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الجمهوريــة اليمنـــية وزارة التعليم العالـي والبحث العلمي مجلس الاعتمـاد وضمان جـودة التعليم العالـي

## محادثة (٣)

**Template for Course Specification** 

I. Course Identification and General Information:						
Course Title:	Spoken English III					
Course Code and Number:						
	theory	seminar	practice	training	Total	
Credit Hours:	3				42	
Level & Semester:		Lev	el 2/ Seme	ester 1		
Pre-requisites (if any):	S	poken Eng	lish I; Spol	ken Englis	h II	
Co-requisites (if any):	No					
Program in which this course is	BA in English Language & Literature					
offered:						
Language of teaching the course:	English					
<b>Location of teaching the course:</b>	Faculty of Arts and Humanities					
Prepared by:	Dr. Abdullah Mohammed Al Ghurbani					
Date of Approval:			2020/202	1		

#### **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:		

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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 different	a1- recall details and identify main
linguistic and literary theories and schools of	ideas;
thought and English and American	
linguistics/literature;	
A2: express a knowledge of social values and	a2- analyze speakers' attitude and
traditions common in other cultures;	emotion;
A3: show a solid background of various	a3- establish dialogues using the new
communication skills, be it reading, writing,	vocabulary they learn;
speaking, or translation skills;	
A4: show knowledge and understanding of modern	a4- discuss their interests in a variety of
research tools and methods, including the	topics;
employment of technology;	
(B) Intellectual S	Skills
B1: distinguish different literary forms and currents	b1- distinguish the internet and other
as well as their distinct characteristics;	addictions, as well as similar topics;
B2: evaluate linguistic and cultural phenomena and	b2- evaluate a speaker's intent by
suggest explanations for them;	analyzing tones and word usages;
B3: compare different literary, linguistic and	b3- identify emphasized words in
translation theories and strategies;	speech.
<b>B4</b> : distinguish different language skills in terms of	b4- compare listening and speaking
reading, writing, and speaking and listening;	skills in communicative situations.
(C) Professional & Pra	ctical Skills
C1: employ theories, terms and concepts common in	c1- express their opinions in the
literature, linguistics and translation studies;	different speaking activities;
C2: employ different language skills in order to read	c2- use role play skills in asking and
and write different texts in English and translate	answering questions in an interview;
them from English into Arabic and vice versa;	

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C3: use research tools and methods to collect	- practice expressing different
research data, analyze them, and present them	points of view.
in a scientifically appropriate manner;	
C4: make use of basic technological applications to	c4- employ electronic devices to
facilitate learning and research process;	facilitate learning not explicit in
	conversations.
(D) Transferrable	Skills
D1: make use of the linguistic and cultural	d1- play the role of a discussion leader;
knowledge acquired in order to interact	
efficiently and appropriately with people from	
different cultures;	
D2: manage time, work under pressure, and involve	d2- use new vocabulary and discourse
in team activities;	to role-play a meeting.;
D3: pursue knowledge to improve self-learning;	d3- analyze a case study;
D4: involve creatively in social and academic	d4- outline, rehearse and present an oral
activities.	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	- Lectures	- Pair-&-group work
ideas;	- Group discussion	- Presentations
	- Presentations	- Homework
	- Collaborative learning	- Quizzes
		- Mid & final exams
a2- analyze speakers' attitude and	- Lectures	- Pair-&-group work
emotion;	- Group work	- Presentations
	- Presentations	- Homework
	- Collaborative learning	- Quizzes

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		- Mid & final exams
a3- establish dialogues using the new	- Lectures	- Pair & -group work
vocabulary they learn;	- Group discussion	- Presentations
	- Presentations	- Homework
	Collaborative learning	- Quizzes
		- Mid & final exams
a4- discuss their interests in a variety	- Lectures	- Pair & -group work
of topics;	- Group work	- Presentations
	- Presentations	- Homework
	- 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 the internet and other	- Lectures	- Pair & -group work
addictions, as well as similar topics;	- Group discussion	- Presentations
	- Presentations	- Mid & final exams
	- Collaborative learning	
b2- evaluate a speaker's intent by	- Lectures	- Pair & -group work
analyzing tones and word usages;	- Group discussion	- Presentations
	- Presentations	- Mid & final exams
	- Collaborative learning	
b3- identify emphasized words in	- Lectures	- Pair-work-group
speech.	- Group work	work
	- Presentations	- Presentations
	- Collaborative learning	- Mid & final exams
b4- compare listening and speaking	- Lectures	- Pair & group work
skills in communicative situations.	- Group work/discussion	- Homework
	- Presentations	- Quizzes
	- Collaborative learning	- Mid & final exams

(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:

