King Abdul Aziz University
Faculty of Sciences & Arts
Rabigh Branch
English Department

English Department Program
(2019/2020)

KINGDOM OF SAUDI ARABIA
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Bachelor's Degree Study Plan

English Department

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English Department
College of Science & Arts – Rabigh Branch, King Abdulaziz University

1 Summary

The English Department at the College of Science and Arts -Rabigh was established in 2009. In the beginning, it solely offered intensive English courses for a total number of 140 science students. Realizing the need to expand the English program to offer a BA, a linguistic track was initiated in 2010 and a translation track was initiated in 2014. Since then, the English department has taken the responsibility of catering to approximately 700 students through its Intensive English Program (IEP) and Core English Program (CEP) per year. (Fig.1)
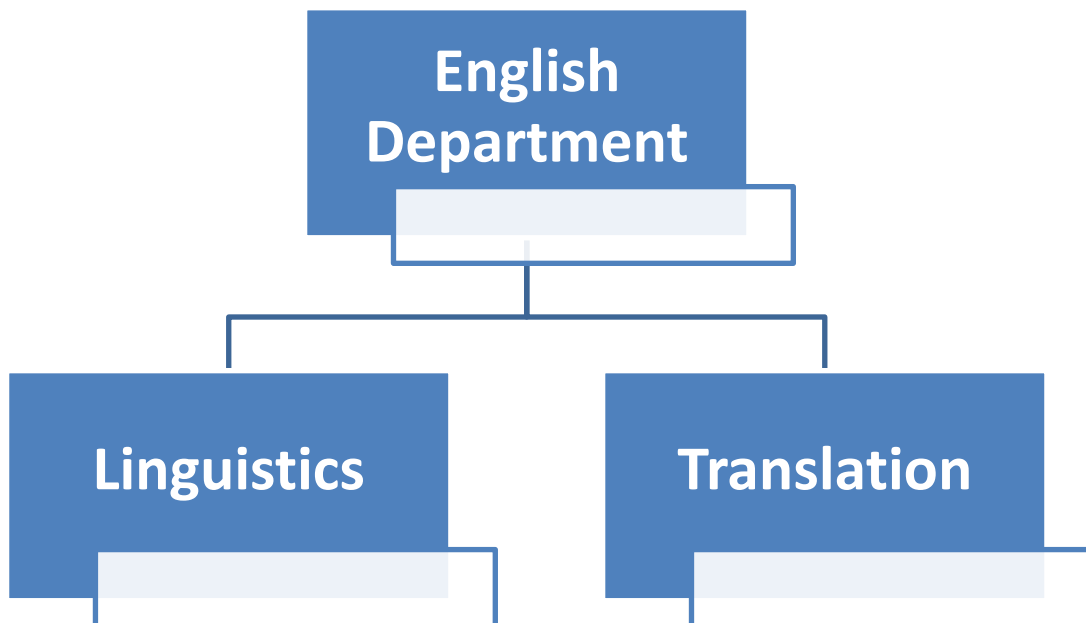
English Department

Linguistics

Translation

Fig.1 English Department at College of Science & Art -Rabigh

Our curriculum at the English Department is based on the premise that knowledge of language is fundamental to higher education and is pertinent to widely varied professions. The department's core prospectus for English majors is crafted to provide a solid theoretical background and wide range of hands-on language skills that students need to become successful language experts in two fields: linguistics and translation. Our efforts in the curriculum are also devoted to providing a dynamic, effective and encouraging environment for developing language skills required for academic and professional success in a highly competitive and rapidly-developing knowledge-based world of ours.

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Our students come from all over the kingdom, including the neighboring towns of Mastourah, KhelaisandHajr, as well as the major cities of Yanbu, Jeddah, Makkah, Madineh and Riyadh. Our instructors also represent a nice blend of native and non-native language specialists who demonstrate unwavering commitment to students' advancement.

2 Department vision

"To be a centre of excellence on both the local and the regional levels within the next decade"

The English department contributes to enhance KAU's visionby seeking to foster in-depth language knowledge and skills that are critical to both academic and professional achievement. Our goal is to reshape our community by inspiring students to read and think critically. All our efforts at the English Department, in short, are devoted to creating a lively environment for emerging language scholars and professionals with intellectual breath and deep commitment ready to take on the challenge of modern communities of the 21st century within and beyond national borders.

3 Department mission

"To create and maintain a unique learning experience to establish a community of lifelong active learners"

Driven by a commitment to our students, as well as our country, the English department at the College of Science & Arts -Rabigh strives to create and maintain a unique learning environment that ensures high academic achievement, creativity and sense of responsibility for all students. Our courses and expertise provide students with a range of intellectual and linguistic skills required to meet the unprecedented challenges of living in a highly complex, multicultural, and ever-changing modern world. We, at the English Department, are committed to make instruction a meaningful process that fosters a striving for excellence. Our mission, in a nut shell, is to create a community of active learners who are dedicated to lifelong learning and engaged in a dynamic quest for knowledge and language skills in an increasingly knowledge-based global village.

4 Department Objectives

Through its courses and co-curricular activities, the English department seeks to:

1. Develops the students' skills needed for effective oral and written communication;
2. Cater for the labor market needs of English language teachers and specialists;

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3. Cater for the labor market needs of translators in different fields;

4. Provide students with the needed language skills to understand, appreciate, and analyze language;

5. Help students use information technology in translation and linguistics with competence; and

6. Prepare graduates to make researches in translation and linguistics that serve the community.

5 Compliance with the faculty objectives and mission

The objectives of the department comply with the objectives and missions of the faculty of Science and Arts as follows:

1. The objectives contribute to the college's mission of providing students with the sciences, namely linguistic & translation, as well as all that is new in their fields.

2. Students are trained on advanced technologies for preparing qualified graduates to contribute in leading the economic wheel in this promising area.

6 Department admission requirement (general conditions)

Students who are willing to be admitted to the department must meet the following criterion:

Students should get an average of 70% in ELI 103 and ELI 104 or an IELTS score of 4 to enroll at the department.

7 Attendance

Attendance Policy in the department complies with the general University attendance policy.

8 Progression from year to year

N/A

9 Program completion or Graduation requirements

REQUIREMENTS	CREDITS
1. University Requirements	26

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2. Faculty requirements	**Compulsory**	**27**
3. Department requirements	**Compulsory**	**17**
3. Track requirements	**Compulsory**	**43**
	Elective	**15**
4. Free courses		**6**
	Total	**134**

10 Student Appeals

Students can make their complaints in the form of written letters addressed to the Head

of department.

11 Graduates' employment opportunities

Graduates of the department have a wide range of job opportunities in the Kingdom,
including the following areas:
1- Teaching;
2- Translation;
3- Interpreting;
4- Subtitling;
5- Media;
6- Language instruction;
7- Sales;
8- Customer Service; and
9- Other domains that require proficiency in English language.

12 Key to Tenth numbers

Key to course numbers and department codes:

- Each department is referred to by a code of a minimum of two and
  maximum of 4 letters (no numbers)

- The hundredth digit refers to the school year

- The tenth digit refers to specialty within the department/branch

- The ones digit refers to course serial within the same specialty

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DEPARTMENT	CODE	
	ARABIC	ENGLISH
English	انجل	ENGL

Key of tenth digits in English Department Courses

Tens Digit	Delicate Specialty
0	Basic skills
1	Basic skills
2	Literature
3	Translation courses
4	Translation courses
5	Translation courses
6	Linguistics
7	Linguistics
8	Linguistics
9	Linguistics

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Linguistics Track

B.A. in Linguistics

The BA curriculum for Linguistics provides students with in-depth knowledge and skills necessary for effective understanding and analysis of processes in which human languages are acquired, produced, and comprehended. At the core of our program is the study of historical development of human language, phonetics, phonology, semantics and syntax. Analysis of major linguistic theories, discussion of socio-cultural aspects of language, introduction of language teaching principles and methodologies as well as the pedagogical implications of the structural and social aspects of language on teaching profession are other major components of the Linguistics Program.

Program Requirements

To earn a BA degree in Linguistics, students must take 134 course credits, including:

- *University Requirements* (26 credit hours –19.4%)
- *College Requirements* (27 credit hours – 20.1%)
- *Department Requirements* (17 credit hours – 12.7%)
- *Linguistics Track Requirements* (43 credit hours – 32.1%, together 44.5%)
- *Linguistics Elective courses* (15 credit hours – 11.2%)
- *Free courses* (6 credit hours 4.5%)

Total: 134 credit hours

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1 List of University compulsory courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Islamic Culture 1	ثقافة إسلامية(١)	ISLS101	سلم ١٠١	2	•	•	2	
2	Islamic Culture 2	ثقافة إسلامية (٢)	ISLS201	سلم ٢٠١	2	•	•	2	ISLS 101
3	Islamic Culture 3	ثقافة إسلامية (٣)	ISLS301	سلم ٣٠١	2	•	•	2	ISLS 201
4	Islamic Culture 4	ثقافة إسلامية (٤) (أخلاقيات المهنة)	ISLS401	سلم ٤٠١	2	•	•	2	ISLS 301
5	Linguistics Skills	مهارات لغوية	ARAB101	عرب ١٠١	3	•	•	3	
6	Arabic Writing	التحرير الكتابي	ARAB201	عرب ٢٠١	3	•	•	3	
7	Communications skills	مهارات الاتصال ١	COMM101	اتصال ١٠١	3	•	•	3	
8	Computer Skills	مهارات الحاسب	CPIT100	تم ١٠٠	3	•	•	3	
9	English Language (1)	لغة انجليزية ١	ELI101	انج ١٠١	0	•	•	0	
10	English Language (2)	لغة انجليزية ٢	ELI102	انج ١٠٢	2	•	•	2	
11	English Language (3)	لغة انجليزية ٣	ELI103	انج ١٠٣	2	•	•	2	ELI 102
12	English Language (4)	لغة انجليزية ٤	ELI104	انج ١٠٤	2	•	•	2	ELI 102
	Total				**26**				

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2 List of Faculty compulsory courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Thinking and learning skills	مهارات القراءة والتفكير	IS 105	معلم ١٠٥	3	٠	٠	3	
2	Elementary Mathematics	رياضيات	MATH111	ر ١١١	3	٠	٠	3	
3	Elementary Statistics	احصاء	STAT 111	ص ١١١	3	٠	٠	3	
4	Paragraph Writing	كتابة الفقرة	ENGL205	انجل ٢٠٥	3	٠	٠	3	
5	Vocabulary Development 1	تنمية المفردات	ENGL207	انجل ٢٠٧	2	٠	٠	2	
6	Grammar 1	قواعد اللغة الإنجليزية ١	ENGL202	انجل ٢٠٢	2	٠	٠	2	
7	Conversation	المحادثة	ENGL 210	انجل ٢١٠	3	٠	٠	3	
8	Study Skills	مهارات الدراسة	ENGL 211	انجل٢١١	3	٠	٠	3	
9	Reading 1	قراءة ١	ENGL 201	انجل ٢٠١	3	٠	٠	3	
10	Reading 2	قراءة ٢	ENGL214	انجل ٢١٤	2	٠	٠	2	ENGL 201
	Total							**27**	

3 List of Department compulsory courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Grammar 2	قواعد اللغة الإنجليزية ٢	ENGL 212	انجل ٢١٢	3	٠	٠	3	ENGL 202
2	Vocabulary Development 2	تنمية المفردات ٢	ENGL 217	انجل ٢١٧	2	٠	٠	2	ENGL 207
3	Introduction to Translation	مدخل إلى الترجمة	ENGL 240	انجل ٢٤٠	3	٠	٠	3	
4	Introduction to Linguistics	مدخل إلى اللغويات	ENGL 280	انجل٢٨٠	3	٠	٠	3	
5	Academic Writing	كتابة أكاديمية	ENGL 312	انجل ٣١٢	3	٠	٠	3	ENGL 205
6	Introduction to Literature	مدخل إلى الأدب	ENGL 320	انجل ٣٢٠	3	٠	٠	3	
	Total							**17**	

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4 List of Linguistics track core courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Applied Linguistics	اللغويات التطبيقية	ENGL 360	انجل٣٦٠	3	.	.	3	ENGL 280
2	Phonetics and Phonology	علم الصوتيات	ENGL 363	انجل٣٦٣	3	.	.	3	ENGL 280
3	Syntax	النحو	ENGL 384	انجل٣٨٤	3	.	.	3	ENGL 280
4	Morphology	الصرف	ENGL 386	انجل٣٨٦	3	.	.	3	ENGL 280
5	Pragmatics	تداوليات	ENGL 387	انجل٣٨٧	3	.	.	3	ENGL 280
6	Semantics	علم الدلالة	ENGL 389	انجل٣٨٩	3	.	.	3	ENGL 280
7	TEFL	تدريس اللغة الانجليزية كلغة اجنبية	ENGL 461	انجل٤٦١	3	.	.	3	ENGL 360
8	Theories of Learning	نظريات التعلم	ENGL 467	انجل٤٦٧	3	.	.	3	ENGL 360
9	Evaluation and Testing	القياس والتقويم	ENGL 468	انجل٤٦٨	3	.	.	3	ENGL 360
10	Research Design in Linguistics	تصميم البحث في اللغويات	ENGL 490	انجل٤٩٠	3	.	.	3	ENGL 312
11	Discourse Analysis	تحليل الخطاب	ENGL 491	انجل٤٩١	3	.	.	3	ENGL 280
12	Psycholinguistics	اللغويات النفسية	ENGL 492	انجل٤٩٢	3	.	.	3	ENGL 280
13	Sociolinguistics	اللغويات الاجتماعية	ENGL 494	انجل٤٩٤	3	.	.	3	ENGL 280
14	Practicum in Linguistics	التدريب العملي في اللغويات	ENGL 499	انجل٤٩٩	4	.	.	4	ENGL 490
Total					**43**				

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5 List of Linguistics track elective courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Terminology	علم المصطلحات	ENGL 351	انجل٣٥١	3	٠	٠	3	ENGL 240
2	Teaching Strategies	طرق التدريس	ENGL 361	انجل٣٦١	3	٠	٠	3	ENGL 360
3	Stylistics	الأسلوبية	ENGL 381	انجل٣٨١	3	٠	٠	3	ENGL 280
4	Historical Linguistics	اللغويات التاريخية	ENGL 388	انجل٣٨٨	3	٠	٠	3	ENGL 280
5	CALL	تعلم اللغة بواسطة الحاسوب	ENGL 414	انجل٤١٤	3	٠	٠	3	ENGL 360
6	A Special Topic in Linguistics	موضوع خاص في اللغويات	ENGL 466	انجل٤٦٦	3	٠	٠	3	ENGL 280
7	Contrastive Linguistics	اللغويات المقارنة	ENGL 495	انجل٤٩٥	3	٠	٠	3	ENGL 280
8	Second Language Acquisition	اكتساب اللغة الاجنبية	ENGL 496	انجل ٤٩٦	3	٠	٠	3	ENGL 360

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Bachelor degree in linguistics study program

Table of the 1st Semester Courses (Preparatory Year)

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Arabic Lang. Skills	مهارات لغوية	ARAB 101	عرب ١٠١	3	0	0	3	
2	Computer Skills	مهارات الحاسب	CPIT 100	تم ١٠٠	3	0	0	3	
3	Elementary mathematics	رياضيات	MATH 111	ر ١١١	3	0	0	3	
4	English Language (1)	اللغة الانجليزية ١	ELI 101	إنج١٠١	2	0	0	0	
5	English Language (2)	اللغة الانجليزية ٢	ELI 102	إنج١٠٢	2	0	0	2	ELI 101
6	Islamic culture (1)	ثقافة اسلامية ١	ISLS 101	سلم ١٠١	2	0	0	2	
	Total				**13**				

Table of the 2nd Semester Courses (Preparatory Year)

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Communications Skills	مهارات الاتصال ١	COMM 101	اتصال ١٠١	3	0	0	3	
2	Thinking and learning skills	مهارات القراءة والتفكير	IS 105	معلم ١٠٥	3	0	0	3	
3	Elementary statistics	احصاء	STAT 111	ص ١١١	3	0	0	3	
4	English Language (3)	اللغة الانجليزية ٣	ELI103	إنج١٠٣	18	0	0	2	ELI 102
5	English Language (4)	اللغة الانجليزية ٤	ELI104	إنج١٠٤	18	0	0	2	ELI 102
	Total				**13**				

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Table of the 3rd Semester Courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Islamic Culture 2	ثقافة اسلامية (٢)	ISLS 201	سلم ٢٠١	2	0	0	2	ISLS 101
2	Paragraph Writing	كتابة الفقرة	ENGL 205	انجل ٢٠٥	3	0	0	3	
3	Vocabulary Development 1	تنمية المفردات ١	ENGL 207	انجل ٢٠٧	2	0	0	2	
4	Grammar 1	قواعد اللغة الإنجليزية ١	ENGL 202	انجل ٢٠٢	2	0	0	2	
5	Conversation	محادثة	ENGL 210	انجل ٢١٠	3	0	0	3	
6	Reading 1	قراءة	ENGL 201	انجل ٢٠١	3	0	0	3	
7	Free Course	مادة حرة						3	
Total				**18**					

