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الجمهوريـــة اليمنـــية وزارة التعليم العالــي والبحث العلمي مجلس الاعتمـاد وضمان جـودة التعليم العالــي

محادثة (۱)

Template for Course Specification

I. Course Identification and General Information:					
Course Title:	Spoken English I				
Course Code and Number:					
	theory	seminar	practice	training	Total
Credit Hours:	3				42
Level & Semester:	Level 1 / Semester 1				
Pre-requisites (if any):	None				
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:	English Department, Faculty of Arts and				
	Humanities				
Prepared by:	Dr. Abdullah Mohammed Al Ghurbani				
Date of Approval:	2020/2021				

II. Course Description:

This course is an introductory course designed to enhance the speaking and listening skills of non-native English speakers. Emphasis is on pronunciation, stress, rhythm, and intonation patterns of English. Oral communication, listening comprehension, and vocabulary development are stressed. Students build their skills through instruction and intensive practice using North Star book 1, the first four units. The goal is to boost listening comprehension, of course and to help students understand native English speakers, not only for the mere purpose of comprehension, but also they may respond accordingly and interact with others. This course is intended to give students the opportunity to practice speaking and listening skills and develop fluency in English. It also aims at encouraging the use of specific grammatical structures, promoting fluency and improving communication skills.

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,	Upon the completion of this course, students		
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رئيس الجامعة أ.د. القاسم محد عباس عميد مركز التطوير الأكاديمي وضمن الجودة أ.م.د. هدى العماد

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students are expected to be able to:	are expected to be able to:
A1: show knowledge and understanding of	a1- understand English stress, rhythm, and
different linguistic and literary theories	intonation;
and schools of thought and English and	
American linguistics/literature;	
A2: express a knowledge of social values and	a2- recall interests in different topics;
traditions common in other cultures;	
A3: show a solid background of various	a3- establish dialogue using the new
communication skills, be it reading,	vocabulary they learn;
writing, speaking, or translation skills;	
A4: show knowledge and understanding of	a4- ask and answer questions about personal
modern research tools and methods,	preferences.
including the employment of technology;	
(B) Intelle	ctual Skills
B1: distinguish different literary forms and	b1- distinguish speakers' tone and emotions;
currents as well as their distinct	
characteristics;	
B2: evaluate linguistic and cultural	b2- synthesize information from two
phenomena and suggest explanations for	listenings;
them;	
B3: compare different literary, linguistic and	b3- compare agreement and disagreement
translation theories and strategies;	with statement;
B4 : distinguish different language skills in	b4- integrate story telling with adjectives,
terms of reading, writing, and speaking	adverbs, and details.
and listening;	
(C) Professional	& Practical Skills
C1: employ theories, terms and concepts	c1- perform their opinions in speaking
common in literature, linguistics and	activities;

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translation studies;	
C2: employ different language skills in order	c2- ask and answer questions in an
to read and write different texts in English	information gap activity;
and translate them from English into	
Arabic and vice versa;	
C3: use research tools and methods to	c3- practice the different points of view;
collect research data, analyze them, and	
present them in a scientifically	
appropriate manner;	
C4: make use of basic technological	c4- outline, rehearse and present an oral
applications to facilitate learning and	report.
research process;	
(D) Transfe	rrable Skills
D1: make use of the linguistic and cultural	d1- negotiate creating their own story or
knowledge acquired in order to interact	presentation.
efficiently and appropriately with people	
from different cultures;	
D2: manage time, work under pressure, and	d2- manage the activities in order to involve
involve in team activities;	in team activities;
D3 : pursue knowledge to improve self-	d3- review comparatives to express
learning;	themselves well in reality;
D4 : involve creatively in social and academic	d4- cooperate in discussions related to beliefs
activities.	in different cultures.

