distinct characteristics;	b1- distinguish the internet and other addictions, as well as similar topics;
B2: evaluate linguistic and cultural phenomena and suggest explanations for them;	b2- evaluate a speaker's intent by analyzing tones and word usages;
B3: compare different literary, linguistic and translation theories and strategies;	b3- identify emphasized words in speech.
B4: distinguish different language skills in terms of reading, writing, and speaking and listening;	b4- compare listening and speaking skills in communicative situations.
(C) Professional & Practical Skills	
C1: employ theories, terms and concepts common in literature, linguistics and translation studies;	c1- express their opinions in the different 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- use role play skills in asking and answering questions in an interview;
C3: use research tools and methods to collect research data, analyze them, and present them in a scientifically appropriate manner;	- practice expressing different points of view.
C4: make use of basic technological applications to facilitate learning and research process;	c4- employ electronic devices to facilitate learning not explicit in conversations.
(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- play the role of a discussion leader;

D2: manage time, work under pressure, and involve in team activities;	d2- use new vocabulary and discourse to role-play a meeting.;
D3: pursue knowledge to improve self-learning;	d3- analyze a case study;
D4: involve creatively in social and academic activities.	d4- outline, rehearse and present an oral report.

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- recall details and identify main ideas;	- Lectures - Group discussion - Presentations - Collaborative learning	- Pair-&-group work - Presentations - Homework - Quizzes - Mid & final exams
a2- analyze speakers' attitude and emotion;	- Lectures - Group work - Presentations - Collaborative learning	- Pair-&-group work - Presentations - Homework - Quizzes - Mid & final exams
a3- establish dialogues using the new vocabulary they learn;	- Lectures - Group discussion - Presentations Collaborative learning	- Pair & -group work - Presentations - Homework - Quizzes - Mid & final exams
a4- discuss their interests in a variety of topics;	- Lectures - Group work - Presentations - Collaborative learning	- Pair & -group work - Presentations - Homework - Mid & final exams
(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:		
CILOs	**Teaching Strategies**	**Assessment Strategies**
b1- distinguish the internet and other addictions, as well as similar topics;	- Lectures - Group discussion - Presentations	- Pair & -group work - Presentations - Mid & final exams

	- Collaborative learning	
b2- evaluate a speaker's intent by analyzing tones and word usages;	- Lectures - Group discussion - Presentations - Collaborative learning	- Pair & -group work - Presentations - Mid & final exams
b3- identify emphasized words in speech.	- Lectures - Group work - Presentations - Collaborative learning	- Pair-work-group work - Presentations - Mid & final exams
b4- compare listening and speaking skills in communicative situations.	- Lectures - Group work/discussion - Presentations - Collaborative learning	- Pair & group work - Homework - Quizzes - Mid & 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- express their opinions in the different speaking activities;	- Lectures - Group work - Presentations - Collaborative learning	- Group work Presentations - Homework - Mid & final exams
c2- use role play skills in asking and answering questions in an interview;	- Lectures - Group work - Presentations - Collaborative learning	- Group work Presentations - Homework - Mid & final exams
-practice expressing different points of view.	- Lectures - Group work - Presentations - Collaborative learning	- Group work Presentations - Homework - Mid & final exams
c4- employ electronic devices to facilitate learning not explicit in conversations.	- Group work - Presentations - Collaborative learning	- Group work - Presentations - Mid & final exams
(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:		
CILOs	**Teaching Strategies**	**Assessment Strategies**
d1- play the role of a discussion leader;	- Lectures - Discussion	- Presentations - Homework

	- Presentations - Collaborative learning	- Quizzes - Mid & final exams
d2- use new vocabulary and discourse to role-play a meeting.;	- Group work - Discussion - Presentations - Collaborative learning	- Group work - Presentations - Homework - Mid & final exams
d3- analyze a case study;	- Pair & group work - Discussion - Presentations - Collaborative learning	- Pair-&-group work - Presentations - Homework - Mid & final exams
d4- outline, rehearse and present an oral report.	- Lectures - Discussion - Collaborative learning	- Presentations - Quizzes - Mid & 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, b2, b3, c2
2	Unit 1: The Internet and other addictions	The Internet and other addictions	Second	3	a1,a2,b2,c2,d1,d2,
3	Unit 1: The Internet and other addictions	The Internet and other addictions	Third	3	a1,a2,b2,c2,d1,d2
4	Unit 2: Celebration; Florida: Disney's Utopia	The Internet and other addictions	fourth	3	a1,a2,a3,b2,c2,d1,d3
5	Unit 2: Celebration; Florida: Disney's Utopia	The Internet and other addictions	Fifth	3	a1,a2,a3,b2,c2,d1,d3
6	Unit 3: The Bold and the Bashful	The Internet and other addictions	Sixth	3	a1,a2,a3,a4,b2,c2,d1,d3
7	Unit 3: The Bold and the Bashful	The Internet and other addictions	Seventh	3	a1,a2,a3,a4,b2,c2,d1,d3

