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الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي والبحث العالمي مجلس الاعتماد وضمان جودة التعليم العالي

محادثة (٢) Template for Course Specification

I. Course Identification and General In	formation	ı:			
Course Title:	Spoken	English II			
Course Code and Number:					
	theory	seminar	practice	training	Total
Credit Hours:	3				42
Level & Semester:		Leve	el: 1 / Seme	ester :2	
Pre-requisites (if any):		Sp	oken Engl	ish I	
Co-requisites (if any):			None		
Program in which this course is	B	A in English	h Language	and Litera	ture
offered:					
Language of teaching the course:			English		
Location of teaching the course:	Faculty of Arts and Humanities				
Prepared by:	D:	r. Abdullah	Mohamme	ed Al Ghurb	oani
Date of Approval:			2020/202	1	

II. Course Description:

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**.

IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended			
Learning Outcomes (PILOs)			
PILOs		CILOs	
(A) Knowledge & Understanding:			
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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	a1- establish dialogues using the new
different linguistic and literary theories and	vocabulary they learn;
schools of thought and English and American	
linguistics/literature;	
A2: express a knowledge of social values and	a2- ask and answer questions about
traditions common in other cultures;	personal preferences;
A3: show a solid background of various	a3- recognize English stress, rhythm,
communication skills, be it reading, writing,	and intonation;
speaking, or translation skills;	
A4: show knowledge and understanding of modern	a4 discuss interests in different topics;
research tools and methods, including the	
employment of technology;	
(B) Intellectual	Skills
B1: distinguish different literary forms and	b1 differentiate between advantages and
currents as well as their distinct characteristics;	disadvantages about different topics;
B2: evaluate linguistic and cultural phenomena and	b2- analyze speakers' tones and
suggest explanations for them;	emotions;
B3: compare different literary, linguistic and	b3- find word meaning from context;
translation theories and strategies;	
B4 : distinguish different language skills in terms of	b4- compare and contrast points of view;
reading, writing, and speaking and listening;	
(C) Professional & Pr	actical Skills
C1: employ theories, terms and concepts common	c1- practice their opinions in speaking
in literature, linguistics and translation studies;	activities;
C2: employ different language skills in order to	c2- employ role play skills in asking and
read and write different texts in English and	answering questions activities;
translate them from English into Arabic and	

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vice versa;	
C3: use research tools and methods to collect	c3- administer changes in cultural
research data, analyze them, and present	aspects;
them in a scientifically appropriate manner;	
C4: make use of basic technological applications to	c4- outline, rehearse and present an oral
facilitate learning and research process;	report;
(D) Transferrab	le Skills
D1: make use of the linguistic and cultural	d1- manipulate intonation to change
knowledge acquired in order to interact	meaning of a sentence;
efficiently and appropriately with people from	
different cultures;	
D2: manage time, work under pressure, and	d2- manage time in conducting dialogues
involve in 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	d4- cooperate in presentations related to
activities.	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:

Teaching Strategies	Assessment Strategies
- Lectures	- Pair-&-group work
- Group work	- Presentations
- Presentations	- Homework
- Collaborative learning	- Quizzes
	- Mid-term & final exams
- Lectures	- Group work
- Group work	- Presentations
- Presentations	- Homework
	 Lectures Group work Presentations Collaborative learning Lectures Group work

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erm & final exams
ork
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work
erm & final exams
ork-group work
work
erm & 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	- Lectures	- Presentations
advantages and disadvantages	- Presentations	- Quizzes
about different topics;	- Collaborative learning	- Mid-term & final exams
b2- analyze speakers' tones and	- Lectures	- Pair-work
emotions;	- Pair work	- Presentations
	- Presentations	- Quizzes
	- Collaborative learning	- Mid-term & final exams
b3- find word meaning from	- Lectures	- Presentations
context;	- Discussion	- Homework
	- Presentations	- Quizzes
	- Collaborative learning	- Mid-term & final exams
b4- compare and contrast points	- Lectures	- Group work
of view;	- Group work	- Homework
	- Presentations	- Quizzes
(C) Alianment of Course Intend	- Collaborative learning	- Mid-term & final exams

