



## Course Specification of Listening and Speaking (1)

I. Course Identification and General Information:						
1	Course Title:	<i>Listening and Speaking (1)</i>				
2	Course Number & Code:	DR 14				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3	-	-	-	3
4	Study level/ semester at which this course is offered:	Level 1, Semester 1				
5	Pre –requisite (if any):	None				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	BA Translation				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Faculty of Languages				
10	Prepared by:	Naseem Al-Naqeeb				
11	Date of approval:					

II. Course description:	
<p>The course aims to train the students to develop their speaking and listening skills, such as differentiating general information from needed details while listening, using stress and intonation correctly, etc. It also provides them with strategies, such as respectfully agreeing/disagreeing, to improve communication skills. The training will take place within the class and in laboratory using audio materials to train the students to listen to language used in different situations to produce language that approximates intelligible varieties of English.</p>	

III. Intended learning outcomes (ILOs) of the course:			
(A) Knowledge and Understanding:			
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.			
Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students will be able to:		After participating in the course, students will be able to:	
A3-	Reflect an awareness of the basic structures, levels and discourse functions of the English language and the ways in which words and sentences are related to each other and how they combine to create texts of different	a1-	Identify the meaning of diverse intonation patterns and within-the-sentence stress usage.

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Teaching And Assessment Methods For Achieving Learning Outcomes:		
Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding	Teaching strategies/methods to be used	Methods of assessment
<b>After participating in the course, students will be able to:</b>		
<b>a1-</b> Identify the meaning of diverse intonation patterns and within-the-sentence stress usage.	<ul style="list-style-type: none"> <li>Interactive lectures.</li> <li>Presentations and discussions in class.</li> <li>Pair or group interactions, role-plays, and simulations on topics related to topic in question.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension tasks</li> <li>Presentations</li> <li>Oral assessment and feedback</li> </ul>

(B) Intellectual Skills:		
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills		
Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills	Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
<b>After completing this program, students will be able to:</b>		
<b>B3-</b> Apply critical thinking and problem solving skills within the subject paradigm, encompassing close reading of texts.	<b>b1-</b>	Recognize key details of brief conversational or informal listening passages, about topics related to the topics of the units, both individually and as part of a team.
	<b>b2-</b>	Assess communication practices concerning listening and speaking skills, such as listening for details, main ideas and making inferences.

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Teaching And Assessment Methods For Achieving Learning Outcomes:		
Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teaching strategies/methods to be used	Methods of assessment
<b>After participating in the course, students will be able to:</b>		
<b>b1-</b> Recognize key details of brief conversational or informal listening passages, about topics related to the topics of the units, both individually and as part of a team.	<ul style="list-style-type: none"> <li>▪ A variety of practices and exercises.</li> <li>▪ Classroom discussions.</li> <li>▪ Group and pair work</li> <li>▪ Simulations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written examinations.</li> <li>▪ Presentations</li> <li>▪ Quizzes</li> <li>▪ Oral assessment and feedback</li> <li>▪ Practical lab sessions</li> </ul>
<b>b2-</b> Assess communication practices concerning listening and speaking skills, such as listening for details, main ideas and making inferences.		

(C) Professional and Practical Skills:		
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills		
Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills	Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
<b>After completing this program, students will be able to:</b>		
<b>After participating in the course, students will be able to:</b>		
<b>C4-</b> Apply a range of conceptual tools and communication skills in handling language-based tasks in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently.	<b>c1-</b>	Use the needed vocabulary, grammar and expressions, along with acceptable pronunciation for English oral communication in a range of situations.
<b>C5-</b> Successfully utilize strategies to interpret, analyze and critically examine diverse forms of discourse including literary, journalistic, historical and other non-literary texts.	<b>c2-</b>	Take notes of an audio using key words and preplanned exercises to extract specific meaning.
	<b>c3-</b>	Practice correct intonation and stress patterns to express ideas.

