



Course Specification of Listening and Speaking (2)

I. Course Identification and General Information:					
1	Course Title:	<i>Listening and Speaking (2)</i>			
2	Course Number & Code:	DR 24			
3	Credit hours:	C.H			
		Theoretical	Practical	Training	Seminar
		3	-	-	-
4	Study level/ semester at which this course is offered:	Level 1, Semester 2			
5	Pre –requisite (if any):	DR 14			
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 prioritizing or ranking ideas, and restating for clarity, 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 verities of English. Listening and Speaking I is a pre-requisite course for this course.</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:		Course Intended Learning Outcomes (CILOs) in:			
Knowledge and Understanding		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 types.	a1-	Recognize 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
After participating in the course, students will be able to:	<ul style="list-style-type: none"> Interactive lectures. Presentations and discussions in class. Pair or group interactions, role-plays, and simulations on topics related to topic in question. 	<ul style="list-style-type: none"> Comprehension tasks Presentations Oral assessment and feedback
a1- Recognize the meaning of diverse intonation patterns and within-the-sentence stress usage.		

(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
After completing this program, students will be able to:	After participating in the course, students will be able to:
B3- Apply critical thinking and problem solving skills within the subject paradigm, encompassing close reading of texts.	b1- Identify the main ideas and key details of brief conversational or informal listening passages about unite-wise topics both individually and as part of a team. b2- Evaluate language and communication practices in relation to listening and speaking skills, such as listening for details and making inferences.

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
After participating in the course, students will be able to:	<ul style="list-style-type: none"> A variety of practices and exercises. Classroom discussions. Group and pair work Simulations 	<ul style="list-style-type: none"> Written examinations. Presentations Quizzes Oral assessment and feedback Practical lab sessions
b1- Identify the main ideas and key details of brief conversational or informal listening passages about unite-wise topics both individually and as part of a team.		
b2- Evaluate language and communication practices in relation to listening and speaking skills, such as listening for details and making inferences.		

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(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	
After completing this program, students will be able to:		
C4-	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.	c1-
		Use the essential vocabulary, grammar and expressions, with acceptable pronunciation for oral communication in English in a range of situations.
C5-	Successfully utilize strategies to interpret, analyze and critically examine diverse forms of discourse including literary, journalistic, historical and other non-literary texts.	c2-
		Summarize an audio file using key words to extract specific meaning and use appropriate intonation and stress patterns to express ideas.
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
After participating in the course, students will be able to:		
c1-	<ul style="list-style-type: none"> ▪ Selected Materials from different sources on different topics. ▪ Lectures in which these skills are demonstrated and discussed. ▪ Exercises in labs. ▪ Presentations, role-plays and discussions in class/lab. 	<ul style="list-style-type: none"> ▪ Written examinations ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback
c2-		

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(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	
After completing this program, students will be able to:		After participating in the course, students will be able to:	
D1-	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.	d1-	Generate a positive and flexible approach to lifelong language learning and communication skills to a variety of professional settings of employability.
D4-	Work effectively within a team or individually to accomplish a common goal.	d2-	Communicate, interact and work well with people from diverse backgrounds.

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"> ▪ Group and pair work. ▪ Exercises ▪ Group and pair work. ▪ Presentations by students ▪ Learning in groups and team works. 	<ul style="list-style-type: none"> ▪ Quizzes ▪ Oral assessment and open presentations ▪ Team work ▪ Interviews authentic assessment
d1-	Generate a positive and flexible approach to lifelong language learning and communication skills to a variety of professional settings of employability.		
d2-	Communicate, interact and work well with people from diverse 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; c2; d2	Some important idioms and their usages in everyday life.	1	3
2	Unit 5: Longevity: Refusing to be Invisible	a1; b1; b2; c2; d2	Focus on the topic; listening for general information and then listening for details; tag questions; recognizing word blends with 'you'; making suggestion.	3	9
3	Unit 6: Giving to Others: Why Do	a1; b1; b2; c2; d2	Focus on the topic; listening for general information and then	3	9

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	We Do It?		listening for details; relative pronouns in adjective clauses; intonation in lists; prioritizing or ranking ideas.		
4	Unit 7: What's the Use of Homework?	a1; b1; b2; c2; d2	Focus on the topic; listening for general information and then listening for details; <i>make, let, help</i> and <i>get</i> ; stressed and unstressed vowels; restating for clarity.	3	9
5	Unit 8: Goodbye to the Sit-Down Meal	a1; b1; b2;c1; c2;d2	Focus on the topic; listening for general information and then listening for details; phrasal verbs; spelling and sounds 'oo' and 'o'; calling attention to a particular item.	3	9
6	Course final overview	a1; b1; b2;c1; c2;d1		1	3
Number of Weeks /and Units Per Semester				14	42