(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills

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to the Teaching Strategies and Assessment Strategies:			
CILOs	Teaching Strategies	Assessment Strategies	
c1- practice their opinions in	- Lectures	- Pair-work	
speaking activities;	- Pair work	- Presentations	
	- Presentations	- Quizzes	
	- Collaborative learning	- Mid-term & final exams	
c2- employ role play skills in	- Lectures	- Pair-work-group work	
asking and answering questions	- Group work	- Presentations	
activities;	- Discussion	- Homework	
,	- Collaborative learning	- Quizzes	
		- Mid-term & final exams	
c3- administer changes in	- Lectures	- Group work	
cultural aspects;	- Group work	- Presentations	
	- Discussion	- Quizzes	
	- Collaborative learning	- Mid-term & final exams	
c4- outline, rehearse and present	- Lectures	- Presentations	
an oral report;	- Discussion	- Quizzes	
-	- Presentations	- Mid-term & final exams	

(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies

Strategies and Assessment S				
CILOs	reaching Strategies	Assessment Strategies		
d1- manipulate intonation to	- Lectures	- Group work		
change meaning of a sentence;	- Discussion	- Presentations		
	- Presentations	- Homework		
	- Collaborative learning	- Mid-term & final exams		
d2- manage time in conducting	- Lectures	- Group work		
dialogues related to cultural	- Group work	- Homework		
differences;	- Presentations	- Mid-term & final exams		
d3- justify their views when	- Lectures	- Pair-work-group work		
conducting debates;	Discussion	- Presentations		
	- Presentations	- Homework		
	- Collaborative learning	- Quizzes		

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		- Mid-term & final exams
d4- cooperate in presentations	- Lectures	- Presentations
related to social and academic	- Discussion	- Quizzes
activities.	- Collaborative learning	- Mid-term & final exams

VI. Co	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, a3, b1, c1,
		course; goals;	£: uat		c2
		assessment; rules &	first		
		regulations			
2	Culture and	- Culture	C 1	3	a2, a4, b1, b4, c2,
	Commerce	- Commerce	Second		d3
3	Culture and	- Culture		3	a2, a4, b1, b4, c2,
	Commerce	- Commerce	Third		d3
4	Joking Around	Dialogue and activities	C 41	3	a2, a4, b1, b2, c3,
		on joking	fourth		d1
5	Joking Around	Dialogue and activities		3	a2, a4, b1, b2, c3,
		on joking	Fifth		d1
6	Traditional or	Dialogue on being		3	a2, a3, b2, b4, c3,
	Trendy	traditional and trendy	Sixth		d2
7	Traditional or	Dialogue on being	Carrantla	3	a2, a3, b2, b4, c3,
	Trendy	traditional and trendy	Seventh		d2
8	Mid-term exam	Mid-term exam		3	a1,a2,a3,a4,b1,b2,b
			eighth		3,b4,c1,c2,c3,c4,d1
					,d2,d3,d4

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9	To Spank or not to	- To Spank or not to		3	a1, a2,b1,b2,c3, d4
	Spank	Spank	Ninth		
		- Presentations	NIIIIII		
10	To Spank or not to	- To Spank or not to		3	a1, a2,b1,b2,c3, d4
	Spank	Spank	Tenth		
		- Presentations			
11	Before you say I	- Before you say I do		3	a1, a2,b1,b2,c3, d4
	do	- Presentations	Eleventh		
12	Before you say I	- Before you say I do		3	a1, a2,b1,b2,c3, d4
	do	- Presentations	twelfth		
13	Presentations	Presentations	Thirteen th	3	c1,c2,c3, c4, d1, d2
14	Final exam	Final exam	Fourteen	3	a1,a2,a3,a4,b1,b2,b
			th		3,b4,c1,c2,c3,c4,d1
					,d2,d3,d4
					, , ,
Numb Semes	 er of Weeks and Cor ter:	ntact Hours per	14	42	<u>, , , , , , , , , , , , , , , , , , , </u>
Semes		_	14	42	
Semes	ter: 2. Practical Aspect (i	_	14 Number	42 Contact	Learning
Semes	ter: 2. Practical Aspect (i	f any):			
Semes	ter: 2. Practical Aspect (i	f any):	Number	Contact	Learning
Semes: 2	ter: 2. Practical Aspect (i Tasks/E	f any):	Number of Weeks	Contact Hours	Learning Outcomes
Semes: 2	ter: 2. Practical Aspect (i Tasks/E	f any):	Number of Weeks	Contact Hours	Learning Outcomes a1,a2,a3,a4,b1,b2
Semes: 2	ter: 2. Practical Aspect (i Tasks/E	f any):	Number of Weeks	Contact Hours	Learning Outcomes a1,a2,a3,a4,b1,b2 ,b3,b4,c1,c2,c3,c
Order	Z. Practical Aspect (i Tasks/E Presentations	f any):	Number of Weeks	Contact Hours	Learning Outcomes a1,a2,a3,a4,b1,b2 ,b3,b4,c1,c2,c3,c 4,d1,d2,d3,d4
Order	Z. Practical Aspect (i Tasks/E Presentations	f any):	Number of Weeks Tenth	Contact Hours	Learning Outcomes a1,a2,a3,a4,b1,b2 ,b3,b4,c1,c2,c3,c 4,d1,d2,d3,d4 a1,a2,a3,a4,b1,b2
Order	Z. Practical Aspect (i Tasks/E Presentations	f any):	Number of Weeks Tenth	Contact Hours	Learning Outcomes a1,a2,a3,a4,b1,b2 ,b3,b4,c1,c2,c3,c 4,d1,d2,d3,d4 a1,a2,a3,a4,b1,b2 ,b3,b4,c1,c2,c3,c
Order 1	Z. Practical Aspect (i Tasks/E Presentations presentations	f any):	Number of Weeks Tenth	Contact Hours 3	Learning Outcomes a1,a2,a3,a4,b1,b2 ,b3,b4,c1,c2,c3,c 4,d1,d2,d3,d4 a1,a2,a3,a4,b1,b2 ,b3,b4,c1,c2,c3,c 4,d1,d2,d3,d4
Order 1	Z. Practical Aspect (i Tasks/E Presentations presentations	f any):	Number of Weeks Tenth Eleventh	Contact Hours 3	Learning Outcomes a1,a2,a3,a4,b1,b2 ,b3,b4,c1,c2,c3,c 4,d1,d2,d3,d4 a1,a2,a3,a4,b1,b2 ,b3,b4,c1,c2,c3,c 4,d1,d2,d3,d4 a1,a2,a3,a4,b1,b2