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- understand English stress, rhythm,	- Lectures	- Pair &-group work

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and intonation;	- Group	- Presentations
	work/discussion	- Homework
	- Presentations	- Quizzes
	- Collaborative learning	- Mid & final exams
a2- recall interests in different topics;	- Lectures	- Pair &-group work
	- Group	- Presentations
	work/discussion	- Homework
	- Presentations	- Quizzes
	- Collaborative learning	- Mid & final exams
a3- establish dialogue using the new	- Lectures	- Presentations
vocabulary they learn;	- Presentations	- Homework
	- Collaborative learning	- Mid & final exams
a4- ask and answer questions about	- Lectures	- Pair work
personal preferences.	- Group work	- Presentations
	- Presentations	- Quizzes
	- Collaborative learning	- 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 speakers' tone and	- Lectures	- Pair & group work
emotions;	- Group	- Presentations
	work/discussion	- Homework
	- Presentations	- Quizzes
	- Collaborative learning	- Mid & final exams
b2- synthesize information from two	- Lectures	- Presentations
listening;	- discussion	- Homework
	- Presentations	- Quizzes
	- Collaborative learning	- Mid & final exams
b3- compare agreement and	- Lectures	- Pair &-group work
disagreement with statement;	- Group	- Presentations
	work/discussion	- Homework

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	- Presentations	- Quizzes
	- Collaborative learning	- Mid & final exams
b4- integrate story telling with	- Lectures	- Presentations
adjectives, adverbs, and details.	- discussion	- Homework
	- Presentations	- Quizzes
	- Collaborative learning	- Mid & final exams
(C) Alignment of Course Intended Lea	nal and Practical Skills	
to the Teaching Strategies and Asse	essment Strategies:	
CILOs	Teaching Strategies	Assessment Strategies
c1- express and defend opinions;	- Lectures	- Pair &-group work
	- Group	- Presentations
	work/discussion	- Homework
	- Presentations	- Quizzes
	- Collaborative learning	- Mid & final exams
c2- ask and answer questions in an	- Lectures	- Pair &-group work
information gap activity;	- Group	- Presentations
	work/discussion	- Homework
	- Presentations	- Quizzes
	Collaborative learning	- Mid & final exams
c3- practice the different points of	- Lectures	- Pair &-group work
view;	- Pair & group work	- Presentations
	- Presentations	- Homework
	- Collaborative learning	- Mid & final exams
c4- outline, rehearse and present an oral	- Lectures	- Presentations
report.	- Presentations	- Quizzes
	- Collaborative learning	- Mid & final exams
(D) Alignment of Course Intended Lea		ble Skills to Teaching
Strategies and Assessment Strategie	es:	
CILOs	Teaching Strategies	Assessment Strategies
d1- negotiate creating their own story	- Lectures	- Presentations
or presentation.	- Presentations	- Homework

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	- Collaborative learning	- Mid & final exams
d2- manage the activities in order to	- Lectures	- Pair-work-group
involve in team activities;	- Group	work
	work/discussion	- Presentations
	- Presentations	- Homework
	- Collaborative learning	- Quizzes
		- Mid & final exams
d3- review comparatives to express	- Lectures	- Pair & group work
themselves well in reality;	- Pair & group work	- Presentations
	- Presentations	- Homework
	- Collaborative learning	- Mid & final exams
d4- cooperate in discussions related to	- Lectures	- Presentations
beliefs in diffrent cultures.	- Discussion	- Homework
	- Presentations	- Quizzes
	- Collaborative learning	- Mid & final exams

VI. Cou	VI. Course Content:				
1-	1-Theoretical Aspect:				
Order	Units/Topics	Sub-Topics	Number of Weeks	Cont act Hour s	Learning Outcomes
1	Introduction	Introducing the course; goals; assessment; rules & regulations	first	3	a1,a2,b1,b2,c1, c2,d1,d2,
2	Advertising on the air	Advertising on the air	Second	3	a1,a2,a3,b1,b2, c1,c2,c3,d2