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### Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	Teaching strategies/methods to be used	Methods of assessment
<b>After participating in the course, students will be able to:</b>		
<b>c1-</b> Use the needed vocabulary, grammar and expressions, along with acceptable pronunciation for English oral communication in a range of situations.	<ul style="list-style-type: none"> <li>Selected Materials from different sources on different topics.</li> <li>Lectures in which these skills are demonstrated and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Written examinations</li> <li>Presentations</li> <li>Quizzes</li> <li>Oral assessment and feedback</li> </ul>
<b>c2-</b> Take notes of an audio using key words and preplanned exercises to extract specific meaning.	<ul style="list-style-type: none"> <li>Excercises in labs.</li> <li>Presentations, role plays and discussions in class/lab.</li> </ul>	
<b>c3-</b> Practice correct intonation and stress patterns to express ideas.		

### (D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills	Course Intended Learning Outcomes (CILOs) in General / Transferable skills
<b>After completing this program, students will be able to:</b>	<b>After participating in the course, students will be able to:</b>
<b>D1-</b> Engage in a life-long self-learning, time management and leadership with commitment to professional ethics in their job-related tasks and show respect of cultural diversity.	<b>d1-</b> Create a positive attitude to lifelong language learning and communication skills to a number of professional settings of employability.
<b>D4-</b> Work effectively within a team or individually to accomplish a common goal.	<b>d2-</b> Communicate, cooperate and interact well with people from diverse and variable backgrounds.

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### Teaching And Assessment Methods For Achieving Learning Outcomes:

#### Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment

##### Methods:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:		<ul style="list-style-type: none"> <li>▪ Group and pair work.</li> <li>▪ Exercises</li> <li>▪ Group and pair work.</li> <li>▪ Presentations by students</li> <li>▪ Learning in groups and team works.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quizzes</li> <li>▪ Oral assessment and open presentations</li> <li>▪ Team work</li> <li>▪ Interviews authentic assessment</li> </ul>
d1-	Create a positive attitude to lifelong language learning and communication skills to a number of professional settings of employability.		
d2-	Communicate, cooperate and interact well with people from diverse and variable backgrounds.		

### IV. Course Content:

#### 1 – Course Topics/Items:

##### a – Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction	b2; c1;	Overview of the course plan and the term's policies + some important idioms and their usages in everyday life.	1	3
2	Unit 1: Information Overload	b1; b2; c2;	Focus on the topic; listening for general information and then listening for details; passive voice; reducing and contracting auxiliary verbs; stating an opinion.	3	9
3	Unit 2: The Achilles Heel	b1; b2; c2;	Focus on the topic; listening for general information and then listening for details; gerunds and infinitive; thought groups; sharing a personal story.	3	9
4	Unit 3: Early to Bed, Early to Rise...	a1; b1; b2; c2;c3	Focus on the topic; listening for general information and then listening for details; present unreal conditionals; contrastive stress; interrupting to ask for clarification.	3	9
5	Unit 4: Animal Intelligence	a1; a2; c1; c2	Focus on the topic; listening for general information and then listening for details; reported speech; questions with or; giving and asking for examples.	3	9
6	Course revision			1	3

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Number of Weeks /and Units Per Semester	14	42
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b- Training Aspect: (NA)				
Order	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1				
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course:	
<ul style="list-style-type: none"> <li>▪ Interactive lectures.</li> <li>▪ Presentations and discussions in class.</li> <li>▪ Pair or group interactions, role plays, and simulations on topics related to topic in question</li> <li>▪ A variety of practices and exercises.</li> <li>▪ Classroom discussions.</li> <li>▪ Simulations.</li> <li>▪ Selected Materials from different sources on different topics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lectures in which relevant skills are demonstrated and discussed.</li> <li>▪ Excercises in labs.</li> <li>▪ Group and pair work.</li> <li>▪ Presentations by students.</li> <li>▪ Learning in groups and team works.</li> </ul>
<ul style="list-style-type: none"> <li>▪ comprehension tasks.</li> <li>▪ Presentations.</li> <li>▪ Oral assessment and feedback.</li> <li>▪ Written examinations.</li> <li>▪ Quizzes.</li> </ul>	<p style="text-align: center;"><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>▪ Practical lab sessions.</li> <li>▪ Written examinations.</li> <li>▪ Oral assessment and open presentations.</li> <li>▪ Teamwork.</li> <li>▪ Interviews authentic assessment</li> </ul>