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4	presentations	Thirteent h	3	a1,a2,a3,a4,b1,b2 ,b3,b4,c1,c2,c3,c 4,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	Mark			
			Due				
1	Attendance and Participation	a1,a2,a3,a4,b1,b2,b3,b4,	1-14	10			
		c1,c2,c3,c4,d1,d2,d3,d4					
2	Assignments/presentation	a1,a2,a3,a4,b1,b2,b3,b4,	1-14	10			
		c1,c2,c3,c4,d1,d2,d3,d4					
3	Mid-term exam	a1,a2,a3,a4,b1,b2,b3,b4	8	10			
		,c1,c2,c3,c4,d1,d2,d3,d4					
4	Final exam	a1,a2,a3,a4,b1,b2,b3,b4,	14	70			
		c1,c2,c3,c4,d1,d2,d3,d4					
	Total mark			100			

IX. S	IX. Schedule of Assessment Task for Students During the Semester:						
No.							
		Due		Final			
				Assessment			
1	Assignments	1-14	10	10%	a1,a2,a3,a4,b1,b2,b3,b		
					4,c1,c2,c3,c4,d1,d2,d3		

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					,d4
2	Attendance and	1-14	10	10%	a1,a2,a3,a4,b1,b2,b3,b
	Participation				4,c1,c2,c3,c4,d1,d2,d3
					,d4
3	Midterm	8	10	10%	a1,a2,a3,a4,b1,b2,b3,b
					4,c1,c2,c3,c4,d1,d2,d3
					,d4
4	Written final exam	14	70	70%	a1,a2,a3,a4,b1,b2,b3,b
					4,c1,c2,c3,c4,d1,d2,d3
					,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):

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:

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	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}

Template for Course Specification:

Name.					Office H	lours: 3/we	ekly
Place and phone number				Dept. of English (771052260)			
e-mail:							
II. Course Identifica	tion and General Ir	nformatio	n:				
Course Title:		Spoken l	English II				
Course Code and Nu	ımber:						
		theory	seminar	practice	training	Total	
ید الکلیة عبدالملك محهد عیسی	لجودة ٍ عم	ميد لشئون ال أحمد الورد	نائب الع	<u>.</u>	ىىم	رئيس الق	-
عبدالملك محمد عيسى	ا.م.د. =	احمد الورد	د. حسین ا				. 2.
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I. Information about Course Lecturer

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Credit Hours:	3				42	
Level & Semester:		Leve	el;1/ Semes	ster: 2		
Pre-requisites (if any):		Sp	oken Engli	ish I		
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				bani	
Date of Approval:	2020/2021					

III. Course Description:

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**.