Table of the 4th Semester Courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Arabic Writing	التحرير الكتابي	ARAB 201	عرب ٢٠١	3	0	0	3	
2	Reading 2	قراءة ٢	ENGL 214	انجل ٢١٤	2	0	0	2	ENGL 201
3	Study Skills	مهارات الدراسة	ENGL 211	انجل ٢١١	3	0	0	3	
4	Grammar 2	قواعد اللغة الإنجليزية ٢	ENGL 212	انجل ٢١٢	3	0	0	3	ENGL 202
5	Vocabulary Development 2	تنمية المفردات ٢	ENGL 217	انجل ٢١٧	2	0	0	2	ENGL 207
6	Introduction to Translation	مدخل إلى الترجمة	ENGL 240	انجل ٢٤٠	3	0	0	3	
7	Introduction to Linguistics	مدخل إلى اللغويات	ENGL 280	انجل ٢٨٠	3	0	0	3	
Total				**19**					

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Table of the 5ᵗʰ Semester Courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Islamic Culture 3	ثقافة اسلامية (٣)	ISLS 301	سلم ٣٠١	2	0	0	2	ISLS 201
2	Academic Writing	كتابة أكاديمية	ENGL 312	انجل ٣١٢	3	0	0	3	ENGL 205
3	Introduction to Literature	مدخل إلى الأدب	ENGL 320	انجل ٣٢٠	3	0	0	3	
4	Applied Linguistics	اللغويات التطبيقية	ENGL 360	انجل ٣٦٠	3	0	0	3	ENGL 280
5	Phonetics and Phonology	علم الصوتيات	ENGL 363	انجل ٣٦٣	3	0	0	3	ENGL 280
6	Morphology	الصرف	ENGL 386	انجل ٣٨٦	3	0	0	3	ENGL 280
	Total				**17**				

Table of the 6ᵗʰ Semester Courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Syntax	النحو	ENGL 384	انجل٣٨٤	3	0	0	3	ENGL 280
2	Pragmatics	تداوليات	ENGL 387	انجل٣٨٧	3	0	0	3	ENGL 280
3	Semantics	علم الدلالة	ENGL 389	انجل٣٨٩	3	0	0	3	ENGL 280
4	Elective Course	مقرر اختياري						3	
5	Elective Course	مقرر اختياري						3	
6	Free Course	مادة حرة						3	
	Total				**18**				

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Table of the 7ᵗʰ Semester Courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	TEFL	تدريس اللغة الانجليزية كلغة اجنبية	ENGL 461	انجل ٤٦١	3	0	0	3	ENGL 360
2	Theories of Learning	نظريات التعلم	ENGL 467	انجل ٤٦٧	3	0	0	3	ENGL 360
3	Research Design in Linguistics	تصميم البحث في اللغويات	ENGL 490	انجل ٤٩٠	3	0	0	3	ENGL 312
4	Discourse Analysis	تحليل الخطاب	ENGL 491	انجل ٤٩١	3	0	0	3	ENGL 280
5	Sociolinguistics	اللغويات الاجتماعية	ENGL 494	انجل ٤٩٤	3	0	0	3	ENGL 280
6	Elective Course	مقرر اختياري						3	
	Total				**18**				

Table of the 8ᵗʰ Semester Courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Islamic Culture 4	ثقافة اسلامية (٤)	ISLS 401	سلم ٤٠١	2	0	0	2	ISLS 301
2	Evaluation and Testing	القياس والتقويم	ENGL 468	انجل ٤٦٨	3	0	0	3	ENGL 360
3	Psycholinguistics	اللغويات النفسية	ENGL 492	انجل ٤٩٢	3	0	0	3	ENGL 280
4	Practicum in Linguistics	التدريب العملي في اللغويات	ENGL 499	انجل ٤٩٩	4	0	0	4	ENGL 490
5	Elective Course	مقرر اختياري						3	
6	Elective Course	مقرر اختياري						3	
	Total				**18**				

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Translation Track

B.A. in Translation

Today, with globalization and internationalization, translation has become the world's *lingua franca*. The BA curriculum for Translation introduces students to the theories and principles of translation and interpreting necessary for the profession. This Translation track includes various modules carefully-selected to improve learners' linguistic competence in both English and Arabic. The program is designed to turn learners into translators and interpreters, capable of meeting the linguistic challenges of the modern world and operating proficiently in a variety of language contexts, styles and registers.

Program Requirements

To earn a BA degree in Translation, students must take 134 course credits, including:

- *University Requirements (26 credit hours –19.4%)*
- *College Requirements (27 credit hours – 20.1%)*
- *Department Requirements (17 credit hours – 12.7%)*
- *Translation Track Requirements (43 credit hours – 32.1%, together 44.5%)*
- *Translation Elective courses (15 credit hours – 11.2%)*
- *Free courses (6 credit hours 4.5%)*

Total: 134 credit hours

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1 List of University compulsory courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Islamic Culture 1	ثقافة إسلامية(١)	ISLS101	سلم ١٠١	2	٠	٠	2	
2	Islamic Culture 2	ثقافة إسلامية (٢)	ISLS201	سلم ٢٠١	2	٠	٠	2	ISLS 101
3	Islamic Culture 3	ثقافة إسلامية (٣)	ISLS301	سلم ٣٠١	2	٠	٠	2	ISLS 201
4	Islamic Culture 4	ثقافة إسلامية (٤) (أخلاقيات المهنة)	ISLS401	سلم ٤٠١	2	٠	٠	2	ISLS 301
5	Linguistics Skills	مهارات لغوية	ARAB101	عرب ١٠١	3	٠	٠	3	
6	Arabic Writing	التحرير الكتابي	ARAB201	عرب ٢٠١	3	٠	٠	3	
7	Communications skills	مهارات الاتصال ١	COMM101	اتصال ١٠١	3	٠	٠	3	
8	Computer Skills	مهارات الحاسب	CPIT100	تم ١٠٠	3	٠	٠	3	
9	English Language (1)	لغة انجليزية ١	ELI101	انج ١٠١	0	٠	٠	0	
10	English Language (2)	لغة انجليزية ٢	ELI102	انج ١٠٢	2	٠	٠	2	
11	English Language (3)	لغة انجليزية ٣	ELI103	انج ١٠٣	2	٠	٠	2	ELI 102
12	English Language (4)	لغة انجليزية ٤	ELI104	انج ١٠٤	2	٠	٠	2	ELI 102
	Total				**26**				

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2 List of Faculty compulsory courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Thinking and learning skills	مهارات القراءة والتفكير	IS 105	معلم ١٠٥	3	.	.	3	
2	Elementary Mathematics	رياضيات	MATH111	ر ١١١	3	.	.	3	
3	Elementary Statistics	احصاء	STAT 111	ص ١١١	3	.	.	3	
4	Paragraph Writing	كتابة الفقرة	ENGL205	انجل ٢٠٥	3	.	.	3	
5	Vocabulary Development 1	تنمية المفردات	ENGL207	انجل ٢٠٧	2	.	.	2	
6	Grammar 1	قواعد اللغة الإنجليزية ١	ENGL202	انجل ٢٠٢	2	.	.	2	
7	Conversation	المحادثة	ENGL 210	انجل ٢١٠	3	.	.	3	
8	Study Skills	مهارات الدراسة	ENGL 211	انجل٢١١	3	.	.	3	
9	Reading 1	قراءة ١	ENGL 201	انجل ٢٠١	3	.	.	3	
10	Reading 2	قراءة ٢	ENGL214	انجل ٢١٤	2	.	.	2	ENGL 201
Total					**27**				

3 List of Department compulsory courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Grammar 2	قواعد اللغة الإنجليزية ٢	ENGL 212	انجل ٢١٢	3	.	.	3	ENGL 202
2	Vocabulary Development 2	تنمية المفردات ٢	ENGL 217	انجل ٢١٧	2	.	.	2	ENGL 207
3	Introduction to Translation	مدخل إلى الترجمة	ENGL 240	انجل ٢٤٠	3	.	.	3	
4	Introduction to Linguistics	مدخل إلى اللغويات	ENGL 280	انجل٢٨٠	3	.	.	3	
5	Academic Writing	كتابة أكاديمية	ENGL 312	انجل ٣١٢	3	.	.	3	ENGL 205
6	Introduction to Literature	مدخل إلى الأدب	ENGL 320	انجل ٣٢٠	3	.	.	3	
Total					**17**				

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4 List of translation track core courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Translating Journalistic Texts	ترجمة النصوص الصحفية	ENGL 335	انجل ٣٣٥	3	•	•	3	ENGL 240
2	Translating Economic Texts	ترجمة النصوص الاقتصادية	ENGL 336	انجل ٣٣٦	3	•	•	3	ENGL 240
3	Translating Political Texts	ترجمة النصوص السياسية	ENGL 339	انجل٣٣٩	3	•	•	3	ENGL 240
4	Theories of Translation	نظريات الترجمة	ENGL 352	انجل ٣٥٢	3	•	•	3	ENGL 240
5	Sight Translation	الترجمة المنظورة	ENGL 354	انجل ٣٥٤	3	•	•	3	ENGL 240
6	Translating Islamic Texts	ترجمة النصوص الاسلامية	ENGL 431	انجل٤٣١	3	•	•	3	ENGL 240
7	Translating Technical Texts	ترجمة النصوص الفنية	ENGL 433	انجل ٤٣٣	3	•	•	3	ENGL 240
8	Arabicization	التعريب	ENGL 438	انجل ٤٣٨	3	•	•	3	ENGL 240
9	Translating Literary Texts	ترجمة النصوص الأدبية	ENGL 430	انجل ٤٣٠	3	•	•	3	ENGL 240
10	Audio-visual Translation	ترجمة النصوص السمعية-البصرية	ENGL 432	انجل ٤٣٢	3	•	•	3	ENGL 240
11	Translating Legal Texts	ترجمة النصوص القانونية	ENGL 453	انجل ٤٥٣	3	•	•	3	ENGL 240
12	Consecutive Interpreting	الترجمة التتابعية	ENGL 456	انجل٤٥٦	3	•	•	3	ENGL 354
13	Simultaneous Interpreting	الترجمة الفورية	ENGL 457	انجل ٤٥٧	3	•	•	3	ENGL 354
14	Practicum in Translation	التدريب العملي في الترجمة	ENGL 459	انجل ٤٥٩	4	•	•	4	ENGL 352
	Total				**43**				

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5 List of Translation track elective courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Advanced Writing in Arabic	كتابة متقدمة في اللغة العربية	ENGL 321	انجل ٣٢١	3	•	•	3	ENGL 240
2	Computer and Translation	الترجمة والحاسوب	ENGL 344	انجل ٣٤٤	3	•	•	3	ENGL 240
3	Stylistics and Translation	علم الأسلوب المقارن والترجمة	ENGL 348	انجل ٣٤٨	3	•	•	3	ENGL 240
4	Terminology	علم المصطلحات	ENGL 351	انجل ٣٥١	3	•	•	3	ENGL 240
5	Semantics	علم الدلالة	ENGL 389	انجل٣٨٩	3	•	•	3	ENGL 280
6	Current Issues in Translation	قضايا معاصرة في الترجمة	ENGL 444	انجل ٤٤٤	3	•	•	3	ENGL 352
7	Advanced Translation	ترجمة متقدمة	ENGL435	انجل٤٣٥	3	•	•	3	ENGL 352
8	Summary Translation	الترجمة التلخيصية	ENGL 434	انجل ٤٣٤	3	•	•	3	ENGL 240
9	International Organizations	المنظمات الدولية	ENGL 455	انجل ٤٥٥	3	•	•	3	ENGL 240

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Bachelor degree in translation study program

Table of the 1st Semester Courses (Preparatory Year)

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Arabic Lang. Skills	مهارات لغوية	ARAB 101	عرب ١٠١	3	0	0	3	
2	Computer Skills	مهارات الحاسب	CPIT 100	تم ١٠٠	3	0	0	3	
3	Elementary mathematics	رياضيات	MATH 111	ر ١١١	3	0	0	3	
4	English Language (1)	اللغة الانجليزية ١	ELI 101	إنج١٠١	2	0	0	0	
5	English Language (2)	اللغة الانجليزية ٢	ELI 102	إنج١٠٢	2	0	0	2	ELI 101
6	Islamic culture (1)	ثقافة اسلامية ١	ISLS 101	سلم ١٠١	2	0	0	2	
	Total						**13**		

Table of the 2nd Semester Courses (Preparatory Year)

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Communications Skills	مهارات الاتصال ١	COMM 101	اتصال ١٠١	3	0	0	3	
2	Thinking and learning skills	مهارات القراءة والتفكير	IS 105	معلم ١٠٥	3	0	0	3	
3	Elementary statistics	احصاء	STAT 111	ص ١١١	3	0	0	3	
4	English Language (3)	اللغة الانجليزية ٣	ELI103	إنج١٠٣	18	0	0	2	ELI 102
5	English Language (4)	اللغة الانجليزية ٤	ELI104	إنج١٠٤	18	0	0	2	ELI 102
	Total						**13**		

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Table of the 3rd Semester Courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Islamic Culture 2	ثقافة اسلامية (٢)	ISLS 201	سلم ٢٠١	2	0	0	2	ISLS 101
2	Paragraph Writing	كتابة الفقرة	ENGL 205	انجل ٢٠٥	3	0	0	3	
3	Vocabulary Development 1	تنمية المفردات ١	ENGL 207	انجل ٢٠٧	2	0	0	2	
4	Grammar 1	قواعد اللغة الإنجليزية ١	ENGL 202	انجل ٢٠٢	2	0	0	2	
5	Conversation	محادثة	ENGL 210	انجل ٢١٠	3	0	0	3	
6	Reading 1	قراءة	ENGL 201	انجل ٢٠١	3	0	0	3	
7	Free Course	مادة حرة						3	
Total				**18**					

Table of the 4th Semester Courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Arabic Writing	التحرير الكتابي	ARAB 201	عرب ٢٠١	3	0	0	3	
2	Reading 2	قراءة ٢	ENGL 214	انجل ٢١٤	2	0	0	2	ENGL 201
3	Study Skills	مهارات الدراسة	ENGL 211	انجل ٢١١	3	0	0	3	
4	Grammar 2	قواعد اللغة الإنجليزية ٢	ENGL 212	انجل ٢١٢	3	0	0	3	ENGL 202
5	Vocabulary Development 2	تنمية المفردات ٢	ENGL 217	انجل ٢١٧	2	0	0	2	ENGL 207
6	Introduction to Translation	مدخل إلى الترجمة	ENGL 240	انجل ٢٤٠	3	0	0	3	
7	Introduction to Linguistics	مدخل إلى اللغويات	ENGL 280	انجل ٢٨٠	3	0	0	3	
Total				**19**					

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Table of the 5th Semester Courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Academic Writing	كتابة أكاديمية	ENGL 312	انجل ٣١٢	3	0	0	3	ENGL 205
2	Introduction to Literature	مدخل إلى الأدب	ENGL 320	انجل ٣٢٠	3	0	0	3	
3	Theories of Translation	نظريات الترجمة	ENGL 352	انجل ٣٥٢	3	0	0	3	ENGL 240
4	Translating Journalistic Texts	ترجمة النصوص الصحفية	ENGL 335	انجل ٣٣٥	3	0	0	3	ENGL 240
5	Elective Course	مقرر اختياري						3	
6	Free Course	مادة حرة						3	
Total								**18**	

Table of the 6th Semester Courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Islamic Culture 3	ثقافة اسلامية ٣	ISLS 301	سلم٣٠١	2	0	0	2	ISLS 201
2	Translating Economic Texts	ترجمة النصوص الاقتصادية	ENGL 336	انجل ٣٣٦	3	0	0	3	ENGL 240
3	Translating political Texts	ترجمة النصوص السياسية	ENGL 339	انجل٣٣٩	3	0	0	3	ENGL 240
4	Sight Translation	ترجمة منظورة	ENGL 354	انجل ٣٥٤	3	0	0	3	ENGL 240
5	Elective Course	مقرر اختياري						3	
6	Elective Course	مقرر اختياري						3	
Total								**17**	

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Table of the 7th Semester Courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Translating Technical Texts	ترجمة النصوص الفنية	ENGL 433	انجل ٤٣٣	3	0	0	3	ENGL 240
2	Arabicization	التعريب	ENGL 438	انجل ٤٣٨	3	0	0	3	ENGL 240
3	Translating Literary Texts	ترجمة النصوص الأدبية	ENGL 430	انجل ٤٣٠	3	0	0	3	ENGL 240
4	Audio-visual Translation	الترجمة السمعية-البصرية	ENGL 432	انجل ٤٣٢	3	0	0	3	ENGL 240
5	Consecutive Interpreting	الترجمة التتابعية	ENGL 456	انجل ٤٥٦	3	0	0	3	ENGL 354
6	Elective Course	مقرر اختياري						3	
	Total				**18**				