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

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; c2; d1
5	Final Exam	16	50	50%	a1; c1; d1
Total			100	100%	

VI. Learning Resource (MLA style or APA style)s:	
1- Required Textbook (s) (maximum two)	
	Ferra, T & Sanabria, K. (2009). <i>NorthStar, Listening and Speaking 4</i> . (3 rd ed.) London: Pearson Education ESL.
2- Recommended Readings and Reference Materials	
3- Essential References	
Gillet, M. (2004). <i>Speak English Like an American</i> . (1st ed.). Language Success Press: USA	
4- Electronic Materials and Web Sites etc.	
	realenglishconversations.com eslfast.com 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	Class Attendance: 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	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: 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	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: 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	Forgery and Impersonation: 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	Other policies: 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 للشئون الأكاديمية	

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Course Plan of Listening and Speaking 2

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	nasnaseem@gmail.com							
II. Course Identification and General Information:								
1-	Course Title:	Listening and Speaking 2						
2-	Course Number & Code:	DR 24						
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 2						
5-	Pre –requisite (if any):	DR 14						
6-	Co –requisite (if any):	None						
7-	Program (s) in which the course is offered	English Language						
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 prioritizing or ranking ideas, and restating for clarity, 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 verities of English. Listening and Speaking I is a pre-requisite course for this course.</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"> 1. Recognize the meaning of diverse intonation patterns and within-the-sentence stress usage. 2. Identify the main ideas and key details of brief conversational or informal listening passages about unite-wise topics both individually and as part of a team. 3. Evaluate language and communication practices in relation to listening and speaking skills, such as listening for details and making inferences. 4. Use the essential vocabulary, grammar and expressions, with acceptable pronunciation for oral communication in English in a range of situations. 5. Summarize an audio file using key words to extract specific meaning and use appropriate intonation and stress patterns to express ideas. 								

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6. Generate a positive and flexible approach to lifelong language learning and communication skills to a variety of professional settings of employability.
7. Communicate, interact and work well with people from diverse backgrounds.

V. Course Content:

A – Theoretical Aspect:

Order	Topics List	Week Due	Contact Hours
1	Idioms + Unit 5: Longevity: Refusing to be Invisible (1)	Week 1	3
2	Unit 5: Longevity: Refusing to be Invisible (2)	Week 2	3
3	Unit 5: Longevity: Refusing to be Invisible (3)	Week 3	3
4	Unit 6: Giving to Others: Why Do We Do It? (1)	Week 4	3
5	Unit 6: Giving to Others: Why Do We Do It? (2)	Week 5	3
6	Unit 6: Giving to Others: Why Do We Do It? (3)	Week 6	3
7	First kid-term quiz	Week 7	3
8	Unit 7: What's the Use of Homework? (1)	Week 8	3
9	Unit 7: What's the Use of Homework? (2)	Week 9	3
10	Unit 7: What's the Use of Homework? (3)	Week 10	3
11	Unit 8: Goodbye to the Sit-Down Meal (1)	Week 11	3
12	Unit 8: Goodbye to the Sit-Down Meal (2)	Week 12	3
13	Unit 8: Goodbye to the Sit-Down Meal (3)	Week 13	3
14	Final Overview on course	Week 14	3
15	Second Mid-term quiz + listening test	Week 15	3
16	Final Exam	Week 16	3
Number of Weeks /and Units Per Semester		16	48

b- Training Aspect:

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

VII. Teaching strategies of the course:

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Interactive lectures. ▪ Presentations and discussions in class. ▪ Pair or group interactions, role plays, and simulations on topics related to topic in question ▪ A variety of practices and exercises. ▪ Classroom discussions. ▪ Simulations. ▪ Selected Materials from different sources on different topics. | <ul style="list-style-type: none"> ▪ Lectures in which relevant skills are demonstrated and discussed. ▪ Excercises in labs. ▪ Group and pair work. ▪ Presentations by students. ▪ Learning in groups and team works. |
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4- Electronic Materials and Web Sites etc.

realenglishconversations.com
eslfast.com
bbc.co.uk/learningenglish/englishclub.com

5- Other Learning Material:

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