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CILOs	Teaching Strategies	Assessment Strategies
c1- express their opinions in the	- Lectures	- Group work
different speaking activities;	- Group work	Presentations
	- Presentations	- Homework
	- Collaborative learning	- Mid & final exams
c2- use role play skills in asking and	- Lectures	- Group work
answering questions in an interview;	- Group work	Presentations
	- Presentations	- Homework
	- Collaborative learning	- Mid & final exams
-practice expressing different points of	- Lectures	- Group work
view.	- Group work	Presentations
	- Presentations	- Homework
	- Collaborative learning	- Mid & final exams
c4- employ electronic devices to	- Group work	- Group work
facilitate learning not explicit in	- Presentations	- Presentations
conversations.	- Collaborative learning	- Mid & final exams
(D) Alignment of Course Intended Les Strategies and Assessment Strategi	- C	ble Skills to Teaching
CILOs	Teaching Strategies	Assessment Strategies
d1- play the role of a discussion	- Lectures	- Presentations
leader;	- Discussion	- Homework
,	- Presentations	- Quizzes
	- Collaborative learning	- Mid & final exams
d2- use new vocabulary and discourse	- Group work	- Group work
to role-play a meeting.;	- Discussion	- Presentations
	- Presentations	- Homework
	- Collaborative learning	- Mid & final exams
d3- analyze a case study;	- Pair & group work	- Pair-&-group work
· · · · · · · · · · · · · · · · · · ·	- Discussion	- Presentations
	- Presentations	- Homework

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Mid & final exams

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Collaborative learning

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d4- outline, rehearse and present an	- Lectures	- Presentations
oral report.	- Discussion	- Quizzes
	- Collaborative learning	- Mid & final exams

VI. Course Content:						
1	1-Theoretical Aspect:					
Order	Units/Topics	Sub-Topics	Number of Weeks	Conta ct Hours	Learning Outcomes	
1	Introduction	Introducing the		3	a1, a2, a3, b2, b3, c2	
		course; goals;	first			
		assessment; rules &	IIISt			
		regulations				
2	Unit 1: The Internet	The Internet and	C1	3	a1,a2,b2,c2,d1,d2,	
	and other addictions	other addictions	Second			
3	Unit 1: The Internet	The Internet and		3	a1,a2,b2,c2,d1,d2	
	and other addictions	other addictions	Third			
4	Unit 2: Celebration;	The Internet and		3	a1,a2,a3,b2,c2,d1,d3	
	Florida: Disney's	other addictions	fourth			
	Utopia					
5	Unit 2: Celebration;	The Internet and		3	a1,a2,a3,b2,c2,d1,d3	
	Florida: Disney's	other addictions	Fifth			
	Utopia		11111			
6	Unit 3: The Bold and	The Internet and	C:41-	3	a1,a2,a3,a4,b2,c2,d1,	
	the Bashful	other addictions	Sixth		d3	
7	Unit 3: The Bold and	The Internet and	G 41	3	a1,a2,a3,a4,b2,c2,d1,	
	the Bashful	other addictions	Seventh		d3	
8	Mid-term exam	Mid-term exam	eighth	3	(a1:d4)	
9	Unit 4: The Tipping	The Tipping Point;		3	a1,b2,b4,c4,d1,d2,d4	
	Point	Presentations	Ninth			

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10	Unit 4: The Tipping	The Tipping Point;	TD1	3	a1,b2,b4,c4,d1,d2,d4
	Point	Presentations	Tenth		
11	Unit 5: Feng Shui:	Feng Shui: Ancient		3	a1,a2,,a4,b2,c2,c4,d2,
	Ancient Wisdom	Wisdom Travels			d3
	Travels West	West	Eleventh		
		Presentations			
12	Unit 5: Feng Shui:	Feng Shui: Ancient		3	a1,a2,,a4,b2,c2,c4,d2,
	Ancient Wisdom	Wisdom Travels			d3
	Travels West	West	twelfth		
		Presentations			
13	Presentations	Presentations	Thirteenth	3	(a1: d4)
14	Final Exam	Final exam	Fourteenth	3	(a1: d4)
Number of Weeks and Contact Hours per Semester:					
		ct Hours per	14	42	
Semest		•	14	42	
Semest	ter:	ny):	Number of	42 Cont	Learning Outcomes
Semest 2	ter: 2. Practical Aspect (if a	ny):			Learning Outcomes
Semest 2	ter: 2. Practical Aspect (if a	ny):	Number of	Cont	Learning Outcomes
Semest 2	ter: 2. Practical Aspect (if a	ny):	Number of	Cont	Learning Outcomes
Semest 2	ter: 2. Practical Aspect (if a	ny): periments	Number of	Cont act Hour	Learning Outcomes  (a1: d4)
Semest 2 Order	ter:  2. Practical Aspect (if an Tasks/Exp	ny): Deriments  Vs/surveys	Number of Weeks	Cont act Hour s	
Semest 2 Order	Presentations/interview	ny): Deriments  Vs/surveys Vs/surveys	Number of Weeks  Week 10	Cont act Hour s	(a1: d4)
Order  1 2	Presentations/interview	ny): Deriments  Vs/surveys Vs/surveys Vs/surveys	Number of Weeks  Week 10 Week 11	Cont act Hour s	(a1: d4) (a1: d4)