Table of the 8th Semester Courses

	Course Title	Arabic Course Title	Code/ no.	Arabic Code/ no.	Contact Hours / week			Credit Hours*	pre-requisites
					Th.	Pr.	Tr.		
1	Islamic Culture 4	ثقافة اسلامية ٤	ISLS 401	سلم ٤٠١	2	0	0	2	ISLS 301
2	Translating Islamic Texts	ترجمة النصوص الاسلامية	ENGL 431	انجل ٤٣١	3	0	0	3	ENGL 240
3	Translating Legal Texts	ترجمة النصوص القانونية	ENGL 453	انجل ٤٥٣	3	0	0	3	ENGL 240
4	Simultaneous Interpreting	الترجمة الفورية	ENGL 457	انجل ٤٥٧	3	0	0	3	ENGL 354
5	Practicum in Translation	التدريب العملي في الترجمة	ENGL 459	انجل ٤٥٩	4	0	0	4	ENGL 352
6	Elective Course	مقرر اختياري						3	
	Total				**18**				

T4. PROGRAM SPECIFICATIONS

BA in English Language- Rabigh

(Linguistics- Translation)

Program Specifications

Institution: King Abdulaziz University-Rabigh Branch   Date: 26-6-2018
College/Department: College of Sciences and Art/English Department
Dean/Department Head: Dr. Mohammed Albarakati
Program and college administrative flowchart:
List all branches offering this program: N/A
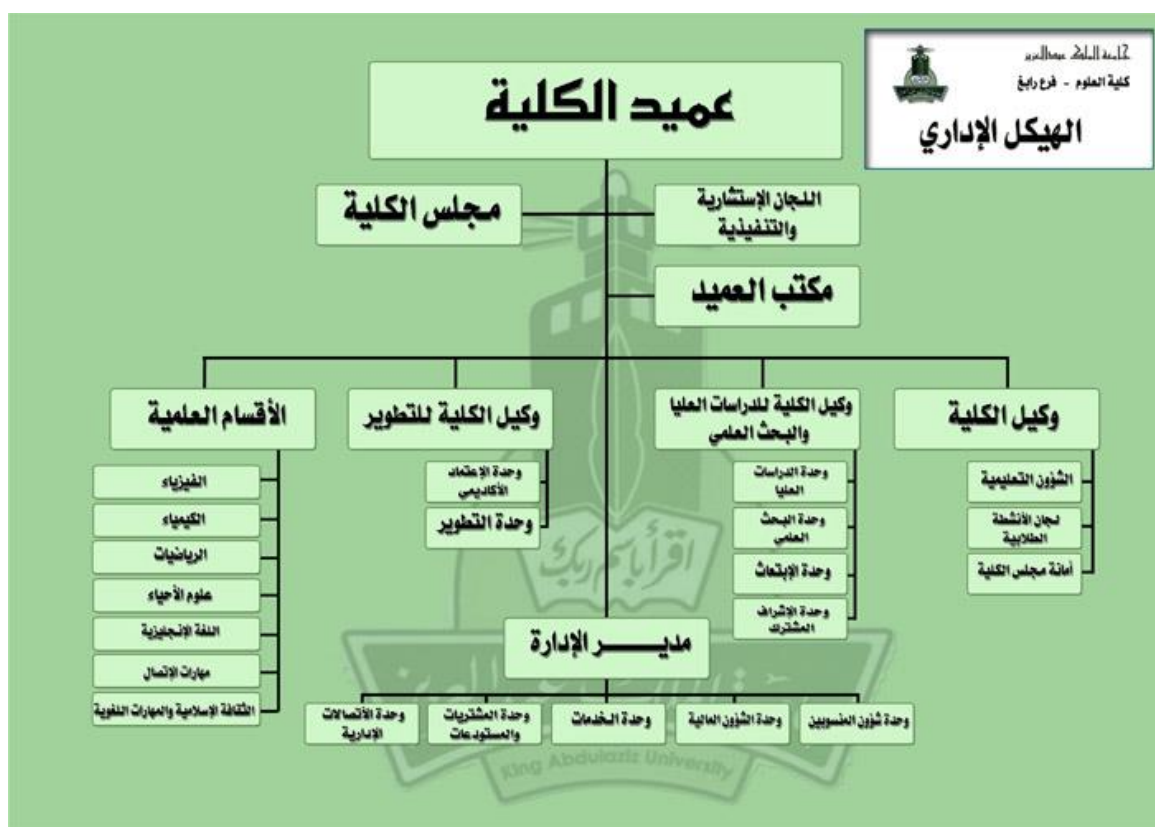
A. Program Identification and General Information

1. **Program title and code:** BA in English Language- Rabigh (ENGL)

2. **Total credit hours needed for completion of the program:** 134 Credit Hours

3. **Award granted on completion of the program**

Bachelor of Arts in English

4. **Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counseling or school psychology within a psychology program)**

   - Linguistics
   - Translation

5. **Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program)**

   - N/A

6. **Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point)**

Graduates of the department have a wide range of job opportunities in the Kingdom, including the following areas:
   10- Teaching;
   11- Translation;
   12- Interpreting;
   13- Subtitling;
   14- Media;
   15- Language instruction;
   16- Sales;
   17- Customer Service; and
   18- Other domains that require proficiency in English language.

7. (a) New Program [No]   Planned starting date [   ]

   (b) Continuing Program [Yes]   Year of most recent major program review [   ]

List recent majorreview or accreditation contracts.
   1. N/A

8. **Name of program chair or coordinator. If a program chair or coordinator has been appointed for the female section as well as the male section, include names of both.**

Dr. Mohammed Albarakati
Dr. HanadyAlfalig

9. Date of approval by the authorized body (MOE).

Campus Location	Approval By	Date
Main Campus: Rabigh		
Branch 1:		
Branch 2:		
Branch 3:		
Branch 4:		

B. Program Context

1. Explain why the program was established.

To offer learning opportunities in linguistics and translation for Rabigh area

a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

The English department's vision is to become an outstanding center in research and academia, nationally and globally by 2030.

b. Explain the relevance of the program to the mission and goals of the institution.

The objectives of the department comply with the objectives and missions of the faculty of Science and Arts as follows:
3. The objectives contribute to the college's mission of providing students with the sciences, namely linguistic & translation, as well as all that is new in their fields.
4. Students are trained on advanced technologies for preparing qualified graduates to contribute in leading the economic wheel in this promising area.

2. Relationship (if any) to other programs offered by the institution/college/department.

a. Does this program offer courses that students in other programs are required to take? No

b. Does the program require students to take courses taught by other departments? Yes

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

- All required courses are offered within the same faculty

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (eg. Part time evening students, physical and academic disabilities, limited IT or language skills).

- No

4. What modifications or services are you providing for special needs applicants?

Additional logistics are provided by the faculty.

C. Mission, Goals and Objectives

1. Program Mission Statement

To create and maintain a unique learning experience to establish a community of lifelong active learners.

2. List Program Goals (eg. long term, broad based initiatives for the program, if any)

1. Develop a wide range of effective communication skills.
2. Engage students in inquiry-based learning, critical thinking and creative processes.
3. Prepare thoughtful, world-minded, educated, engaged citizens.
4. Encourage personal development, growth and responsibility.

3. List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives.

Measurable Objectives	Measurable Performance Indicators	Major Strategies
1.Develops the students' skills needed for effective oral and written communication	1. exams (writing- oral) 2. presentations 3. reports	1. lectures 2. debate sessions 3. presentations
2. Cater for the labor market needs of English language teachers and specialists	1. employment rate	1. training 2. graduation projects
3.Cater for the labor market needs of translators in different fields	1. employment rate	1. training 2. graduation projects
4.Provide students with the needed language skills to understand, appreciate, and analyze language	1. exams (writing- oral) 2. presentations 3. reports	1. lectures 2. debate sessions 3. presentations
5.Help students use information technology with competence	1.demonstrate ability to use relevant technology	1. presentations 2. projects
6.Prepare graduates to make researches that serve the community	1.Number and quality of graduation projects	1.projects

4. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* (NQF) provides five learning domains. Learning outcomes are required in the first four domains and some programs may also require the Psychomotor Domain.

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On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable learning outcomes required in each of the learning domains. **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1	Recognize basic and advanced theories in the field of specialty	Lecturing Discussion Presentations	Exams Quizzes Home-works
1.2	Identify language analysis tools and apply them efficiently		
1.3	Demonstrate ability to understand, summarize, and synthesize oral and written texts		
1.4	Recognize cultural differences		
2.0	**Cognitive Skills**		
2.1	Demonstrate ability to transfer meaning in English and Arabic	Lecturing Discussion Presentations	Exams Quizzes Home-works Research paper
2.2	Explain different theories in the field of specialty		
2.3	Demonstrate understanding of different cultures		
2.4	Analyze texts on different levels		
2.5	Design a research paper with minimal academic supervision		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Collect and document data and information in an academic and professional way	Lecturing Discussion Presentations	Exams Quizzes Home-works Research paper
3.2	Demonstrate ability for time management		
3.3	Demonstrate ability for note-taking and skimming		
3.4	Use the library		
4.0	**Communication, Information Technology, Numerical**		
4.1	Use language for oral and written communication	Lecturing Discussion Presentations	Exams Quizzes Home-works Research paper
4.2	Use hi-tech and online resources		
4.3	Make presentations		
5.0	**Psychomotor**		
5.1	Prepare and deliver effective presentation	Lecturing Discussion Presentations	Home-works Presentations

Program Learning Outcomes Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale. Levels: I = Introduction   P = Proficient   A = Advanced (see help icon)

Linguistics Track:

	Course Offerings NQF Learning Domains and Learning Outcomes	ENGL 211	ENGL 214	ENGL 320	ENGL 360	ENGL 383	ENGL 387	ENGL 389	ENGL 461	ENGL 467	ENGL 490	ENGL 491	ENGL 494	ENGL 499
1.0	**Knowledge**													
1.1	Recognize basic and advanced theories in the field of specialty		I		I		P	P	P	A	A		A	
1.2	Identify language analysis tools and apply them efficiently		I			I	p	p		A		A		A
1.3	Demonstrate ability to understand, summarize, and synthesize oral and written texts	I				I				P	A			
1.4	Recognize cultural differences			I			P	P		A			A	
2.0	**Cognitive Skills**													
2.1	Demonstrate ability to transfer meaning in English and Arabic		I		I		P	P	P	A	A	A		
2.2	Explain different theories in the field of specialty				I	I	P	P		A				
2.3	Demonstrate understanding of different cultures			I			P	P	P	A			A	
2.4	Analyze texts on different levels					I		P				A	A	
2.5	Design a research paper with minimal academic supervision						P				A			A
3.0	**Interpersonal Skills & Responsibility**													
3.1	Collect and document data and information in an academic and professional way										A			A
3.2	Demonstrate ability for time management	I			I					P	A		A	
3.3	Demonstrate ability for note-taking and skimming	1	1			P				A				
3.4	Use the library	1						P		A	A			A
4.0	**Communication, Information Technology, Numerical**													
4.1	Use language for oral and written communication				I				P	A			A	
4.2	Use hi-tech and online resources											A		A
4.3	Make presentations								P	A		A		A
5.0	**Psychomotor**													
5.1	Prepare and deliver effective presentation									A	A			A

Translation Track:

	Course Offerings NQF Learning Domains and Learning Outcomes	ENGL 211	ENGL 214	ENGL 320	ENGL 346	ENGL 352	ENGL 354	ENGL 441	ENGL 448	ENGL 450	ENGL 451	ENGL 453	ENGL 456	ENGL 498
1.0	**Knowledge**													
1.1	Recognize basic and advanced theories in the field of specialty		I			P		P	P		A			
1.2	Identify language analysis tools and apply them efficiently		I		I	P	P					A		
1.3	Demonstrate ability to understand, summarize, and synthesize oral and written texts	I				P	P				A		A	
1.4	Recognize cultural differences			I		P	P		P	P				A
2.0	**Cognitive Skills**													
2.1	Demonstrate ability to transfer meaning in English and Arabic		I		I	P	P			P	A	A	A	
2.2	Explain different theories in the field of specialty					P			P					
2.3	Demonstrate understanding of different cultures			I		P		P		P	A		A	A
2.4	Analyze texts on different levels					P	P					A		
2.5	Design a research paper with minimal academic supervision													A
3.0	**Interpersonal Skills & Responsibility**													
3.1	Collect and document data and information in an academic and professional way							P						A
3.2	Demonstrate ability for time management	I				P	P						A	
3.3	Demonstrate ability for note-taking and skimming	1	1		I	P	P						A	
3.4	Use the library	1			I	P	P					A		A
4.0	**Communication, Information Technology, Numerical**													
4.1	Use language for oral and written communication				I	P	P					A	A	
4.2	Use hi-tech and online resources				I	P	P		A		A	A		A
4.3	Make presentations					P				P				A
5.0	**Psychomotor**													
5.1	Prepare and deliver effective presentation									P				A

5. Admission Requirements for the program

Students should get an average of 70% in ELI 103 and ELI 104 or an IELTS score of 4 to enroll at the department.

6. Attendance and Completion Requirements

Program follows the regulations imposed by the University with regards to attendance, progression from year to year and graduation requirements.

E. Regulations for Student Assessment and Verification of Standards

What processes will be used for verifying standards of achievement (eg., verify grading samples of tests or assignments? Independent assessment by faculty from another institution)   (Processes may vary for different courses or domains of learning.)

- Department follows NCAAA standards in quality assurance where course portfolios and reports are prepared every semester.
- Exams are blindly peer-checked or by head of department or female section supervisor.

F   Student Administration and Support

1.   Student Academic Counseling

Describe arrangements for academic counseling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).

Every student is assigned an academic supervisor who guides the student throughout his/her academic experience. The counselor is a staff member who helps students choose courses and answer all the questions related to the academic life. Student academic counseling is offered throughout the year, on a weekly basis.

2. Student Appeals

Students can make their complaints in the form of written letters addressed to the Head of department.

G. Learning Resources, Facilities and Equipment

1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?

The track supervisor, in coordination with teaching staff and the head of department, decide on the acquisition of textbooks and teaching materials.

1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.

The quality Assurance committee is in charge of evaluating the adequacy of textbooks and learning materials. Should the committee members notice the importance to acquire a textbook, a request could be formulated to the track supervisor who, in coordination with teaching staff and the head of department, can decide on the acquisition of textbooks and teaching materials.

2. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?

The quality Assurance committee is in charge of evaluating the adequacy of textbooks and learning materials.

3. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?

Students surveys are conducted every semester to measure this
4. What processes are followed for textbook acquisition and approval?
The quality Assurance committee is in charge of textbook acquisition and approval.

H. Faculty and other Teaching Staff

1. Appointments

Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.
A job vacancy announcement is published on the university's web site, detailing the job requirements and conditions. Prospective candidates could submit their application to the head of the department, who transfers the relevant applications to the hiring committee. After a careful screening of the received applications, the committee suggests top three candidates who are to be interviewed by the hiring committee.

2. Participation in Program Planning, Monitoring and Review

a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.
Teaching staff prepare course reports every semester where they write in details their assessment of the courses. Major operational problems are reported to head of the department to take action or refer to department council.
b. Explain the process of the Advisory Committee (if applicable)
- N/A

3. Professional Development

What arrangements are made for professional development of faculty and teaching staff for:
a. Improvement of skills in teaching and student assessment?
Teaching staff benefit from regular training sessions related to teaching skills and assessment procedures.
b. Other professional development including knowledge of research?
Teaching staff are encouraged to attend the various conferences which take place in Saudi Arabia or abroad.

4. Preparation of New Faculty and Teaching Staff

Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.
New faculty members and teaching staff are referred to the track coordinator who explains the program and discusses the teaching strategies. Should a staff member need further guidance, the head of department can offer supplementary counseling and arrange for a lesson plan session to better spot the difficulties and suggest the solutions.

5. Part Time and Visiting Faculty and Teaching Staff

Provide a summary of Program/Department/ College/institution policy on appointment of part time and visiting teaching staff. (i.e. Approvals required, selection process, proportion of total teaching staff etc.)
-   N/A

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What QA procedures for developing and assessing learning outcomes?
The quality assurance committee works in collaboration with academic staff members to ensure regular assessment of learning outcomes and suggest potential developments.

b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?
At the end of every semester, the head of department evaluates the individual performance of academic staff members, using a university standard matrix.

2. Overall Program Evaluation

a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:
(i) from current students and graduates of the program?
Students are encouraged to give their feedback on the relevance of courses content and program quality.
(ii) from independent advisors and/or evaluator(s)?.
The program has gone through an internal evaluation and will be evaluated by two independent evaluators who should assess the overall quality of the program.
(iii) from employers and other stakeholders.
Employment statistics related to the graduates from the program offer insightful information on the program quality and employability.

Attachments:

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all program courses including field experience specification if applicable.

Authorized Signatures

Dean/Chair	Name	Title	Signature	Date
Program Dean or Program Chair Main Campus	Dr. Abdullah Alahmadi	Head of the English Department		18-9-2019

Course Description

1- Basic Courses

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)
Reading I
ENGL 201

هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: King Abdul Aziz University, RabighCampus	Date:
College/Department : Science and Arts College – Rabigh Campus/ English Department.	