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5	Pushing the limit Pushing the limit	Pushing the limit Pushing the limit	Third fourth	3	c1,c2,c3,d2 a1,a2,a3,a4,b1,
	_	_	fourth	3	a1,a2,a3,a4,b1,
5	Pushing the limit	Pushing the limit	fourth		
5	Pushing the limit	Pushing the limit			b2,c1,c3,d3
i				3	a1,a2,a3,a4,b1,
			Fifth		b2,c1,c3,d3
6	Too good to be true	Too good to be true	C:41-	3	a1,a2,a3,b1,b2,
			Sixth		c1,c2,,d1,d2
7	Too good to be true	Too good to be true	G 41	3	a1,a2,a3,b1,b2,
			Seventh		c1,c2,,d1,d2
8	Mid-term exam	Mid-term exam	eighth	3	(a1: d4)
9	The art of story -telling/	The art of story -		3	a1,a2,,a4,b1,b2,
	Presentations	telling/	Ninth		b3,c3,c4,d2
		Presentations	TVIII		
10	The art of story -telling/	The art of story -		3	a1,a2,,a4,b1,b2,
	Presentations	telling/	Tenth		b3,c3,c4,d2
		Presentations			
11	Separated by the same	Separated by the		3	a1,a2,,a4,b2,b3,
	Language;	same Language;	Eleventh		c1,c4,d1,d2
	presentations	presentations			
12	Separated by the same	Separated by the		3	a1,a2,,a4,b2,b3,
	Language;	same Language;	twelfth		c1,c4,d1,d2
	presentations	presentations			
13	Presentations	Presentations		3	a1,a2,a3,b2,b3,
			Thirteenth		c2,c4,d1,d4
14	Final Exam	Final Exam	Fourteenth	3	(a1: d4)
Number	of Weeks and Contact I	Hours per Semester:	14	42	
2.	Practical Aspect (if any)	•			

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Order	Tasks/Experiments	Number of	Contact	Learning Outcomes
		Weeks	Hours	
1	Presentations	Week 10	3	(a1: d4)
	Presentations	Week 11	3	(a1: d4)
	Presentations	Week 12	3	(a1: d4)
	Presentations	Week 13	3	(a1: d4)
	r of Weeks and Contact per Semester:	4	12	

VII. Teaching Strategies of the Course

- Lectures
- Group work/discussion
- Presentations
- Collaborative learning
- Brain storming
- Critical thinking

VIII. Activities/Assignments							
No.	Activities/Assignments	Aligned CILOs	Week Due	Mark			
1	Attendance and	(a1: d4)	1-14	10			
	Participation						
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.	Due Mark Proportion of Final CILOs Assessment					
1	Assignments	1-14	10	10%	(a1:d4)	
2	Attendance and	1-14	10	10%	(a1:d4)	

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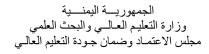
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Total Mark			100	100%	
4	written final exam	14	70	70%	(a1:d4)
3	Mid-term exam	8	10	10%	(a1:d4)
	Participation				

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.

1-

- D. Electronic Materials and Websites (if any):
- 1- https://www.talkenglish.com
- 2- 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.

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	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:

Sana'a University
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 Engli	sh (771052260)		
e-mail:					

II. Course Identification and General Information:					
Course Title:	Spoken English I				
Course Code and Number:					
	theory	seminar	practice	training	Total
Credit Hours:	3				42
Level & Semester:	Level; 1- semester: 1				
Pre-requisites (if any):			none		

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Co-requisites (if any):	none		
Program in which this course is	BA in English Language and Literature		
offered:			
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 is an introductory course designed to enhance the speaking and listening skills of non-native English speakers. Emphasis is on pronunciation, stress, rhythm, and intonation patterns of English. Oral communication, listening comprehension, and vocabulary development are stressed. Students build their skills through instruction and intensive practice using North Star book 1, the first four units. The goal is to boost listening comprehension, of course and to help students understand native English speakers, not only for the mere purpose of comprehension, but also they may respond accordingly and interact with others. This course is intended to give students the opportunity to practice speaking and listening skills and develop fluency in English. It also aims at encouraging the use of specific grammatical structures, promoting fluency and improving communication skills.