8	Mid-term exam	Mid-term exam	eighth	3	(a1 : d4)
9	Unit 4: The Tipping Point	The Tipping Point; Presentations	Ninth	3	a1,b2,b4,c4,d1,d2,d4
10	Unit 4: The Tipping Point	The Tipping Point; Presentations	Tenth	3	a1,b2,b4,c4,d1,d2,d4
11	Unit 5: Feng Shui: Ancient Wisdom Travels West	Feng Shui: Ancient Wisdom Travels West Presentations	Eleventh	3	a1,a2,,a4,b2,c2,c4,d2,d3
12	Unit 5: Feng Shui: Ancient Wisdom Travels West	Feng Shui: Ancient Wisdom Travels West Presentations	twelfth	3	a1,a2,,a4,b2,c2,c4,d2,d3
13	Presentations	Presentations	Thirteenth	3	(a1: d4)
14	Final Exam	Final exam	Fourteenth	3	(a1: 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/interviews/surveys	Week 10	3	(a1: d4)
2	Presentations/interviews/surveys	Week 11	3	(a1: d4)
3	Presentations/interviews/surveys	Week 12	3	(a1: d4)
4	Presentations/interviews/surveys	Week 13	3	(a1: d4)
Number of Weeks and Contact Hours per Semester:		**4**	**12**	

VII. Teaching Strategies of the Course
- Lectures - Group work/discussion - Presentations - Collaborative learning - Brain storming

VIII. Activities/Assignments				
No.	**Activities/Assignments**	**Aligned CILOs**	**Week Due**	**Mark**
1	Attendance and Participation	(a1 : d4)	1-14	10
2	Assignments/presentation	(a1 : d4)	1-14	10
3	Mid-term exam	(a1 : d4)	8	10
4	Final exam	(a1 : 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 : d4)
2	Attendance and Participation	1-14	10	10%	(a1 : d4)
3	Midterm	8	10	10%	(a1 : d4)
4	written final exam	14	70	70%	(a1 : d4)
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. 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):
1- https://www.talkenglish.com
2- https://www.newsinlevels.com

XI. Course Policies:	
1.	1. **Class Attendance**: 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; an assignment should preferably be characterized by the following: 1. It should be written on A4 paper. 2. It should include a title page (Course Name, Semester, Date, Name…). The instructor will ask students to submit their assignments through the appropriate means available, which could be online or as a hard copy. In the latter case, it should be stapled together.
5.	**Cheating**: • Cheating is strictly a prohibited behavior. • University regulations will be pursued and enforced on any cheating student.
6.	**Plagiarism**: • Plagiarism is defined as "copying or stealing someone else's words or ideas and • University regulations will be pursued and enforced on any plagiarism attempt.
7.	**Other Policies**:

(END}

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Faculty of Arts and Humanities
Department of English and Literature

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 III				
Course Code and Number:					
Credit Hours:	**theory**	**seminar**	**practice**	**training**	**Total**
	3				**42**
Level & Semester:	Level; 2/ semester: 1				
Pre-requisites (if any):	Spoken English I and Spoken English II				
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:
This course aims at improving students' ability to listen and speak. 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. They will be able to speak about different topics in different communicative situations. They will show the ability to produce spoken language that has an acceptable level of clarity. In this course the students will use the second book of North Star Listening and Speaking 2. The students will improve their speaking and listening skills and build their English vocabulary as they learn English culture and language. They will develop their ability to maintain

conversations in English, talk about themselves and their interests, and ask questions of others.

V. Learning Outcomes
Upon the completion of this course, students are expected to be able to:
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b1- distinguish the internet and other addictions, as well as similar topics;
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c1- express their opinions in the different speaking activities;
c2- use role play skills in asking and answering questions in an interview;
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Number of Weeks and Contact Hours per Semester:		**4**	**12**	

VII. Teaching Strategies of the Course

Lectures

- Group work/discussion
- Presentations
- Collaborative learning
- Brain storming

VIII. Activities/Assignments

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