A. Course Identification and General Information

1. Course title and code: Reading I   ENGL 201
2. Credit hours: 3 credit hours
3. Program(s) in which the course is offered: English Language Program (Core) (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 3
6. Pre-requisites for this course (if any): N/A
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus: Rabigh Campus
9. Mode of Instruction (mark all that apply):   a. traditional classroom ■ What percentage? 100%   b. blended (traditional and online) ☐ What percentage? ☐   c. e-learning ☐ What percentage? ☐   d. correspondence ☐ What percentage? ☐   f. other ☐ What percentage? ☐   Comments:

B Objectives

1. What is the main purpose for this course?

 In this course the students will be able to:
   1. Develop reading comprehension skills;
   2. Acquire techniques needed for differentiating main ideas from supporting details in reading texts;
   3. Utilize comprehension strategies during the reading process;
   4. Identify logical inferences and conclusions based on the evidence provided in a text;
   5. Recognize the point and support of an argument.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

C. Course Description (Note: General description in the form used in Bulletin or handbook)

This course is an initial reading course with emphasis on basic reading comprehension skills, and basic vocabulary development. It will focus on effective reading strategies such as analyzing text structure, building vocabulary, identifying main ideas, relevant details, and organizational patterns to improve reading comprehension. A small amount of outside-of-class reading is required for the course.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1. Academic life around the world	2	6
2. Experiencing nature	1	3
3. Living to eat, or eating to live	1	3
4. In the community	2	6
5. Home	1	3
6. Cultures of the world	2	6

7. Health	2	6
8. Social life	2	6
9. Sports	2	6
Total	15	45

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week: 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.
First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Introduce the students to techniques needed for differentiating main ideas from supporting details in reading texts;	Lecture	Written Exam
1.2	Identify logical inferences and conclusions based on the evidence provided in a text;	Practice Exercises, group activities	Written Exam
2.0	**Cognitive Skills**		

2.1	Develop students' reading comprehension skills;	Practice	Written Exam
2.2	Recognize the point and support of an argument.	Practice	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Manage time through out-of-class reading tasks.	Practice	Class activities and homework
3.2	Improve understanding of content in basic academic passages and basic writing;	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Utilize comprehension strategies during the reading process;	Practice	Class activities
4.2	Use dictionary to search for words meaning	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	Prepare and deliver an oral presentation	Practice	Class activities

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Assignment 4	13	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Office Hours: Teaching Staff is available in office hours for 3 hours /week

E Learning Resources

1. List Required Textbooks
- Kirn, E. and P. Hartmann. 2012. Interactions 1 Reading. London: McGraw-Hill.

2. List Essential References Materials (Journals, Reports, etc.)
- Mosback, G. &Mosback, V. 2011. Practical Faster Reading: Acourse in Reading and Vocabulary for upper Intermediate and More Advanced Students. Cambridge University Press.
- McMahon, A. M. S. 2014. Understanding Language Change. Cambridge University Press

   3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access,etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 Classroom

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Data Show
- Smart board

   4. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G   Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Surveys
- Direct Contact with Department Head

- Questionnaire at the end of semester

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
 	
   - Internal reviewers
   - External reviewers (periodical)

3. Processes for Improvement of Teaching   - Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
 	
   - Snap checks by department/track supervisor on samples of students' work
   - Checking of markings by an independent teaching staff
   - Checking of markings by Department supervisors

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 	
   - Student Questionnaires
   - Staff Questionnaires
   - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)
English Grammar 1
ENGL 202

Course Specifications

Institution: King Abdul Aziz University, Rabigh Campus   Date:
College/Department : Science and arts College – Rabigh Campus/ English Department.

A. Course Identification and General Information

1. Course title and code: English Grammar ENGL 202
2. Credit hours: 2 credit hours
3. Program(s) in which the course is offered. English Language Program (Core)
4. Name of faculty member responsible for the course : N/A
5. Level/year at which this course is offered: Level 3
6. Pre-requisites for this course (if any): N/A
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Rabigh Campus
9. Mode of Instruction (mark all that apply):

    a. traditional classroom   ■   What percentage?   100%

    b. blended (traditional and online)   What percentage?

    c. e-learning   What percentage?

    d. correspondence   What percentage?

    f. other   What percentage?

Comments:

B Objectives

1.   What is the main purpose for this course?

In this course the students will be able to:
1. Improve their understanding of the rules of English grammar, and increase their ability to express themselves accurately and comprehensibly through the use of these rules in controlled and open exercises.
2. Acquire a deeper understanding of the basic principles guiding English grammar, in part by introducing new grammar rules, but primarily by reviewing and explaining in depth the grammar rules that were learned previously.
3. Focus on the advanced grammar necessary to read, write, and speak in a medium level course.
4. Use grammatical knowledge practically and critically by having them complete and analyse daily grammar exercises in the student's book and on the web and by administering periodic quizzes and exams.

---

2.   Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

N/A

C. Course Description

This grammar course prepares the student for college level work in their core and major classes. The focus is on accuracy and fluency and meaningful use of structures in context, in various types of disclosures, both in speaking and writing. In addition there must be a special focus on complex sentences, on subordination, on gerunds and infinitives, and on active and passive voices.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction (All, Whole, Every and Each)	2	4
Focus on: Few, Little, Less, Fewer	1	2
Relative pronouns	1	2
Other relative pronouns	1	2
Prepositions in relative clauses	1	2

Other ways of adding information to noun phrases	1	2
Participle Clauses With Adverbial Meaning	1	2
Reflexive Pronouns	1	2
One and Ones	1	2
So and Not as substitute for clause using who, that, whom	1	2
Do So; such Using whose in adjective clauses	1	2
Leaving out words Prepositions in adjective clauses	1	2
Revision of clauses	1	2
Revision of Reflexive Pronouns	1	2
TOTAL	15	30

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	30					30
Credit	2					2

3. Additional private study/learning hours expected for students per week.: 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Education Evaluation Commission

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Identify the main branches of linguistics	Lecturing	Written Exam
1.2	Recognize major linguistic terminology	Lecturing	Written Exam
1.3	Describe characteristics of language (sounds, words, sentences, etc.)	Lecturing	Written Exam
2.0	**Cognitive Skills**		
2.1	Distinguish between different types of sounds and morphemes	Lecturing	Written Exam
2.2	Identify the difference between phonological and morphological composition	Lecturing	Written Exam
2.3	Discover (un)acceptable syntactic constructions	Lecturing	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Employ techniques in using the dictionary	Practice	Class activities and homework
3.2	Practice problem solving strategies	Lecturing	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Participate in team-working	Practice	Class activities
4.2	Present suggested answers both orally and in writing in a correct way	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	Make effective Presentations	Practice	Class activities

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignment 1	3	5%
2	Assignment 2	5	5%
3	Quiz 1	7	10%
4	Midterm	9	20%

5	Assignment 3	11	5%
6	Quiz 2	13	10%
7	Assignment 4	14	5%
8	Final	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E Learning Resources

1. List Required Textbooks
Martin Hewings. English Grammar (Second Edition). Cambridge University Press.

2. List Essential References Materials (Journals, Reports, etc.)
Patricia Werner, John Nelson. Grammar Student Book.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
   1. *l List Electronic Materials, Web Sites, Facebook, Twitter, etc.*
   2. *http://www.Englishpage.com*
   3. *http://www.Esl.about.com/library/quiz/bl_advancedreview.htm*
   4. *http://www.Advanced-english-grammar.com*
   5. *http://www.Rong-chang.com/ex/contents.htm*
   6. *http://www.Advance-english-grammar.blogspot.com*
   7. *http://www.Englishonline.sites.uol.com.br/English/advanced.htm*
   8. *http://www.World-english.org/grammar.htm*
   9. *http://www.memoteque.com/english-grammar*
   10. *http://www.linguistlist.org*

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   Classroom
2. Technology resources (AV, data show, Smart Board, software, etc.) Data Show; Smart Board.

G   Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching -   Surveys -   Direct Contact with Department Head -   Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department -   Internal reviewers -   External reviewers (periodical)
3 Processes for Improvement of Teaching -   Training and group sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) -   Checking of markings by an independent teaching staff -   Checking of markings by Department supervisors

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
       - Student Questionnaires
       - Staff Questionnaires
       - Internal and External reviewers (periodical)

  Name of Course Instructor: _____

  Signature: _____   Date Specification Completed: _____

  Program Coordinator: _____

  Signature: _____   Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)
Paragraph Writing
ENGL 205

Course Specifications

Institution: King Abdul Aziz University, Rabigh Campus	Date:
College/Department : Science and arts College – Rabigh Campus/ English Department.	

A. Course Identification and General Information

1. Course title and code: Paragraph Writing   ENGL 205
2. Credit hours: 3 credit hours
3. Program(s) in which the course is offered. English Language Program (Core)
4. Name of faculty member responsible for the course : N/A
5. Level/year at which this course is offered: Level 3
6. Pre-requisites for this course (if any): N/A
7. Co-requisites for this course (if any): None
8. Location if not on main campus:RabighCampus
9. Mode of Instruction (mark all that apply):   a. traditional classroom ■ What percentage? 100   b. blended (traditional and online) ☐ What percentage? ☐   c. e-learning ☐ What percentage? ☐   d. correspondence ☐ What percentage? ☐   f. other ☐ What percentage? ☐   Comments:

B Objectives

1. What is the main purpose for this course?

In this course the students will be able to:
1. Identify what makes a good topic sentence
2. Identify what makes a good supporting sentence
3. Identify what makes a good concluding sentence
4. Understand the structure of a paragraph
5. Write various types of paragraphs, and gradually build to essays

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

C. Course Description (Note: General description in the form used in Bulletin or handbook)

This course builds writing skills at the paragraph level. Students continue to build an understanding of the use of word form, parts of speech, verb tense, and English sentence structure. Students will focus on writing specific types of paragraphs which will lead eventually to a multiple paragraph essay. A variety of writing concepts and techniques are illustrated to guide students in developing clearer, more organized writing. Students will be able develop better writing skills at the sentence, paragraph, and multi-paragraph levels.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1. What is a Paragraph? = Four features	2	6
2. Developing Ideas for Writing a Paragraph = Brainstorming only	1	3
3. The Topic Sentence	1	3
4. Supporting and Concluding Sentences	1	3
5. The Descriptive Paragraph	2	6

6. The Narrative Paragraph	2	6
7 . Opinion Paragraph	2	6
8. Paragraphs in an Essay: Putting it all together	2	6
9 . Review and exam practice	2	6
Total	15	45

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week.: 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) |

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Gather sufficient information on the basic of paragraph writing.	Book work, teacher-made supplements,	Quiz, midterm exam, final exam

		group work, and lectures.	
1.2	Use new and existing knowledge to write various types of paragraphs and build up to the body of an essay.	Book work, teacher-made supplements, group work, and lectures.	Quiz, midterm exam, final exam, and assignments.
2.0	**Cognitive Skills**		
2.1	Practice analytical reading and writing.	Discussion, worksheets	Assignment and quizzes.
2.2	Identify knowledge gaps, and chart progress.	In-class practice and revision posters	Homework and assignments, exams
3.0	**Interpersonal Skills & Responsibility**		
3.1	Evaluate their own writing using a rubric (self-directed learning).	In-class assignments; worksheet practices	Teacher monitoring, quizzes
3.2	Gather information, brainstorm, record observations, interviews and interpretations, discussions, and make predictions by participating in group work.	Book practice, and in-class practice and group work.	Homework and quizzes.
4.0	**Communication, Information Technology, Numerical**		
4.1	Read objectively and produce written paragraphs (from analytical, definitive, interpretive, argumentative, descriptive, informational and cause and effect point of view.)	In-class discussion, worksheets	Teacher evaluation
4.2	Practice writing various types of paragraphs.	Variety of practices	Teacher evaluation/monitoring
5.0	**Psychomotor**		
5.1	N/A		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignment 1	3	5%
2	Assignment 2	5	5%

3	Quiz 1	7	10%
4	Midterm	9	20%
5	Assignment 3	11	5%
6	Quiz 2	13	10%
7	Assignment 4	14	5%
8	Final	15	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E Learning Resources

1. List Required Textbooks
Keith Folse, April Muchmore-Vokoun and Elena VestriSolomom, (2003), Great Paragraphs: An Introduction to Writing Paragraphs. 2nd Edition. Houghton Mifflin Co

2. List Essential References Materials (Journals, Reports, etc.)
None.

3.List Electronic Materials, Web Sites, Facebook, Twitter, etc.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

This class focuses on the book and supplementary worksheets provided by the teacher and revision posters made in class.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Classroom

2. Technology resources (AV, data show, Smart Board, software, etc.) Data Show; Smart Board.

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
    -   Surveys
    -   Direct Contact with Department Head
    -   Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
    -   Internal reviewers
    -   External reviewers (periodical)

3 Processes for Improvement of Teaching   -   Training and group sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
    -   Checking of markings by an independent teaching staff
    -   Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
    2.   - Student Questionnaires
    3.   - Staff Questionnaires
    4.   - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____   Date Specification Completed: _____

Program Coordinator: _____

Signature: _____   Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)
Vocabulary Development 1
ENGL 207

Course Specifications

Institution: King Abdul Aziz University, Rabigh Campus   Date:
College/Department : Science and arts College – Rabigh Campus/ English Department.

A. Course Identification and General Information

1. Course title and code: Vocabulary Development 1ENGL 207
2. Credit hours: 2 credit hours
3. Program(s) in which the course is offered: English Language Program (Core)
4. Name of faculty member responsible for the course : N/A
5. Level/year at which this course is offered: Level 3
6. Pre-requisites for this course (if any): N/A
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Rabigh Campus
9. Mode of Instruction (mark all that apply):   a. traditional classroom ■ What percentage? 100   b. blended (traditional and online) □ What percentage? □   c. e-learning □ What percentage? □   d. correspondence □ What percentage? □   f. other □ What percentage? □   Comments:

B Objectives

1.	What is the main purpose for this course?

In this course the students will be able to:
1. Outline new vocabulary words.
2. Consolidate their knowledge and fluency in English through interaction with literary texts
3. Study and use words at a higher level
4. Develop interest in and habit of reading extensively.

2.	Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

N/A

C. Course Description (Note: General description in the form used in Bulletin or handbook)

This course focuses on increasing students' vocabulary both quantitatively and qualitatively. Through adoption of authentic materials, this course exposes students to a large number of words in a variety of contexts. The primary focus of this course includes equipping students with context-based unfamiliar word-attacking strategies that can be transferred to comparable contexts, word-analysis strategies, and providing a chance for practicing novel words. The course integrates vocabulary learning with listening, speaking, reading, and writing.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
General Introduction about the course	2	4
1. Around the Home 1, Around the Home 2	2	4
2. Everyday Problems, Money	2	4
3. Health: illness, Health: injuries	2	4
4. Clothes, Shops & Shopping	2	4
5. Food, Cooking and Restaurants	2	4

6. Town and Country, On the Road	1	2
7. Transport, Work	1	2
8. General review and preparation for Final exam	1	2
Total	15	30

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	30					30
Credit	2					2

3. Additional private study/learning hours expected for students per week.: 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Outline new vocabulary words.	Book work, teacher-made supplements,	Quiz, midterm exam, final exam

		group work, and lectures.	
1.2	Consolidate their knowledge and fluency in English through interaction with literary texts	Book work, teacher-made supplements, group work, and lectures.	Quiz, midterm exam, final exam, and assignments.
2.0	**Cognitive Skills**		
2.1	Recognize and express emotional and moral attitudes on a higher level to facilitate their communication with educated native speakers following the right pronunciation.	Discussion, worksheets, repetition of words out-loud after the teacher	Assignment and quizzes.
2.2	Write sentences using the new vocabulary	In-class practice	Homework and assignments, exams
3.0	**Interpersonal Skills & Responsibility**		
3.1	Evaluate their own spellingand writing	In-class assignments; worksheet practices, spelling games	Teacher monitoring, quizzes
3.2	Develop interest in and habit of reading extensively	Book practice, and in-class practice and group work.	Homework and quizzes.
4.0	**Communication, Information Technology, Numerical**		
4.1	Practice using the correct spelling in emails and social media	In-class discussion, worksheets	Teacher evaluation
5.0	**Psychomotor**		
5.1	N/A		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignment 1	3	5%
2	Assignment 2	5	5%
3	Quiz 1	7	10%
4	Midterm	9	20%
5	Assignment 3	11	5%

6	Quiz 2	13	10%
7	Assignment 4	14	5%
8	Final	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E Learning Resources

1. List Required Textbooks
- McCarthy, M. and O'Dell, F. *EnglishVocabulary in Use-Upper Intermediate.* Cambridge University Press. (2012).

2. List Essential References Materials (Journals, Reports, etc.)
- Bilingual Arabic-English/English-Arabic dictionary

3.   List Electronic Materials, Web Sites, Facebook, Twitter, etc.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Classroom

2. Technology resources (AV, data show, Smart Board, software, etc.)

Data Show; Smart Board.

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training and group sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 5. - Student Questionnaires 6. - Staff Questionnaires 7. - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)
English Conversation
ENGL 210

Course Specifications

Institution: King Abdul Aziz University, Rabigh Campus   Date:
College/Department : Science and arts College – Rabigh Campus/ English Department.

A. Course Identification and General Information

1. Course title and code: English ConversationENGL 210
2. Credit hours: 3 credit hours
3. Program(s) in which the course is offered. English Language Program (Core)
4. Name of faculty member responsible for the course : N/A
5.Level/year at which this course is offered: Level 3
6. Pre-requisites for this course (if any): N/A
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Rabigh Campus
9. Mode of Instruction (mark all that apply):   a. traditional classroom   ■   What percentage?   100%   b. blended (traditional and online) ☐ What percentage? ☐   c. e-learning   ☐   What percentage? ☐   d. correspondence   ☐   What percentage? ☐   f. other   ☐   What percentage? ☐   Comments:

B Objectives

> 1. What is the main purpose for this course?
>
> In this course the students will be able to:
> 1. Develop and improvefluency in English conversation and communication skills.
> 2. Improve their critical thinking skills by exploring a variety of cultural, and social topics.
> 3. Enhance their understanding of major cultural and educational issues in Saudi Arabia as well as major English speaking countries.
> 4. Participate in team work and group discussions.