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## VI. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Attendance and participation	1-15	10	10%	
3	Mid-term exam (Listening +vocabulary)	7,15	40	40%	a1; b1; b2; d1
5	Final Exam	16	50	50%	a1; c1; d1
	<b>Total</b>		<b>100</b>	<b>100%</b>	

## VII. Learning Resource (MLA style or APA style)s:

<b>1- Required Textbook (s) ( maximum two )</b>	
	Ferra, T & Sanabria, K. (2009). <i>NorthStar, Listening and Speaking 4</i> . (3 <sup>rd</sup> ed.) London: Pearson Education ESL.
<b>2- Recommended Readings and Reference Materials</b>	
<b>3- Essential References</b>	
	Gillet, M. (2004). <i>Speak English Like an American</i> . (1st ed.). Language Success Press: USA
<b>4- Electronic Materials and Web Sites etc.</b>	
	<a href="http://realenglishconversations.com">realenglishconversations.com</a> <a href="http://eslfast.com">eslfast.com</a> <a href="http://bbc.co.uk/learningenglish/englishclub.com">bbc.co.uk/learningenglish/englishclub.com</a>
<b>5- Other Learning Material:</b>	

## VII. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	<b>Class Attendance:</b> Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	<b>Tardiness:</b> A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	<b>Exam Attendance/Punctuality:</b> No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	<b>Assignments &amp; Projects:</b> Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	<b>Cheating:</b>

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	Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	<b>Forgery and Impersonation:</b> Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	<b>Other policies:</b> The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:			
م	الاسم	الصفة الوظيفية	التوقيع
١	د/ عباس مطهر	نائب العميد للدراسات العليا	
٢	أ.م.د/ أحمد مجاهد	نائب عميد مركز التطوير وضمان الجودة	
٣	أ.د/ إبراهيم المطاع	نائب رئيس الجامعة للشؤون الأكاديمية	

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## Course Plan of Listening and Speaking 1

I. - Information about Faculty Member Responsible for the Course:								
Name of Faculty Member	Naseem Al-Naqeeb		Office Hours					
Location & Telephone No.	////////////////////		SAT	SUN	MON	TUE	WED	THU
E-mail	<a href="mailto:nasnasseem@gmail.com">nasnasseem@gmail.com</a>							

II. Course Identification and General Information:						
1-	Course Title:	Listening and Speaking 1				
2-	Course Number & Code:	DR 14				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-		3
4-	Study level/year at which this course is offered:	Level 1, Semester 1				
5-	Pre –requisite (if any):	None				
6-	Co –requisite (if any):	None				
7-	Program (s) in which the course is offered	BA Translation				
8-	Language of teaching the course:	English				
9-	System of Study:	Regular				
10-	Mode of delivery:	Interactive Lecture				
11-	Location of teaching the course:	Faculty of Languages				

III. Course Description:	
<p>The course aims to train the students to develop their speaking and listening skills, such as differentiating general information from needed details while listening, using stress and intonation correctly, etc. It also provides them with strategies, such as respectfully agreeing/disagreeing, to improve communication skills. The training will take place within the class and in laboratory using audio materials to train the students to listen to language used in different situations to produce language that approximates intelligible varieties of English.</p>	

IV. Intended learning outcomes (ILOs) of the course:	
<p>After completing this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the meaning of diverse intonation patterns and within-the-sentence stress usage.</li> <li>2. Recognize key details of brief conversational or informal listening passages, about topics related to the topics of the units, both individually and as part of a team.</li> <li>3. Assess communication practices concerning listening and speaking skills, such as listening for details, main ideas and making inferences.</li> <li>4. Use the needed vocabulary, grammar and expressions, along with acceptable pronunciation for English oral communication in a range of situations</li> <li>5. Take notes of an audio using key words and preplanned exercises to extract specific meaning.</li> <li>6. Practice correct intonation and stress patterns to express ideas.</li> <li>7. Create a positive attitude to lifelong language learning and communication skills to a number of professional settings of employability.</li> </ol>	

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8. Communicate, cooperate and interact well with people from diverse and variable backgrounds.