VII.	Teaching	Strateg	ies of t	he Course
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**Number of Weeks and Contact Hours per** 

- Lectures

**Semester:** 

- Group work/discussion

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- Presentations
- Collaborative learning
- Brain storming

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

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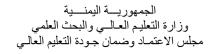
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#### D. Electronic Materials and Websites (if any):

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

#### **XI. Course Policies:**

- 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.
  - 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:

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	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:						
	1. Cheating is strictly a prohibited behavior.						
	2. University regulations will be pursued and enforced on any cheating student.						
6.	Plagiarism:						
	3. Plagiarism is defined as "copying or stealing someone else's words or ideas						
	and						
	4. University regulations will be pursued and enforced on any plagiarism						
	attempt.						
7.	Other Policies:						
-							

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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 III						
Course Code and Number:							
	theory	seminar	practice	training	Total		
Credit Hours:	3				42		
Level & Semester:		Leve	el; 2/ seme	ster: 1			

عميد الكلية

نائب العميد لشئون الجودة

رئيس القسم

أ.م.د. عبدالملك محمد عيسى

د. حسين أحمد الورد

أ.د.

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Pre-requisites (if any):	Spoken English I and Spoken English II			
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 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:

- a1- recall details and identify main ideas;
- a2- analyze speakers' attitude and emotion;
- a3- establish dialogues using the new vocabulary they learn;
- a4- discuss their interests in a variety of topics;
- b1- distinguish the internet and other addictions, as well as similar topics;

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- b2- evaluate a speaker's intent by analyzing tones and word usages;
- b3- identify emphasized words in speech.
- b4- compare listening and speaking skills in communicative situations.
- c1- express their opinions in the different speaking activities;
- c2- use role play skills in asking and answering questions in an interview;
- c3- practice expressing different points of view.
- c4- employ electronic devices to facilitate learning not explicit in conversations.
- d1- play the role of a discussion leader;
- d2- use new vocabulary and discourse to role-play a meeting.;
- d3- analyze a case study;
- d4- outline, rehearse and present an oral report.

VI. Course Content:							
1	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	The Internet and other addictions	fourth	3	a1,a2,a3,b2,c2,d1, d3		

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	Utopia					
5	Unit 2: Celebration;	The Internet and		3	a1,a2,a3,b2,c2,d1,	
	Florida: Disney's	other addictions	Fifth		d3	
	Utopia		171111			
6	Unit 3: The Bold and	The Internet and	0. 4	3	a1,a2,a3,a4,b2,c2,d	
	the Bashful	other addictions	Sixth		1,d3	
7	Unit 3: The Bold and	The Internet and	G .1	3	a1,a2,a3,a4,b2,c2,d	
	the Bashful	other addictions	Seventh		1,d3	
8	Mid-term exam	Mid-term exam	eighth	3	(a1:d4)	
9	Unit 4: The Tipping	The Tipping Point;		3	a1,b2,b4,c4,d1,d2,	
	Point	Presentations	Ninth		d4	
10	Unit 4: The Tipping	The Tipping Point;		3	a1,b2,b4,c4,d1,d2,	
	Point	Presentations	Tenth		d4	
11	Unit 5: Feng Shui:	Feng Shui: Ancient		3	a1,a2,,a4,b2,c2,c4,	
	Ancient Wisdom	Wisdom Travels			d2,d3	
	Travels West	West	Eleventh			
		Presentations				
12	Unit 5: Feng Shui:	Feng Shui: Ancient		3	a1,a2,,a4,b2,c2,c4,	
	Ancient Wisdom	Wisdom Travels	16.1		d2,d3	
	Travels West	West	twelfth			
		Presentations				
13	Presentations	Presentations	Thirteen th	3	(a1: d4)	
14	Final Exam	Final exam	Fourteen th	3	(a1: d4)	
Numb Semes	er of Weeks and Conta ster:	ct Hours per	14	42		
	2. Practical Aspect (if any):					

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Order	Tasks/Experiments	Number	Contact	Learning Outcomes
		of Weeks	Hours	
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	Week	Mark		
		CILOs	Due			
1	Attendance and Participation	(a1:	1-14	10		
		d4)				
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	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. 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):

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

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