> 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

C. Course Description (Note: General description in the form used in Bulletin or handbook)

> This advanced conversation course is designed to give students opportunities to develop and improve their conversation skills and their critical thinking. It emphasizes the practice of advanced oral communication skills and analytical approaches to real life language challenges that students are confronted with. The course focuses on the most interesting aspects of life in modern communities including education and sports. Throughout the course students will use a wide range of materials including: documentaries, articles, short stories, songs, films, TV programs and internet news. The course compels students to actively participate in team work and group discussions where emphasis will be on vocabulary, grammar and idioms.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
PLEASED TO MEET YOU! *How to greet people. *Say goodbye to people. *Exercises.	1	3
*Introduce themselves to someone. *Identify people *Introduce someone to someone else. *Exercises	1	3

WHERE ARE YOU FROM? *To use the negative. *Find out information about people. *Exercises	1	3
*To talk about things that happen regularly or all the time. *To use question words. *To say that something belongs to someone. *Exercises.	1	3
COULD YOU TELL ME WHERE THE BANK IS? *How to ask and say where things are. *To talk about things that are happening now. *Exercises.	1	3
*To give and understand instructions. *To tell people not to do something. *Exercises	1	3
HAVE YOU GOT ANY BREAD? *To use countable and uncountable nouns. *To ask for and buy things in shops. *To ask the price of something. *Exercises.	1	3
*To use numbers. *To use British money. *To say that you want or don't want something. *Exercises	1	3
WHAT SHALL WE DO TODAY? *To make suggestions. *To accept and decline suggestions. To discuss plans. *Exercises	1	3
*To ask about and talk about likes and dislikes. *To offer people something. *Choose between things. *Exercises.	1	3
HELLO, COULD I SPEAK TO VICKI? *How to talk on the phone. *How to ask for permission to do things. *How to use pronoun indirect objects. *Exercises.	1	3
*How to make gentle suggestions. *How to use time expressions. *Exercises.	2	6

WHAT DATE IS IT TODAY? *How to talk about the future. *How to tell someone what you plan or intent to do. *How to talk about necessity and having to do things. *How to use state verbs. *Exercises.	2	6
TOTAL	15	45

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week.: 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
On the table below are the five NQF Learning Domains, numbered in the left column.   **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Explain the principles of oral communication: how to argue, critique and debate	Class discussions. Lectures	Quizzes Mid-Term Exams Finals.
1.2	Describe the major features of life in English speaking countries.	Exercises Class Discussions	Quizzes

2.0	**Cognitive Skills**		
2.1	Determine meaning from context (oral & written)/by activating their prior linguistic knowledge and implementing new techniques.	Lectures Class Discussions	Midterms Final exam.
2.2	Distinguish between Western ways of living from that of their own.	Short assignments	Quizzes Short Assignments
3.0	**Interpersonal Skills & Responsibility**		
3.1	Use appropriate expressions/ idioms/ structures to express themselves and send their messages across (i.e., to request and offer clarification in formal and informal situations).	Class discussions.	Quizzes Mid-Term Exams Finals.
3.2	Teacher should make students enact roles in similar situations	Exercises	Quizzes Oral discussions
4.0	**Communication, Information Technology, Numerical**		
4.1	Clearly express their opinions and defend their points of view.	Class discussions.	Quizzes Oral discussions Mid-Term Exams Finals.
4.2	Make presentations on various topics related to modern issues discussed throughout the course.	Exercises Class Discussions	Quizzes Mid-Term Exams Finals
	Clearly express their opinions and defend their points of view.	Exercises Class Discussions	Quizzes Oral discussions Mid-Term Exams Finals.
5.0	**Psychomotor**		
5.1	Not Applicable	Not Applicable	Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignment 1	3	5%
2	Assignment 2	5	5%

3	Quiz 1	7	10%
4	Midterm	9	20%
5	Assignment 3	11	5%
6	Quiz 2	13	10%
7	Role Play Assignment	14	5%
8	Final	15	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E Learning Resources

1. List Required Textbooks
Colloquial English: A complete English Language Course by Gareth King

2. List Essential References Materials (Journals, Reports, etc.)
Harvy, W.C. Do You Really Know American English?: How Truly American Are You? Barron's Educational Series. (2005).   ISBN: 0-7641-2882-5
    http://www.npr.org/
    BBC Learning English : http://www.bbc.co.uk/worldservice/learningenglish/index.shtml
    VOA special English : http://www.voanews.com/learningenglish/home/
   http://video.pbs.org/video/1380421882

2.   List Electronic Materials, Web Sites, Facebook, Twitter, etc.
linguistics : Greek and Roman antiquity – Britannica Online Encyclopedia

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classroom
2. Technology resources (AV, data show, Smart Board, software, etc.)
Data Show; Smart Board.

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
  - Surveys
  - Direct Contact with Department Head
  - Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
  - Internal reviewers
  - External reviewers (periodical)

3 Processes for Improvement of Teaching   - Training and group sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
  - Checking of markings by an independent teaching staff
  - Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
  - Student Questionnaires
  - Staff Questionnaires
  - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

Education Evaluation Commission

هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)
Study Skills
ENGL 211

Course Specifications

Institution: King Abdul Aziz University, Rabigh Campus	Date:
College/Department : Science and arts College – Rabigh Campus/ English Department.	

A. Course Identification and General Information

1. Course title and code: Study Skills   ENGL 211
2. Credit hours: 3 credit hours
3. Program(s) in which the course is offered. English Language Program (Core)
4. Name of faculty member responsible for the course : N/A
5.Level/year at which this course is offered: Level 4
6. Pre-requisites for this course (if any): N/A
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Rabigh Campus

9. Mode of Instruction (mark all that apply):

a. traditional classroom   ■   What percentage?   100%

b. blended (traditional and online)   ☐   What percentage?   ☐

c. e-learning   ☐   What percentage?   ☐

d. correspondence   ☐   What percentage?   ☐

f. other   ☐   What percentage?   ☐

Comments:

B Objectives

3.	What is the main purpose for this course?

In this course the students will be able to
        1.   Learn time management and organizational skills
        2.   Develop better reading & vocabulary skills
        3.   Apply successful test taking strategies
        4.   Develop effective strategies to better utilize class time
        5.   Analyze and apply critical thinking techniques

4.	Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

N/A

C. Course Description

This course is designed to help students improve their learning effectiveness, attitudes, and motivation. The following are part of the curriculum: Time management, concentration, note taking skills, textbook study methods, test taking strategies, and critical thinking skills. This will be achieved through discussion, group exercises, and online and digital resources, where students are introduced to a variety of topics critical to their success.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1. Student Registration	1	3
2. Goals setting	1	3
3. Time management	1	3
4. Organizing yourself for effective study	1	3
5. Learning strategies	1	3
6. Types of Notebooks and note-taking techniques	1	3
7. Taking notes in class: Paper notebooks vs digital notebooks	1	3

8. Highlighting and Note-taking	1	3
9. Previewing Textbook Chapters The structure of a chapter	1	3
10. The structure of a chapter continued	1	3
11. Knowing the types of questions	1	3
12. Online Resources to improve study skills	1	3
13. Critical thinking: an Overview	1	3
14. Revision techniques	1	3
15. Exam Day	1	3
TOTAL	15	45

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week.: 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
On the table below are the five NQF Learning Domains, numbered in the left column.   **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an

integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Create sensible day, week and year planner timetables that allows them to focus on study and still meet social commitments	Lecturing	Written Exam
1.2	Develop good study routines	Demonstrating/Lecturing	Written Exam
2.0	**Cognitive Skills**		
2.1	Think critically in order to make useful the time that is "useless"	Lecturing	Written Exam
2.2	Think of effective study as a lifestyle	Lecturing	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Realize multitasking nature of note-taking	Open Discussion	Class activities and homework
3.2	Concentrate on specific purpose of listening	Lecturing	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Answer questions in mind by jotting down relevant notes	Practice (Group Work)	Class activities
4.2	Identify different styles of writing and know how to approach them	Individual/Group Work	Homework Practice Classroom Discussion with feedback
5.0	**Psychomotor**		
5.1	Make effective Presentations	Practice	Class activities

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%

4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Reflective Journal / log book.	3-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E Learning Resources

1. List Required Textbooks
   Study Skills Handbook, English Department Collection, KAU Resources.

2. List Essential References Materials (Journals, Reports, etc.)
- Nilsson, Virginia. *Improve Your Study Skills*. Athabasca, AB: Athabasca University, 1989.
- Fleet, Joan Fiona Goodchild and Richard Zajchowski. *Learning for Success*. Toronto, ON: Thomson Nelson, 2006.

3.List Electronic Materials, Web Sites, Facebook, Twitter, etc.
https://www.educationcorner.com/study-skills.html
https://uk.sagepub.com/en-gb/mst/page/study-skills

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

http://www.recallplus.com/StudySkills.php

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classroom
2. Technology resources (AV, data show, Smart Board, software, etc.) Data Show; Smart Board.

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training and group sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)
English Grammar II
ENGL 212

Course Specifications

Institution: King Abdul Aziz University, Rabigh Campus   Date:
College/Department : Science and arts College – Rabigh Campus/ English Department.

A. Course Identification and General Information

1. Course title and code: English Grammar II   ENGL 212
2. Credit hours: 3 credit hours
3. Program(s) in which the course is offered. English Language Program (Core)
4. Name of faculty member responsible for the course : N/A
5. Level/year at which this course is offered: Level 4
6. Pre-requisites for this course (if any): ENGL202
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Rabigh Campus

9. Mode of Instruction (mark all that apply):

a. traditional classroom ■   What percentage? 100%

b. blended (traditional and online) ☐   What percentage? ☐

c. e-learning ☐   What percentage? ☐

d. correspondence ☐   What percentage? ☐

f. other ☐   What percentage? ☐

Comments:

B Objectives

1. What is the main purpose for this course?

In this course the students will be able to:
1. Improve students' understanding of the rules of English grammar, and increase their ability to express themselves accurately and comprehensibly through the use of these rules in controlled and open exercises.

2. Provide a deeper understanding of the basic principles guiding English grammar, in part by introducing new grammar rules, but primarily by reviewing and explaining in depth the grammar rules that were learned previously.

3. Focus on the advanced grammar necessary to read, write, and speak in a higher-level course.

4. Study grammatical knowledge practically and critically by having them complete and analyze daily grammar exercises in the student's book and on the web and by administering periodic quizzes and exams.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
N/A

C. Course Description

This course emphasizes the usage of systematic functional grammar through the practice of studying the complex grammatical structures used in authentic academic settings integrated with writing skills. Students will review the form and use of the simple and continuous tenses in the present, past and future as well as the present perfect and present perfect continuous. The course also provides instruction in other intermediate-level grammar topics such as gerunds and infinitives, modals, word forms, and conditionals. In addition, there is a special focus on complex sentences, on subordination, on infinitives, and on active and passive voices.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1. Introduction The Active and Passive Voice	2	6

2. The Active Voice Exercises	1	3
3. The Passive Voice Exercises	1	3
4. Articles A, An	2	6
5. Exercises of application through integrated texts and writing	1	3
6. Articles "The" Exercises	1	3
7. Verb Forms Exercises	1	3
8. Adjective Clauses Exercises	1	3
9. Count and Non-Count nouns Exercises	1	3
10. Using Who, That, Whom	1	3
11. Capitalization Errors Using "Whose" in Adjective Clauses	1	3
12. Grammatical Errors Prepositions in Adjective Clauses	1	3
13. Using "which", "That"	1	3
14. Singular and Plural Verbs in Adjective Clauses	1	3
Total	15	45

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total

Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week.: 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Develop students' ability to identify grammatical categories	Lecturing Workshops Case Studies	Participation & Discussion
1.2	Develop students' knowledge of the form, meaning, and use of English grammar structures at an intermediate level. These structures will help them understand and communicate better in social and academic situations	Lecturing	Written Exam
2.0	**Cognitive Skills**		
2.1	Distinguish between grammatical categories	Lecturing	Written Exam
2.2	Identify the difference between sentence types	Lecturing	Written Exam
2.3	understand the different grammatical forms and uses of articles, active voice, passive voice, gerunds, adjectives, etc. in a way that enables them to produce them in their speech and writing later on.	Lecturing	Written Exam

3.0	**Interpersonal Skills & Responsibility**		
3.1	Enhance student's skill to initiate dialogues and discussions	Practice	Class activities and homework
3.2	Create real situation for interpersonal skills and shouldering responsibilities	Lecturing	Written Exam
3.3	Acquire ethics of learning through real incentives	Lecturing	Class activities and homework
3.4	Develop the spirit of team work through peer groups for discussion	Practice	Class activities and homework
3.5	Cooperate and work in pairs and in groups for the sake of doing the different grammatical drills and structure exercises both in the book and those given by the instructor	Practice Group Activities	Class activities and homework
4.0	**Communication, Information Technology, Numerical**		
4.1	Boost students' ability to use means of technology and their application	Practice Group Activities	Class activities
4.2	Activate students' ability to use the internet for logging on and retrieving information. Supporting students' ability to use multimedia and modern it provisions.	Research papers Use of Multimedia and information technology Exchange information through the internet and website	Class Activities
4.3	Work on Grammar Exercises online	Practice	Class Activities
5.0	**Psychomotor**		
5.1	Make effective Presentations	Practice	Class activities

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignment 1	3	5%
2	Assignment 2	5	5%
3	Quiz 1	7	10%
4	Midterm	9	20%
5	Assignment 3	11	5%
6	Quiz 2	13	10%

7	Assignment 4	14	5%
8	Final	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E Learning Resources

1. List Required Textbooks
Raymond Murphy. Essential Grammar in Use, Cambridge University Press, Year: (2009)
ISBN: 978-0-521-67580-2 Edition with answers
978-0-521-67581-9 Edition without answers.

2. List Essential References Materials (Journals, Reports, etc.)
Patricia Werner, John Nelson. Grammar Student Book. Silver Edition, (2007)

3.   List Electronic Materials, Web Sites, Facebook, Twitter, etc.
1.   http://www.englishpage.com
2. http://www.esl.about.com/library/quiz/bl_advancedreview.htm
3. http://www.advanced-english-grammar.com
4. http://www.rong-chang.com/ex/contents.htm
5. http://www.advance-english-grammar.blogspot.com
6. http://www.englishonline.sites.uol.com.br/English/advanced.htm
7. http://www.world-english.org/grammar.htm
8. http://www.memoteque.com/english-grammar
9. http://www.linguistlist.org

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Computer based programs

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 Classroom

2. Technology resources (AV, data show, Smart Board, software, etc.)
Data Show; Smart Board.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training and group sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 4. - Student Questionnaires 5. - Staff Questionnaires 6. - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)
Reading II
ENGL 214

Education Evaluation Commission

Course Specifications

| Institution: King Abdul Aziz University, Rabigh Campus   Date: |
| College/Department : Science and arts College – Rabigh Campus/ English Department. |

A. Course Identification and General Information

| 1. Course title and code: Reading II   ENGL 214 |
| 2. Credit hours: 2 credit hours |
| 3. Program(s) in which the course is offered. English Language Program (Core) |
| 4. Name of faculty member responsible for the course : N/A |
| 5. Level/year at which this course is offered: Level 4 |
| 6. Pre-requisites for this course (if any): ENGL 201 |
| 7. Co-requisites for this course (if any): None |
| 8. Location if not on main campus: Rabigh Campus |
| 9. Mode of Instruction (mark all that apply):

a. traditional classroom ■   What percentage? 100%

b. blended (traditional and online) ☐   What percentage? ☐

c. e-learning ☐   What percentage? ☐

d. correspondence ☐   What percentage? ☐

f. other ☐   What percentage? ☐

Comments: |

B Objectives

1. What is the main purpose for this course?

In this course the students will be able to:
1. develop and refine comprehension skills.
2. effectively demonstrate their understanding of facts and ideas such as organizing, comparing, translating, interpreting, describing, paraphrasing, and extracting the main ideas from an essay.
3. correctly answer direct questions with short answers and multiple choice questions.
4. effectively reproduce the acquired information.

2, Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
N/A

C. Course Description

This is an advanced reading course designed to develop students' comprehension skills. Each unit contains reading passages followed by exercises to enforce learners' comprehension skills. The course fulfills the twin objectives of developing the comprehension skills of students and equipping them to read and understand texts of different types, literary and otherwise.
In this course students will be exposed to a wide selection of passages ranging from fiction to poetry and factual/informational texts. There are exercises to test factual and inferential comprehension and to develop the predictive skills of the users, as well as understand a writers' tone and purpose of their essay.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1. Unit 1: Our Human Impact	1-3	6
2. Unit 2: Conservation and Protection	4-7	8
3. Unit 3: Beautiful	8-10	6
4. Unit 4: Powering Our Planet	11-15	10

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	30					30
Credit	2					2

3. Additional private study/learning hours expected for students per week.: 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Identify and organize parts of an introduction and conclusion.	Lecturing	Written Exam
1.2	Identify opinion essays	Lecturing	Written Exam
1.3	Justify an opinion	Reading practice with comprehension questions and new vocabulary	
1.4	Analyze a thesis statement and supporting ideas	Reading for main idea and main purpose	
1.5	Apply ideas to new contexts		
1.6	Learn how to avoid plagiarism		
2.0	**Cognitive Skills**		

2.1	Read a full page essay in a set amount of time	Practice in book and with teacher-made worksheets	Homework and assignments, exams
2.2	Read and understand the general gist of each paragraph	Lecturing	Written Exam
2.3	Use vocabulary to complete definitions	Lecturing	Written Exam
2.4	Understand Identify and use cohesive devices		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Understand meaning from context	Practice (Blackboard and in-class activities and presentations)	Class activities and homework
4.0	**Communication, Information Technology, Numerical**		
4.1	Participate in team-working	Practice	Class activities
	Contributions to group communication	Practice	Class activities
5.0	**Psychomotor**		
5.1	Make effective Presentations	Practice	Class activities

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework	3	10%
2	Quiz 1	5	10%
3	Midterm exam	8	20%
4	Assignment	11	10%
5	Quiz 2	13	10%
8	Final exam	15	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E Learning Resources

1. List Required Textbooks Gerald Mosback, Vivienne Mosback. Practical Faster Reading: A Course in Reading and Vocabulary for Upper Intermediate and More Advanced Students. Cambridge University Press, (2001).
2. List Essential References Materials (Journals, Reports, etc.) Pathways 4: Reading, Writing, and Critical Thinking (2014) McMahon, A. M. S. (1994). Understanding Language Change. Cambridge University Press. p. 32.ISBN 0-521-44665-1
3.List Electronic Materials, Web Sites, Facebook, Twitter, etc.
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Technology resources (AV, data show, Smart Board, software, etc.) Data Show; Smart Board.

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
  -   Surveys
  -   Direct Contact with Department Head
  -   Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
  -   Internal reviewers
  -   External reviewers (periodical)

3 Processes for Improvement of Teaching   -   Training and group sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
  -   Checking of markings by an independent teaching staff
  -   Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)
Vocabulary Development II
ENGL 217

Course Specifications

Institution: King Abdul Aziz University, Rabigh Campus	Date:
College/Department : Science and arts College – Rabigh Campus/ English Department.	

A. Course Identification and General Information

1. Course title and code: Vocabulary Development II   ENGL 217
2. Credit hours: 2 credit hours
3. Program(s) in which the course is offered. English Language Program (Core)
4. Name of faculty member responsible for the course : N/A
5. Level/year at which this course is offered: Level 4
6. Pre-requisites for this course (if any): ENGL 207
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Rabigh Campus
9. Mode of Instruction (mark all that apply):   a. traditional classroom   ■   What percentage?   100%   b. blended (traditional and online)   ☐   What percentage? ☐   c. e-learning   ☐   What percentage? ☐   d. correspondence   ☐   What percentage? ☐   f. other   ☐   What percentage? ☐   Comments:

B Objectives

1. What is the main purpose for this course?

In this course the students will be able to:

1. Improve their ability to analyze elements of a good sentence
2. Use induction for understanding the minimum essentials of the English sentence
3. Evolve into autonomous users of the language through advanced grammar, syntax, and various writing and reading activities.
4. Acquire and grasp the necessary language tools of grammar and vocabulary, and deal with long and highly sophisticated passages to enrich their vocabulary.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

N/A

C. Course Description

This course is designed to enhance and enrich students' English language proficiency. In this intermediate-level course, students learn strategies for learning English vocabulary. Students work to expand their core vocabulary by studying words commonly used in conversation, reading, and writing. Students learn pronunciation, spelling and common collocations. In addition, students learn common suffixes for the major parts of speech, and learn to recognize related words. This course is designed around a corpus, and teaches the most frequently used words from the General Service List and Academic Word List. It presents each word in different contexts to help students learn and remember the word easily

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to the course concepts	1	2
Work and Study	2	4
People and Relationships	1	2
Lifestyle and leisure Activities	1	2
Travel	1	2
The Environment	1	2
Society and Social Institutions	1	2
Technology	1	2
Basic Concepts	1	2

Words and Meanings	1	2
Functional Vocabulary	2	4
Fixed Expressions	1	2
Language Variation	1	2
Total	15	30

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	30					30
Credit	2					2

3. Additional private study/learning hours expected for students per week.: 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Develop student's ability to grasp essentials of new expressions	Lectures	Test, Quiz Assignment
1.2	Develop students ability to identify knowledge of new words	Practice exercises Group activities	
2.0	**Cognitive Skills**		

2.1	Develop knowledge of sentence structure and wordforms	Lectures and exercises.	Quiz, Test
2.2	Develop knowledge of different sentences on given structures	Lectures Class Discussions	Test, Quiz Assignment
3.0	**Interpersonal Skills & Responsibility**		
3.1	Enhance student's skill to initiate dialogues and discussions.	Lectures	Test, Quiz, Assignment
3.2	Develop the spirit of team work through peer groups for discussion.	Group Discussion Class Participation	Test, Quiz, Assignment
4.0	**Communication, Information Technology, Numerical**		
4.1	Boost student's ability to use means of technology and their applications.	Presentations discussion groups.	Tests, Quizzes
4.2	Support student's ability to use multimedia and modern it provisions.	Exercises.	Quiz
5.0	**Psychomotor**		
5.1	Not Applicable	Not Applicable	Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Reflective Journal / log book.	3-15	5%
8	Final exam	16	40%
	TOTAL		100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)   - Academic Supervision   - Faculty-tailored arrangements for slow learners and special cases

E Learning Resources

1. List Required Textbooks   McCarthy, M. and O'Dell, F. English Vocabulary in Use-Advanced. Cambridge University Press. (2002).
2. List Essential References Materials (Journals, Reports, etc.)   • Touchstone-1: http://www.cambridge.org/us/esl/touchstone/student/index.html   • American English Online (Blue level): http://www.learnamericanenglishonline.com/Blue%20Level/Blue%20Level.html   • Grammar video lessons: http://www.learnamericanenglishonline.com/Video%20Lessons.html   • IELTS Reading Skills and Strategies: http://www.youtube.com/watch?v=sbozEcwLhRc
List Electronic Materials, Web Sites, Facebook, Twitter, etc.   Oxford Advanced Learner's Dictionary Software
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.   Students are encouraged to use electronic English-English dictionaries and online writing handbooks

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   Classroom
2. Technology resources (AV, data show, Smart Board, software, etc.)   Data Show; Smart Board. Computer labs

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
    -   Surveys
    -   Direct Contact with Department Head

- Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
   - Internal reviewers
   - External reviewers (periodical)

3 Processes for Improvement of Teaching   - Training and group sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
   - Checking of markings by an independent teaching staff
   - Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
   - Student Questionnaires
   - Staff Questionnaires
   - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)
Introduction to Translation
ENGL 240

Course Specifications

Institution: King Abdul Aziz University, Rabigh Campus   Date:
College/Department : Science and arts College – Rabigh Campus/ English Department.

A. Course Identification and General Information

1. Course title and code: Introduction to TranslationENGL 240
2. Credit hours: 3 credit hours
3. Program(s) in which the course is offered. English Language Program (Core)
4. Name of faculty member responsible for the course : N/A
5. Level/year at which this course is offered: Level 4
6. Pre-requisites for this course (if any): N/A
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Rabigh Campus
9. Mode of Instruction (mark all that apply):   a. traditional classroom   ■   What percentage?   100%   b. blended (traditional and online)   ☐   What percentage? ☐   c. e-learning   ☐   What percentage? ☐   d. correspondence   ☐   What percentage? ☐   f. other   ☐   What percentage? ☐   Comments:

B Objectives

1.   What is the main purpose for this course?

In this course the students will be able to:
1. Introduce Translation as a discipline and as a profession and as a track/major
2. Differentiate between target language and language of origin in the process of translation;
3. Explain selected translation theories and methods
4. Translate simple sentences and short paragraphs from English into Arabic and vice versa.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
N/A

C. Course Description (Note: General description in the form used in Bulletin or handbook)

This course aims to introduce students to different types of translation and the qualities of a good translator. It provides students with English and Arabic texts from various registers and helps them to translate different types of idioms, sentences, and whole structures ranging from legal texts to various forms of news reporting. The emphasis is based upon acquainting the students with the textual differences between Arabic and English so as to enable them to analyze a variety of text types while translating. The course will also assist students to compare and contrast the English structures with their related Arabic counterparts.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to the course	١	3
Introduction: Using the dictionary Simple exercises to prepare students for the course	1	3
Unit 1:What is translation?	1	3
Unit 2:Translation Strategies	١	3
Unit 3:Unit of Translation	١	3
Unit4:Translation Shifts	٢	6
Unit 5:The Analysis of Meaning	2	6

Unit 6:Dynamic Equivalence	2	6
Unit 7:Textual Pragmatics and Equivalence	٢	6
Practice Translation	1	3
Review	1	3
Total	15	45

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week.: 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Understand many of the aspects of spoken and written language.	Lectures	Quiz, midterm exam, final exam
1.2	Identify and articulate how to connect ideas in a text and make those ideas flow clearly and effectively.	Lectures, Discussions, In-class activities	Quiz, midterm exam, final exam
1.3			

2.0	**Cognitive Skills**		
2.1	Apply translation skills in the classroom and outside the classroom.	Lectures, Discussion, Practice	Quiz, midterm exam, final exam
2.2	Assess language explicitly and efficiently to support the learning of oneself and all students.	Lectures, Discussions.	Quiz, midterm exam, final exam
2.3			
3.0	**Interpersonal Skills & Responsibility**		
3.1	Analyze linguistic data and critically interpret and translate written and spoken texts.	Discussion, In-class Practice	Quiz, midterm exam, final exam
3.2	Visualize translation with box diagrams and other forms of display.	In-class pair-work, Group-work	Activities, Assignment
4.0	**Communication, Information Technology, Numerical**		
4.1	Utilize contrast uses of language that are personal or impersonal, direct or indirect, and informal or formal and apply them when translating.	Translation practices	Assignment
4.2			
5.0	**Psychomotor**		
5.1	TranslatefromEnglishintoArabic	Practice	Class activities

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz 1	5	10%
2	Mid-Term Exam	9	20%
3	Quiz 2	14	10%
4	Activities	13	10%
5	Assignment	15	10%
6	FINAL EXAM	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E Learning Resources

1. List Required Textbooks
Hatim, b. and Munday, J. Translation: An Advanced Resource Book. (2005)

2. List Essential References Materials (Journals, Reports, etc.)
• English – Arabic Dictionary
• Arabic – English Dictionary

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
http://www.appliedlanguage.com
http://www.almisbar.com
http://www.tarjimajeeb.com
http://www.2.paralink.com
http://www.translation-services-usa.com
http://www.erudite.org

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
This class focuses on the book and supplementary worksheets provided by the teacher and revision posters made in class.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   Classroom
2. Technology resources (AV, data show, Smart Board, software, etc.)   Data Show; Smart Board.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training and group sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)
Introduction to Linguistics
ENGL 280

Course Specifications

Institution: King Abdul Aziz University, Rabigh Campus Date:
College/Department : Science and arts College – Rabigh Campus/ English Department.

A. Course Identification and General Information

1. Course title and code: Introduction to LinguisticsENGL 280
2. Credit hours: 3 credit hours
3. Program(s) in which the course is offered. English Language Program (Core)
4. Name of faculty member responsible for the course : N/A
5. Level/year at which this course is offered: Level 4
6. Pre-requisites for this course (if any): N/A
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Rabigh Campus

9. Mode of Instruction (mark all that apply):

a. traditional classroom	■	What percentage?	100%
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course?
 	
In this course the students will be able to:
 	
    1.Gain a general introduction to the discipline of linguistics.
    2.Be equipped with basic linguistic knowledge and background.
    3.Become familiar with major linguistic fields.
    4. Be preparedto study more complex theories in similar areas and in various specialties.

2.   Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field) N/A

C. Course Description (Note: General description in the form used in Bulletin or handbook)

The overall aim of this course is to introduce the students to the major disciplines and schools in linguistics. It provides students with an answer to the question "What is Linguistics?" The course stands as a fundamental prerequisite and a solid foundation to the track of Linguistics. This course provides an opportunity for students to learn about the, such as synchronic and diachronic approaches to language, language acquisition, phonology, morphology, syntax, semantics, and pragmatics.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Phonetics	2	6
Phonology	1	3
Word Formation	2	6
Morphology	2	6
Grammar	2	6
Syntax	2	6

Semantics		2	6
Pragmatics		2	6
TOTAL		15	45

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week.: 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Identify the main branches of linguistics	Lecturing	Written Exam
1.2	Recognize major linguistic terminology	Lecturing	Written Exam
1.3	Describe characteristics of language (sounds, words, sentences, etc.)	Lecturing	Written Exam
2.0	**Cognitive Skills**		

2.1	Distinguish between different types of sounds and morphemes	Lecturing	Written Exam
2.2	Identify the difference between phonological and morphological composition	Lecturing	Written Exam
2.3	Discover (un)acceptable syntactic constructions	Lecturing	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Employ techniques in using the dictionary	Practice	Class activities and homework
3.2	Practice problem solving strategies	Lecturing	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Participate in team-working	Practice	Class activities
4.2	Present suggested answers both orally and in writing in a correct way	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	Make effective Presentations	Practice	Class activities

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	10%
7	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E Learning Resources

1. List Required Textbooks

Yule, George. (2006) The Study of Language (Third Edition). Cambridge University Press.

2. List Essential References Materials (Journals, Reports, etc.)
- Fromkin, Victoria; Bruce Hayes; Susan Curtiss, Anna Szabolcsi, Tim Stowell, DoncaSteriade (2000). Linguistics: An Introduction to Linguistic Theory. Oxford: Blackwell. p. 3. ISBN 0631197117.
- Martinet, André (1960). Elements of General Linguistics. Tr. Elisabeth Palmer (Studies in General Linguistics, vol. i.). London: Faber. p. 15.
- Halliday, Michael A. K.; Jonathan Webster (2006). On Language and Linguistics. Continuum International Publishing Group. p. vii. ISBN 0826488242.
- Chomsky, Noam. 1957. "Syntactic Structures". Mouton, The Hague
- Himmelman, Nikolaus Language documentation: What is it and what is it good for? in P. Gippert, Jost, Nikolaus P Himmelmann& Ulrike Mosel. (2006) Essentials of Language documentation. Mouton de Gruyter, Berlin & New York.
- Eades, Diana (2005). "Applied Linguistics and Language Analysis in Asylum Seeker Cases". Applied Linguistics 26 (4): 503–526. doi:10.1093/applin/ami021.
- Brown, E.K.; R. E. Asher, J. M. Y. Simpson (2006). Encyclopedia of language & linguistics: Volume 1. Elsevier.
- McMahon, A. M. S. (1994). Understanding Language Change. Cambridge University Press. p. 32.ISBN 0-521-44665-1

List Electronic Materials, Web Sites, Facebook, Twitter, etc.
linguistics : Greek and Roman antiquity – Britannica Online Encyclopedia

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 Classroom

2. Technology resources (AV, data show, Smart Board, software, etc.)

Data Show; Smart Board.

G Course Evaluation and Improvement Processes

1Strategies for Obtaining Student Feedback on Effectiveness of Teaching
    -   Surveys
    -   Direct Contact with Department Head
    -   Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
    -   Internal reviewers
    -   External reviewers (periodical)

3 Processes for Improvement of Teaching   -   Training and group sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
    -   Snap checks by department/track supervisor on samples of students' work
    -   Checking of markings by an independent teaching staff
    -   Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
    - Student Questionnaires
    - Staff Questionnaires
    - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)
Academic Writing
ENGL 312

Course Specifications

Institution: King Abdul Aziz University, Rabigh Campus	Date:
College/Department : Science and arts College – Rabigh Campus/ English Department.	