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

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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;

VI. Course Content:									
1	1-Theoretical Aspect:								
Order	Units/Topics	Sub-Topics	Number of Weeks	Co nta ct Ho urs	Learning Outcomes				
1	Introduction	Introducing the course; goals;	first	3	a1,a2, a3, b1, c1, c2				

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

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شــــراف

رئيس الجامعة أ.د. القاسم محد عباس عميد مركز التطوير الأكاديمي وضمن الجودة أ.م.د. هدى العماد

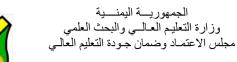
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		assessment; rules &			
		regulations			
2	Culture and	- Culture		3	a2, a4, b1, b4, c2, d3
	Commerce	- Commerce	Second		
3	Culture and	- Culture		3	a2, a4, b1, b4, c2, d3
	Commerce	- Commerce	Third		
4	Joking	Dialogue and		3	a2, a4, b1, b2, c3, d1
	Around	activities on joking	fourth		
5	Joking	Dialogue and		3	a2, a4, b1, b2, c3, d1
	Around	activities on joking	Fifth		
6	Traditional or	Dialogue on being		3	a2, a3, b2, b4, c3, d2
	Trendy	traditional and trendy	Sixth		
7	Traditional or	Dialogue on being	G .1	3	a2, a3, b2, b4, c3, d2
	Trendy	traditional and trendy	Seventh		
8	Mid-term	Mid-term exam		3	a1,a2,a3,a4,b1,b2,b3,b
	exam		eighth		4,c1,c2,c3,c4,d1,d2,d3,
					d4
9	To Spank or	- To Spank or not to		3	a1, a2,b1,b2,c3, d4
	not to Spank	Spank; Presentations	Ninth		
10	To Spank or	- To Spank or not to		3	a1, a2,b1,b2,c3, d4
	not to Spank	Spank	Tenth		
		- Presentations			
11	Before you	- Before you say I do	T1 -1	3	a1, a2,b1,b2,c3, d4
	say I do	- Presentations	Eleventh		
12	Before you	- Before you say I do	101	3	a1, a2,b1,b2,c3, d4
	say I do	- Presentations	twelfth		
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,b

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						4,c	1,c2,c3,c4,d1,d2,d3,		
						d4			
Number of Weeks and Contact Hours per Semester:				14	42				
	2. Practical Aspect (if any):								
Order	Tas	sks/Experiments		Number	Con	tact	Learning		
				of	Ho	urs	Outcomes		
				Weeks					
1	Presentations				3		a1,a2,a3,a4,b1,b2,		
				Tenth			b3,b4,c1,c2,c3,c4,		
							d1,d2,d3,d4		
2	presentations				3		a1,a2,a3,a4,b1,b2,		
				Eleventh			b3,b4,c1,c2,c3,c4,		
							d1,d2,d3,d4		
3	presentations				3		a1,a2,a3,a4,b1,b2,		
				twelfth			b3,b4,c1,c2,c3,c4,		
							d1,d2,d3,d4		
4	presentations				3		a1,a2,a3,a4,b1,b2,		
				Thirteen th			b3,b4,c1,c2,c3,c4,		
				uii			d1,d2,d3,d4		
Numb Semes	er of Weeks and ter:		4	12					

VII. Teaching Strategies of the Course

- Lectures
- Group work/discussion
- Presentations
- Collaborative learning
- Brainstorming
- Critical thinking

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

No ·	Assessment Method	Week Due	Mar k	Proportio n of Final Assessmen t	Aligned CILOs
1	Attendance and	a1,a2,a3,a4,b1,b2,b3,b	1-14	10	Attendance and
	Participation	4,			Participation
		c1,c2,c3,c4,d1,d2,d3,d			
		4			
2	Assignments/presentati	a1,a2,a3,a4,b1,b2,b3,b	1-14	10	Assignments/presentati
	on	4,			on
		c1,c2,c3,c4,d1,d2,d3,d			

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		4			
3	Mid-term exam	a1,a2,a3,a4,b1,b2,b3,b	8	10	Mid-term exam
		4			
		,c1,c2,c3,c4,d1,d2,d3,			
		d4			
4	Final exam	a1,a2,a3,a4,b1,b2,b3,b	14	70	Final exam
		4,			
		c1,c2,c3,c4,d1,d2,d3,d			
		4			
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): Speak English Like an American.

D. Electronic Materials and Websites (if any):

https://www.talkenglish.com

https://www.newsinlevels.com

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