V. Learning Outcomes

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

a1- understand English stress, rhythm, and intonation;

a2- recall interests in different topics;

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- a3- establish dialogue using the new vocabulary they learn;
- **a4** ask and answer questions about personal preferences.
- **b1-** distinguish speakers' tone and emotions;
- **b2-** synthesize information from two listenings;
- **b3-** compare agreement and disagreement with statement;
- **b4-** integrate story telling with adjectives, adverbs, and details.
- **c1-** perform their opinions in speaking activities;
- c2- ask and answer questions in an information gap activity;
- **c3-** practice the different points of view;
- **c4-** outline, rehearse and present an oral report.
- **d1-** negotiate creating their own story or presentation.
- **d2-** manage the activities in order to involve in team activities;
- **d3-** review comparatives to express themselves well in reality;
- **d4-** cooperate in discussions related to beliefs in different cultures.

VI. Course Content:

1-Theoretical Aspect:					
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	Introduction	Introducing the		3	a1,a2,b1,b2,c1,c
		course; goals; assessment; rules & regulations	first		2,d1,d2,
2	Advertising on the air	Advertising on the air	Second	3	a1,a2,a3,b1,b2,c 1,c2,c3,d2

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3	Advertising on	Advertising on the		3	a1,a2,a3,b1,b2,c
	the air	air	Third		1,c2,c3,d2
4	Pushing the	Pushing the limit	_	3	a1,a2,a3,a4,b1,b
	limit		fourth		2,c1,c3,d3
5	Pushing the	Pushing the limit		3	a1,a2,a3,a4,b1,b
	limit		Fifth		2,c1,c3,d3
6	Too good to be	Too good to be true	G: 4	3	a1,a2,a3,b1,b2,c
	true		Sixth		1,c2,,d1,d2
7	Too good to be	Too good to be true	G .1	3	a1,a2,a3,b1,b2,c
	true		Seventh		1,c2,,d1,d2
8	Mid-term exam	Mid-term exam	eighth	3	(a1: d4)
9	The art of story	The art of story -		3	a1,a2,,a4,b1,b2,
	-telling/	telling/	Ninth		b3,c3,c4,d2
	Presentations	Presentations	TVIII		
10	The art of story	The art of story -		3	a1,a2,,a4,b1,b2,
	-telling/	telling/	Tenth		b3,c3,c4,d2
	Presentations	Presentations			
11	Separated by the	Separated by the		3	a1,a2,,a4,b2,b3,c
	same Language;	same Language;	Eleventh		1,c4,d1,d2
	presentations	presentations			
12	Separated by the	Separated by the		3	a1,a2,,a4,b2,b3,c
	same Language;	same Language;	twelfth		1,c4,d1,d2
	presentations	presentations			
13	Presentations	Presentations	Thirtsouth	3	a1,a2,a3,b2,b3,c
			Thirteenth		2,c4,d1,d4
14	Final Exam	Final Exam	Fourteenth	3	(a1: d4)
Number of Weeks and Contact Hours per Semester:		14	42		

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2.	2. Practical Aspect (if any):						
Order	Tasks/Experiments	Number of Weeks	Contact	Learning			
			Hours	Outcomes			
1	Presentations	Week 10	3	(a1: d4)			
2	Presentations	Week 11	3	(a1: d4)			
3	Presentations	Week 12	3	(a1: d4)			
4	4 Presentations Week 13 3 (a1: d4)						
Number	Number of Weeks and Contact 4 12						
Hours p	er Semester:						

VII. Teaching Strategies of the Course

- Lectures
- Group work/discussion
- Presentations
- Collaborative learning
- Brain storming
- Critical thinking.

VIII. Activities/Assignments							
No.	Activities/Assignments	Aligned	Week	Mark			
		CILOs	Due				
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			

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IX. S	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	Mid-term exam	8	10	10%	(a1:d4)		
4	written final exam	14	70	70%	(a1:d4)		
	Total Mark	<u>'</u>	100	100%			

X. Learning R	esources:
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A. Required Textbook(s) (maximum two):

1- Solorzano, H. S (2004): NorthStar, Listening and Speaking, Second Edition

2.

B: Essential References:

1- 1. Gangal, J. K (2012): A Practical Course in Spoken English. PHI Learning Pvt. Ltd.,

2.

C. Supplementary Materials:

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

1-

D. Electronic Materials and Websites (if any):

- 1- https://www.talkenglish.com
- 2- https://www.newsinlevels.com

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