### V. Course Content:

#### A – Theoretical Aspect:

Order	Topics List	Week Due	Contact Hours
1	Introduction to the course: overview of the course plan and the term's policies + Unit 1: <b>Information Overload (1)</b>	Week 1	3
2	Unit 1: <b>Information Overload (2)</b>	Week 2	3
3	Unit 1: <b>Information Overload (3)</b>	Week 3	3
4	Unit 2: <b>The Achilles Heel (1)</b>	Week 4	3
5	Unit 2: <b>The Achilles Heel (2)</b>	Week 5	3
6	Unit 2: <b>The Achilles Heel (3)</b>	Week 6	3
7	First Mid-term quiz	Week 7	3
8	Unit 3: <b>Early to Bed, Early to Rise... (1)</b>	Week 8	3
9	Unit 3: <b>Early to Bed, Early to Rise... (2)</b>	Week 9	3
10	Unit 3: <b>Early to Bed, Early to Rise... (3)</b>	Week 10	3
11	Unit 4: <b>Animal Intelligence (1)</b>	Week 11	3
12	Unit 4: <b>Animal Intelligence (2)</b>	Week 12	3
13	Unit 4: <b>Animal Intelligence (3)</b>	Week 13	3
14	Final Overview on course	Week 14	3
15	Second Mid-term quiz + listening test	Week 15	3
16	<b>Final Exam</b>	Week 16	3
<b>Number of Weeks /and Units Per Semester</b>		<b>16</b>	<b>48</b>

#### b- Training Aspect:

Order	Training Tasks	Week Due	Contact hours
1			
<b>Number of Weeks /and Units Per Semester</b>			

#### VII. Teaching strategies of the course:

<ul style="list-style-type: none"> <li>▪ Interactive lectures.</li> <li>▪ Presentations and discussions in class.</li> <li>▪ Pair or group interactions, role plays, and simulations on topics related to topic in question</li> <li>▪ A variety of practices and exercises.</li> <li>▪ Classroom discussions.</li> <li>▪ Simulations.</li> <li>▪ Selected Materials from different sources on different topics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lectures in which relevant skills are demonstrated and discussed.</li> <li>▪ Excercises in labs.</li> <li>▪ Group and pair work.</li> <li>▪ Presentations by students.</li> <li>▪ Learning in groups and team works.</li> </ul>
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Assessment Methods:	
<ul style="list-style-type: none"> <li>▪ comprehension tasks.</li> <li>▪ Presentations.</li> <li>▪ Oral assessment and feedback.</li> <li>▪ Written examinations.</li> <li>▪ Quizzes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Practical lab sessions.</li> <li>▪ Written examinations.</li> <li>▪ Oral assessment and open presentations.</li> <li>▪ Teamwork.</li> <li>▪ Interviews authentic assessment</li> </ul>

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment
1	Attendance and participation	1-15	10	10%
3	Mid-term exam (Listening +vocabulary)	7,15	40	40%
5	Final Exam	16	50	50%
Total			100	100%

#### VII. Learning Resource (MLA style or APA style):

##### 1- Required Textbook (s) ( maximum two )

Ferra, T & Sanabria, K. (2009). *NorthStar, Listening and Speaking 4*. (3<sup>rd</sup> ed.) London: Pearson Education ESL.

##### 2- Recommended Readings and Reference Materials

##### 3- Essential References

Gillet, M. (2004). *Speak English Like an American* (1st ed.). Language Success Press: USA

##### 4- Electronic Materials and Web Sites etc.

[realenglishconversations.com](http://realenglishconversations.com)  
[eslfast.com](http://eslfast.com)  
[bbc.co.uk/learningenglish/englishclub.com](http://bbc.co.uk/learningenglish/englishclub.com)

##### 5- Other Learning Material:

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### IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	<b>Class Attendance:</b> Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	<b>Tardiness:</b> A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	<b>Exam Attendance/Punctuality:</b> No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	<b>Assignments &amp; Projects:</b> Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	<b>Cheating:</b> Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	<b>Forgery and Impersonation:</b> Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	<b>Other policies:</b> The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.