A. Course Identification and General Information

1. Course title and code: Academic WritingENGL 312
2. Credit hours: 3 credit hours
3. Program(s) in which the course is offered. English Language Program (Core)
4. Name of faculty member responsible for the course : N/A
5. Level/year at which this course is offered: Level 5
6. Pre-requisites for this course (if any): ENGL 205
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Rabigh Campus

9. Mode of Instruction (mark all that apply):
 	
  a. traditional classroom   ■   What percentage?   100%
 	
  b. blended (traditional and online)   ☐   What percentage?   ☐
 	
  c. e-learning   ☐   What percentage?   ☐
 	
  d. correspondence   ☐   What percentage?   ☐
 	
  f. other   ☐   What percentage?   ☐
 	
Comments:

B Objectives

1. What is the main purpose for this course?

In this course the students will be able to:
:
1. Understand the structure of a paragraph
2. Understand the structure of an essay
3. Understand various types of essays
4. Write plans for essays
5. Write better paragraphs, and gradually build to essays

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
N/A

C. Course Description (Note: General description in the form used in Bulletin or handbook)

In this course students learn how to write five-paragraph essays or longer, about topics in a number of academic subjects such as English, Science, Sociology, Humanities and History. This course offers academic themes and writing topics to assist students in adapting to student life at university as well as to equip them with critical thinking strategies and skills needed for academic achievement. Various questions and topics are used to stimulate interest, activate prior knowledge and launch the topic of the units. Graphic organizers are given for the organizing of information; ideas with instruction, sentence practice and paragraph skills help build a solid foundation for essay writing.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
1. What is a Paragraph? = Four features only	1	3
2. What is an Essay?	2	6
3. How to plan an essay	2	6
4. Parts of an introduction – Identify and write	2	6
5. Parts of the main body – Identify and write	2	6

6. Parts of a conclusion – Identify and write		1	3
7. How to write a Persuasive Essay – Identify and write		2	6
8. How to write an Opinion Essay - Practice arguing a side, and justifying opinions with evidence to support.		3	9
TOTAL		15	45

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week.: 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Gather sufficient information on the basic of paragraph writing.	In-class assignments; teacher-made supplements, group work, and lectures.	Written Exam

1.2	Use new and existing knowledge to write various types of paragraphs and build up to the body of an essay	In-class assignments; teacher-made supplements, group work, and lectures.	Written Exam
2.0	**Cognitive Skills**		
2.1	Practice analytical research, reading and writing	Discussion, worksheets, homework.	Assignment and quizzes
2.2	Practice arguing a side, and justifying opinions with evidence to support.	In-class practice	Homework and assignments, exams
3.0	**Interpersonal Skills & Responsibility**		
3.1	Evaluate their own writing using a rubric (self-directed learning). Rubric given by teacher.	In-class assignments; worksheet practices	Teacher monitoring, quizzes
3.2	Gather information, discuss, brainstorm, and plan essays.	In-class practice and group work.	Homework and Quizzes
4.0	**Communication, Information Technology, Numerical**		
4.1	Read objectively and produce written paragraphs (from analytical, definitive, interpretive, argumentative, descriptive, informational and cause and effect point of view.)	In-class assignments; teacher-made supplements, group work, and lectures	Class activities
	Practice writing various types of paragraph and essays	Variety of practices	Teacher evaluation/monitoring
5.0	**Psychomotor**		
5.1	Make effective Presentations	Practice	Class activities

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1 Practice writing a persuasive academic essay, Draft 1 With aid and guidance. Not timed.	4	10%
2	Quiz 1 Parts of an essay No aid, no guidance, timed	6	10%
3	Midterm exam	8	20%

	Practice writing an opinion academic essay, Draft 1 & 2 With aid and guidance. Not timed.		
4	Homework 2: Practice Writing draft essay	10	10%
5	Homework 3 Practice writing a persuasive academic essay, Draft 2 With aid and guidance. Not timed.	12	10%
6	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E Learning Resources

1. List Required Textbooks
R.R. Jordan (2003). Academic Writing Course, Third Edition. Pearson Education Limited.

2. List Essential References Materials (Journals, Reports, etc.)
- Folse, Keith S. Great Paragraphs: An Introduction to Writing Paragraphs. Heile&Heinle Pub. (1998).Bilingual
- Arabic-English/English-Arabic dictionary
- Handouts made by teacher
- Academic writing guide
- Parts of an essay/Rubric

5. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
    Email

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classroom
2. Technology resources (AV, data show, Smart Board, software, etc.) Data Show; Smart Board.

G Course Evaluation and Improvement Processes

1Strategies for Obtaining Student Feedback on Effectiveness of Teaching
   - Surveys
   - Direct Contact with Department Head
   - Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
   - Internal reviewers
   - External reviewers (periodical)

3 Processes for Improvement of Teaching   - Training and group sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
   - Snap checks by department/track supervisor on samples of students' work
   - Checking of markings by an independent teaching staff
   - Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
   - Student Questionnaires
   - Staff Questionnaires
   - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)
Introduction to Literature
ENGL 320

Course Specifications

Institution: King Abdul Aziz University, Rabigh Campus	Date:
College/Department : Science and arts College – Rabigh Campus/ English Department.	

A. Course Identification and General Information

1. Course title and code: Introduction to Literature   ENGL 320
2. Credit hours: 3 credit hours
3. Program(s) in which the course is offered. English Language Program (Core)
4. Name of faculty member responsible for the course : N/A
5. Level/year at which this course is offered: Level 5
6. Pre-requisites for this course (if any):
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Rabigh Campus

9. Mode of Instruction (mark all that apply):
 	
  a. traditional classroom ■   What percentage? 100%
 	
  b. blended (traditional and online) ☐   What percentage? ☐
 	
  c. e-learning ☐   What percentage? ☐
 	
  d. correspondence ☐   What percentage? ☐
 	
  f.   other ☐   What percentage? ☐
 	
Comments:

B Objectives

1. What is the main purpose for this course?

In this course the students will be able to:
1. Learn an outline of the history of the English literature.
2. Gain an introduction to figurative use of English and help them appreciate literary language and literature.
3. Extend their knowledge of English through interaction with literary texts.
4. Develop their ability to recognize and express emotional and moral attitudes.
5. Develop their interest in extensive reading of literary texts.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

C. Course Description (Note: General description in the form used in Bulletin or handbook)

The course introduces students to literature(British and American) through a survey of selected literary works representative of prose, poetry, and drama that reflect a variety of periods. The course focuses on fundamentalconcepts such as character, conflict, point of view, setting, symbolism, figurative language, tone and theme as requisites for literary interpretation, analysis, and appreciation.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Nature of Drama: Concept and Definitions - Introducing Literature: Concepts and Definitions	2	6
- Introducing Literature: Its Characteristics I - Introducing Literature: Its Characteristics II	2	6
Convention and Techniques - Introducing Prose Works: Characteristics and Techniques	2	6
- Introducing Prose Works: Prose Fiction	1	3
- Introducing Prose Works: Non- Fiction	1	3
Introducing Prose - The Nature of Drama - Dramatic Elements and Devices	2	6
- Introducing Drama: Tragedy	2	6

- Introducing Drama: Comedy and Tragicomedy		1	3
Introducing Poetry - Introduction to Poetry: Origin, form and Structure		1	3
- Introduction to the Language of Poetry		1	3
TOTAL		15	45

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week.: 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Acquire good knowledge of the most important historical periods, events, novelists, dramatists, poets in the history of English Literature.	Class discussions. Group presentations	Midterm Final exam. Group presentation. Exercises

1.2	Have a panoramic overview of the British literature that paves the way to deeper understanding in higher levels.	Exercises Class discussions	Quizzes
2.0	**Cognitive Skills**		
2.1	Think and write analytically	Lectures	Midterms and final exam.
2.2	Evaluate written texts	class discussions problem solving exercises.	Group presentations.
3.0	**Interpersonal Skills & Responsibility**		
3.1	Enhance ability to work in groups to promote leadership, personal responsibility, ethical and moral behavior, and capacity for self-directed learning.	Class discussions. In-class group presentations.	Performance on presentations. Class participation
3.2	Work in groups to enhance their communication and share their experiences.	In-class group presentations.	Assignments
4.0	**Communication, Information Technology, Numerical**		
4.1	Use the internet to gather information and review writing and literature websites	Class discussions. Exercises.	Group presentations.
4.2	Use the web for researching presentations.	Class Exercises Group discussions	Individual Presentations. Group presentations.
5.0	**Psychomotor**		
5.1	Make effective Presentations	Practice	Class activities

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz 1	5	10%
2	Midterm Exam	7	20%
3	Assignment 1	11	10%
4	Quiz 2	13	10%
5	Assignment 2	14	10%

6	FINAL EXAM	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E Learning Resources

1. List Required Textbooks
ENG111- Introduction to Literature and Literary Criticism

2. List Essential References Materials (Journals, Reports, etc.)
- Norton anthology of British Literature, The Major author 8th edition
- Wang Hong. English Literature: Reading and Appreciation. South China Science and Engineering University Press. (2000)
- Griffith, Benjamin W. Study Keys of English Literature (Barron's Ez-101 Study Keys). New York: Library of Congress, (1991).
- Alison Booth & Kelly J. Mays. The Norton Introduction to Literature; Shorter Tenth Edition ISBN: 0393935140
- Arabic-English/English-Arabic dictionary

6. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
- *http://www.amazon.com/dp/0812046005/ref=rdr_ext_tmb#reader_0812046005*
- *http://wenku.baidu.com/view/23d01ceae009581b6bd9eb9d.html*
- *http://pearsonhighered.com/educator/course/Introduction-to-Literature/91048780.page*
- *http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2124.html*
  www. norton.com/litweb

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 Classroom

2. Technology resources (AV, data show, Smart Board, software, etc.)
Data Show; Smart Board.

G   Course Evaluation and Improvement Processes

1Strategies for Obtaining Student Feedback on Effectiveness of Teaching
  -   Surveys
  -   Direct Contact with Department Head
  -   Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
  -   Internal reviewers
  -   External reviewers (periodical)

3 Processes for Improvement of Teaching   -   Training and group sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
  -   Snap checks by department/track supervisor on samples of students' work
  -   Checking of markings by an independent teaching staff
  -   Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
  - Student Questionnaires
  - Staff Questionnaires
  - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

2- Linguistics Track

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 360
Applied Linguistics

Course Specifications

Institution	King Abdulaziz University	Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code:

   Applied Linguistics
   ENGL 360

2. Credit hours: 3

3. Program(s) in which the course is offered:

   English Language Program, Linguistics Track (Core Subject)

4. Name of faculty member responsible for the course: N/A

5. Level/year at which this course is offered: Level 5

6. Pre-requisites for this course: ENGL 280

7. Co-requisites for this course: N/A

8. Location if not on main campus: Rabigh Branch

9. Mode of Instruction (mark all that apply)

   a. traditional classroom [■] What percentage? 100%

   b. blended (traditional and online) [ ] What percentage? [ ]

   c. e-learning [ ] What percentage? [ ]

   d. correspondence [ ] What percentage? [ ]

   f. other [ ] What percentage? [ ]

   Comments:

B Objectives

1. What is the main purpose for this course?
This course aims to:
1. Help students understand the language learning process.
2. Introduce various theories of 2nd language acquisition to students.
3. Improve students' language teaching techniques.
4. Enable students to evaluate appropriate methods and approaches to language teaching.
5. Introduce students to the basics of assessment.
2. Briefly describe any plans for developing and improving the course that are being implemented.
N/A

C. Course Description

This course introduces students to the field of Applied Linguistics as a field which makes abstract ideas and research findings accessible and applicable to real world teaching contexts, thus mediating between theory and practice. Applied Linguistics is concerned with the study of second and foreign language learning and teaching. Therefore, Applied Linguistics will discuss the application of linguistic theories, descriptions and methods to the solution of language learning/teaching within a wide range of human, cultural and social contexts.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Classical methods in teaching English and the communicative approach	4	12
Participants of learning process	2	6
Classroom management	3	9
Teaching about language skills	2	6

| Culture in Teaching | 2 | 6 |
| Basic principles in using audio-visual and digital aids in foreign language classes | 2 | 6 |

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	45					45
	Actual	45					45
Credit	Planed	3					3
	Actual	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
On the table below are the five NQF Learning Domains, numbered in the left column. **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Recognize different branches of Applied Linguistics	Lecturing	Quiz, Exam
1.2	Describe different teaching approaches	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Summarize approaches of Applied Linguistics;	Lecturing/Discussion	Quiz, Exam
2.2	Classify branches of Applied Linguistics	Lecturing/Discussion	Quiz, Exam
2.3	Give examples of learner differences	Lecturing/Discussion	Quiz, Exam
2.4	Demonstrate a set of advanced practical skills in a particular area of Applied Linguistics	Lecturing/Discussion/ Presentation/Assignment	Quiz, Exam, Presentation
3.0	**Interpersonal Skills & Responsibility**		

3.1	Demonstrate several ways of interaction based on age of learners	Presentation/Assignment	Quiz, Exam, Presentation
3.2	Participate in class discussions and presentations about Applied Linguistics	Discussion/ Presentation	Quiz, Exam, Presentation
4.0	**Communication, Information Technology, Numerical**		
4.1	Make a class presentation about one of the topics related to Applied Linguistics	Presentation	Presentation
5.0	**Psychomotor**		
5.1	Demonstrate a class presentation on a topic of choice	Presentation	Presentation

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks Sarosdy, Judit et.al.(2006). *Applied Linguistics for BA Students in English.* Konzorcium.

2. List Essential References Materials (Journals, Reports, etc.)
 	
   • Cutting, J. *Pragmatics and discourse*. London: Routledge Read: pp. 16-21 ; 33-39. (2002).
   • Wardhaugh, R. *An Introduction to Sociolinguistics*. Malden: Blackwell. (2006).
   • Cook, G. *Applied Linguistics*, Oxford University Press. pp. 42-48. (2003).
   • Brown, H. Douglas. *Principles of Language Learning and Teaching*, 4th ed. Upper Saddle River, NJ: Prentice Hall Regents.(2000).

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
 	
   • http://www.tesol.org/s_tesol/index.asp
   • http://www. tesol.org/s_tesol/index.asp
   • http://www.dliflc.edu/languageresources.html

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data-show - Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Snap checks by department/track supervisor on samples of students' work - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

Education Evaluation Commission
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 363
Phonetics and Phonology

Course Specifications

Institution	King Abdulaziz University	Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department		

A. Course Identification and General Information

1. Course title and code: **Phonetics and Phonology**   **ENGL 363**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Core Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 5
6. Pre-requisites for this course: ENGL 280
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply)   a. traditional classroom ■ What percentage? 100%   b. blended (traditional and online) ☐ What percentage? ☐   c. e-learning ☐ What percentage? ☐   d. correspondence ☐ What percentage? ☐   f. other ☐ What percentage? ☐   Comments:

B Objectives

1. What is the main purpose for this course?
This course aims to: 1. Identify the main technical terms related to the course.   2. Enable students to differentiate between consonants and vowels, stress and intonation.   3. Describe the production of English sounds and categorize them.   4. Enable students to pronounce English sounds in isolation and in connected speech.   5. Enable students to model the sound structure of the language.
2.   Briefly describe any plans for developing and improving the course that are being implemented.   N/A

C. Course Description

This course in English phonetics and phonology introduces students to the articulatory and acoustic aspects of speech production and perception. The course provides a general description of modern English pronunciation, and students are aware of the difference between vowels and consonants, stress and intonation. Students are taught phonetic transcription, using the International Phonetic Alphabet (IPA), and means to diagnose pronunciation errors. The course examines the way sounds are grouped together, different sound patterns, and how phonology can be applied to other fields.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Production of speech sounds	3	9
Vowels, Diphthongs and triphthongs	2	6
Consonants	3	9
Phonemes	2	6

Syllables	2	6
Stress and intonation	3	9

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Recognize the basic principles of phonetics and phonology.	Lecturing	Quiz, Exam
1.2	Identify the main technical terms related to the course.	Lecturing/Discussions	Quiz, Exam
1.3	Identify different sound patterns	Lecturing/Discussions	Quiz, Exam
1.4	Describe the production of English sounds and categorize them	Lecturing/Discussions	Quiz, Exam
1.5	Recognize standard descriptive terminology for phonetics.	Lecturing/Discussions	Quiz, Exam
1.6	Provide a general description of modern English pronunciation	Lecturing/Discussions	Quiz, Exam
1.7	Pronounce English sounds in isolation and in connected speech	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		

2.1	Differentiate between vowels and consonants	Lecturing/Discussion	Quiz, Exam
2.2	Distinguish between stress and intonation	Lecturing/Discussion	Quiz, Exam
2.3	Use phonetic transcription, applying the International Phonetic Alphabet (IPA)	Lecturing/Discussion	Quiz, Exam
2.4	Discuss the articulatory and acoustic aspects of speech production and perception.	Lecturing/Discussion	Quiz, Exam, Presentation
2.5	Examines the way sounds are grouped together	Lecturing/Discussion/	Quiz, Exam, Presentation
2.6	Diagnose pronunciation errors.	Lecturing/Discussion/	Quiz, Exam, Presentation
2.7	Pronounce English in a correct accent	Lecturing/Discussion/	Quiz, Exam, Presentation
3.0	**Interpersonal Skills & Responsibility**		
3.1	Apply phonology to other fields	Discussion /Assignment	Quiz, Exam, Presentation
3.2	Model the sound structure of the language	Discussion/ Presentation	Quiz, Exam, Presentation
4.0	**Communication, Information Technology, Numerical**		
4.1	Make a class presentation about one of the topics related to phonology	Presentation	Presentation
4.2	Use the lab	Presentation	Exam/Quiz
5.0	**Psychomotor**		
5.1	Demonstrate a class presentation on a topic of choice	Presentation	Presentation
5.2	Use hand techniques to differentiate between voiced and voiceless sounds	Practice	Exam

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

Roach, Peter. (1991).English Phonetics and Phonology(Second edition).Cambridge University Press.

2. List Essential References Materials (Journals, Reports, etc.)

- O'Conner, J.D. (1986).*Phonetics*. London: Pelican.
- Clark, J. & Yallop, C. (1992). *An Introduction to Phonetics and Phonology*. London: Blackwell.
- O'Connor, J. D. (1987).*Better English Pronunciation*. Cambridge: CUP.
- Gimson, A. C. (1997).*An Introduction to the Pronunciation of English*. London: Arnold.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- http://ec-concord.ied.edu.hk/phonetics_and_phonology/wordpress/?page_id=158
- http://www.cambridge.org/features/genetti/CH02-IPAtranscription/
- http://cambridgeenglishonline.com/Phonetics_Focus/

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classroom
Lab

| 2. Computing resources (AV, data show, Smart Board, software, etc.) |
| - Data-show |
| - Smart Board |
| - Lab |
| |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) |
| N/A |

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Internal reviewers
- External reviewers (periodical)
3 Processes for Improvement of Teaching
- Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____   Date Received: _____

Education Evaluation Commission
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 384
Syntax

Course Specifications

Institution   King Abdulaziz University   Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **Syntax** **ENGL 384**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Core Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 6
6. Pre-requisites for this course: ENGL 280
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom   [■] What percentage?   100% b. blended (traditional and online) [ ] What percentage? [ ] c. e-learning   [ ] What percentage? [ ] d. correspondence   [ ] What percentage? [ ] f. other   [ ] What percentage? [ ] Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to:
 	
    1. Describe the basic theories of syntax;
    2. Make distinction between various syntactic properties of English and other languages;
    3. Suggest tools to analyze syntactic structures;
    4. Clarify the difference between Syntax and Grammar; and
    5. Highlight the comparative aspects of generative grammar and the nature of cross-linguistic variation.

2. Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

This course introduces students to the English syntactic structures in terms of functions and categories. It also focuses on introducing the major fundamental syntactic concepts and theories. The course aims at clarifying the differences between Syntax and Grammar, and equips students with the required skills to diagnose syntactic errors and duly correct them.

1. Topics to be Covered		
	No. of Weeks	Contact hours
Heads and modifiers	3	9
Constituent structure and Constructions	2	6
Word classes and the Lexicon	3	9
Clauses	2	6
Grammatical functions	2	6

Syntactic linkage	3	9

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Describe the basic concepts and theories of syntax;	Lecturing	Quiz, Exam
1.2	Recognize the difference between Syntax and Grammar; and	Lecturing/Discussions	Quiz, Exam
1.3	Describe the English syntactic structures in terms of functions and categories.	Lecturing	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Distinct between various syntactic properties of English and other languages;	Lecturing/Discussion	Quiz, Exam
2.2	Discuss the issues related to the creativity of human languages;	Lecturing/Discussion	Quiz, Exam
2.3	Highlight the comparative aspects of generative grammar and the nature of cross-linguistic variation	Lecturing	Quiz, Exam
2.4	Explore the complexity of sentence structure; and	Lecturing/Assignment	Quiz, Exam

2.5	Recognize what is beyond the surface grammatical structures;	Lecturing/Discussion	Quiz, Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Recognize the structure and the building of the sentence elements; and	Lecturing/Assignment	Quiz, Exam,
3.2	Work in a team.	Presentation	Quiz, Exam,
4.0	**Communication, Information Technology, Numerical**		
4.1	Diagnose syntactic errors and duly correct them;	A	Quiz, Exam
4.2	Suggest tools to analyze syntactic structures;	Lecturing/Assignment	Quiz, Exam
4.3	Analyze the function and structure of elements occurring within the sentence; an	Assignment	Quiz, Exam
4.4	Contrast theory with data.	Lecturing/Assignment	Quiz, Exam
5.0	**Psychomotor**		
5.1	NA		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 3 hours/week (office hours) - Academic Supervision - Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks Miller, Jim. (2004). *An Introduction to English Syntax*. Edinburgh University Press.

2. List Essential References Materials (Journals, Reports, etc.)   - Baker, C. (1995). English syntax. Cambridge, Massachusetts: MIT Press.   - Carnie, A. (2006). *English syntax: A generative introduction* (2nd ed.). Oxford, England: Blackwell Publishing.   - Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course* (2nd ed.). Boston: Heinle.   - Finegan, E. (2007). *Language: Its structure and use*. Boston, MA: Thomson Wadsworth.   - Jacobs, R. A. (1995). *English syntax: A grammar for English language professionals*. NY: Oxford University Press.   - Jamal Ouhalla. (1999). *Introducing Transformational Grammar: From Principles and Parameters to Minimalism* (2nd ed.). Oxford: Oxford University Press.   - Miller, J. (2002). *An introduction to syntax*. Edinburgh, Great Britain: Edinburgh University Press.   - O'Dwyer, B. (2000). *Modern English structures: form, function, and position*. Toronto, Ontario: Broadview Press.   - Radford, A. (2004) *Minimalist syntax: Exploring the structure of English*. Cambridge, England: Cambridge University Press.   - Van Valin, Jr., R. (2004). *An introduction to syntax*. Cambridge, England: Cambridge University Press.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   N/A

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data-show - Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Snap checks by department/track supervisor on samples of students' work - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____   Date Specification Completed: _____

Program Coordinator: _____

Signature: _____   Date Received: _____

Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي

National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 386
Morphology

Course Specifications

Institution   King Abdulaziz University   Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **Morphology**   **ENGL 386**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Core Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 5
6. Pre-requisites for this course: ENGL 280
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply)   a. traditional classroom   ■ What percentage?   100%   b. blended (traditional and online)   ☐ What percentage? ☐   c. e-learning   ☐ What percentage? ☐   d. correspondence   ☐ What percentage? ☐   f. other   ☐ What percentage? ☐   Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to:

1. Introduce basic concepts of English morphology;
2. Explain different ways of word formation;
3. Develop the student's ability in language analysis;
4. Establish the connection between Morphology, Phonology, and Semantics; and
5. Recognize different language components.

2. Briefly describe any plans for developing and improving the course that are being implemented.

N/A

C. Course Description

This course introduces the basic concepts of morphology and the various ways of word formation. The course seeks to develop students' ability in language analysis in terms of form and derivations. The course also introduces the interface between Morphology, Phonology, and Semantics. It also helps students to be aware of the components of the speech starting from the word and its various derivations and ending in sentence structures.

1. Topics to be Covered		
	No. of Weeks	Contact hours
Word formation, words, sentences and dictionaries	3	9
Parts of word: roots and derivations	3	9
Inflections	3	9
Compounds, blends and phrasal words	3	9
A word structure and meaning	3	9

2. Course components (total contact hours and credits per semester):						

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Define the basic concepts of morphology;	Lecturing	Quiz, Exam
1.2	Describe various ways of word formation;	Lecturing/Discussions	Quiz, Exam
1.3	Identify morphemes as words, word stems, affixes and as units of meaning; and	Lecturing	Quiz, Exam
1.4	Recognize different language components.	Lecturing	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Explain different ways of word formation	Lecturing/Discussion	Quiz, Exam
2.2	Use the major structural and functional categories of morphemes and words	Lecturing/Discussion	Quiz, Exam
2.3	Choose appropriate words to convey the message	Lecturing	Quiz, Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Communicate and interact with classmates; and	Lecturing/Assignment	Quiz, Exam,
3.2	Work on teams.	Presentation	Quiz, Exam,
4.0	**Communication, Information Technology, Numerical**		
4.1	Analyze language in terms of form and derivations; and	A	Quiz, Exam

4

4.2	Establish the connection between Morphology, Phonology, and Semantics.	Lecturing/Assignment	Quiz, Exam
5.0	**Psychomotor**		
5.1	NA		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

Carstairs-McCarthy, Andrew. (2002). *An Introduction to English Morphology*. Edinburgh University Press.

2. List Essential References Materials (Journals, Reports, etc.)

- M. Hammond and M. Noonan. (1988). *Theoretical Morphology*, (New York, Academic Press).
- P. H. Matthews. (1972). *Inflectional Morphology*, Cambridge University Press.
- Rochelle Lieber, (2010). *Introducing Morphology*, Cambridge University Press.
- Martin Haspelmath, (2000). *Understanding Morphology*, London: Arnold, co-published New York: Oxford University Press.
- Francis Katamba, (1993). *Morphology*, New York: St. Martin's Press.
- P.H. Matthews, (1987). Morphology: *An Introduction to the Theory of Word Structure*, 2nd ed., Cambridge: Cambridge University Press.
- Plag, I. (2003). *Word formation in English*. Cambridge: Cambridge University Press.
- Fromkin, V., Rodman, R., Hyams, N., Collins, P. & Amberber, M. (2005). *An introduction to language*: 5th edition. Oxford.
- Arronof, M. & Miller, R. J. (2003). *The handbook of Linguistics*. Oxford: Blackwell Publishing.
- McCarthy, C.A. (2002). *An introduction to English morphology: word and their structure*. Edinburgh: Edinburgh University Press.
- Stockwell, R. & Minkova, D. (2001). *English words: history and structure*. Cambridge: Cambridge University Press.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

N/A

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data-show - Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Internal reviewers
- External reviewers (periodical)

3 Processes for Improvement of Teaching
- Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

Education Evaluation Commission

National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 387
Pragmatics

Course Specifications

Institution	King Abdulaziz University	Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **Pragmatics** **ENGL 387**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Core Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 6
6. Pre-requisites for this course: ENGL 280
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom   ■ What percentage?   100% b. blended (traditional and online)   ☐ What percentage? ☐ c. e-learning   ☐ What percentage? ☐ d. correspondence   ☐ What percentage? ☐ f. other   ☐ What percentage? ☐ Comments:

B Objectives

1. What is the main purpose for this course?
This course aims to:
1. Identify key concepts and theories of pragmatics; 2. Apply principles of pragmatics in verbal and written English; 3. Help students understand the use of discourse markers in conversational English; 4. link the language utterance to social context; and 5. Analyze both verbal and written texts.
2. Briefly describe any plans for developing and improving the course that are being implemented.
N/A

C. Course Description

This course provides an accessible introduction to pragmatics, which deals with how speakers and hearers use language to communicate meaning in real-life discourse contexts. The course will deal with two broad issues in pragmatics: (i) how meaning can depend on the context of use, and (ii) the contrast between what is said and what is communicated. The course will also discuss various kinds of speech acts, such as requesting, asking, and ordering, as well as indirect speech acts, and use a theory of politeness.

1. Topics to be Covered		
	No. of Weeks	Contact hours
Introduction and Deixis	3	9
Speech Acts	3	9
Implicature (Grice Theory)	3	9
Relevance	3	9
Presupposition	3	9

| 2. Course components (total contact hours and credits per semester): |

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

| 3. Additional private study/learning hours expected for students per week. 3 hours |

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Define the basic theories of Pragmatics;	Lecturing	Quiz, Exam
1.2	Describe the basic concepts of pragmatics;	Lecturing	Quiz, Exam
1.3	Recognize the difference between direct and indirect meaning	Lecturing	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Apply principles of pragmatics in verbal and written English;	Lecturing/Discussion	Quiz, Exam
2.2	Discuss issues related to different levels of meaning;	Lecturing/Discussion	Quiz, Exam
2.3	Interpret meaning of a text in different cultural and social contexts.	Lecturing/Discussion	Quiz, Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Use discourse markers in conversational English;	Lecturing/Assignment	Quiz, Exam,
3.2	Demonstrate the ability to communicate with different cultures.	Presentation	Quiz, Exam,
4.0	**Communication, Information Technology, Numerical**		

4.1	Link between text and social context;	Lecturing/Assignment	Quiz, Exam
4.2	Analyze both verbal and written texts using different pragmatic theories;	Lecturing/Assignment	Quiz, Exam
4.2	Suggest pragmatic tools to analyze oral and written texts.	Lecturing/Assignment	Quiz, Exam
5.0	**Psychomotor**		
5.1	NA		

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

Thomas, J. (1995). *Meaning in Interaction: An Introduction to Pragmatics*. London: Longman.

2. List Essential References Materials (Journals, Reports, etc.)

- Levinson, S. C. (1983). Pragmatics. Cambridge: Cambridge University Press.
- Saeed, J. (1997). Semantics. Oxford: Blackwell.
- Yule, G. (1996). Pragmatics. Oxford: Oxford University Press.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- http://www.asha.org/public/speech/development/Pragmatics.htm
- http://www.tlumaczenia-angielski.info/linguistics/pragmatics.htm
- http://ia.uni.lodz.pl/pragmatics/
- http://www.isca-students.org/home

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Classroom

2. Computing resources (AV, data show, Smart Board, software, etc.)
- Data-show
- Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
-   Surveys
-   Direct Contact with Department Head

- Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Snap checks by department/track supervisor on samples of students' work - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

Education Evaluation Commission

National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 389
Semantics

Course Specifications

Institution   King Abdulaziz University   Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **Semantics** **ENGL 389**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Core Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 6
6. Pre-requisites for this course: ENGL 280
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom   ■   What percentage?   100% b. blended (traditional and online)   ☐   What percentage?   ☐ c. e-learning   ☐   What percentage?   ☐ d. correspondence   ☐   What percentage?   ☐ f. other   ☐   What percentage?   ☐ Comments:

B Objectives

1. What is the main purpose for this course?
This course aims to:
1. Enable students to have a clear idea about Semantics and analyze sentences semantically;   2. Introduce students to different usages and production of natural language;   3. Assist students to know reference, sentence, utterance, proposition and predicate among other topics;   4. Distinguish between classes of words; and   5. Apply context to meaning and semantic ambiguity.
2. Briefly describe any plans for developing and improving the course that are being implemented.   N/A

C. Course Description

This course introduces students to the field of Semantics. It covers different areas and topics within semantics such as hyponymy, synonymy, antonymy, polysemy, reference, sentence, utterance, proposition, predicates and other topics. It introduces students to meaning at the levels of the sentence and speech act. It also introduces componential analysis and language universals.

1. Topics to be Covered

	No. of Weeks	Contact hours
Introduction to Semantics and basic terminology	3	9
Word classes and componential analysis	3	9
Types of meaning, meaning relations, and properties	3	9
Thematic/semantic interactions	3	9
Deep structure meaning	3	9

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total

Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Describe hyponymy, synonymy, antonymy, and polysemy;	Lecturing	Quiz, Exam
1.2	Recognize usage and production of natural language;	Lecturing	Quiz, Exam
1.3	Identify reference, sentence, utterance, proposition and predicates among other topics.	Lecturing	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Explain different theories in semantics.	Lecturing/Discussion	Quiz, Exam
2.2	Discuss different aspects of meaning in words.	Lecturing/Discussion	Quiz, Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Demonstrate how language users achieve their goals in verbal interaction with others.	Lecturing/Assignment	Quiz, Exam,
4.0	**Communication, Information Technology, Numerical**		
4.1	Analyze sentences using theories of semantics;	Lecturing/Assignment	Quiz, Exam
4.2	Examine the relationship between language and meaning on word, sentence and utterance level.	Lecturing/Assignment	Quiz, Exam
5.0	**Psychomotor**		
5.1	NA		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

Abdul-Raof, H. 2016. *Semantics*. Taiba University.

2. List Essential References Materials (Journals, Reports, etc.)

- Cruze, D. A. (2000). Meaning in language: An Introduction to Semantics and Pragmatics. Oxford University Press.
- Allen, K. (1986). Linguistic Meaning (2 Volumes). London, Routledge.

- Cruse, D. A. (1986). Lexical Semantics. Cambridge, Cambridge University Press.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Saeed, J. (1997). Semantics. Oxford: Blackwell.
- Cruse, A. (2000). Meaning in Language: An Introduction to Semantics and Pragmatics. Oxford University Press.
- Bach, Emmon. (1989) Informal lectures on formal semantics. Albany, NY: SUNY Press.
- Frawley, William. (1992). Linguistic semantics. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Ungerer, Friedrich & Schmidt, Hans-Jorg. (1996). An introduction to cognitive linguistics. London, UK: Longman.

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- http://ia.uni.lodz.pl/pragmatics/
- http://www.isca-students.org/home

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Classroom

2. Computing resources (AV, data show, Smart Board, software, etc.)
- Data-show
- Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Snap checks by department/track supervisor on samples of students' work - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 461
TEFL

Course Specifications

Institution   King Abdulaziz University   Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **TEFL** **ENGL 461**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Core Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course: ENGL 360
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom   ■ What percentage?   100% b. blended (traditional and online)   What percentage? c. e-learning   What percentage? d. correspondence   What percentage? f. other   What percentage? Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to:
   1. Reinforce students' knowledge on TEFL.
   2. Provide students with the theoretical background of language teaching.
   3. Sensitize students to the different variables included in language teaching and learning.
   4. Present the most effective teaching techniques.
   5. Help students learn how to overcome the difficulties in implementing TEFL.

2. Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

This course aims at providing students, as prospective EFL teachers, with the theoretical and practical considerations of language teaching and learning. The course outlines the concerns of applied linguistics that have influenced teaching English as a foreign language. More importantly, this course focuses on specific techniques and materials for use within the latest methodological approach. Indeed, it involves the most effective ways of teaching the four language skills - listening, speaking, reading, and writing - as well as presenting such language components as grammar and vocabulary. In addition, this course presents an approach to lesson planning, classroom management, and assessment.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction to TEFL	2	6
Grammar-translation method	2	6
The direct Method	2	6
Audi-lingual method	2	6

The silent way	1	3
Desuggestopedia	1	3
Community language learning	1	3
TPR	1	3
Communicative Language Teaching	1	3
Content-based, Task-based, and participatory approaches	1	3
Learning strategy training, cooperative learning, and multiple intelligences	1	3

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		

1.1	Recognize different methods of teaching; and	Lecturing/Discussions	Quiz, Exam
1.2	Recall the principles of each method of teaching.	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Identify questioning strategies;	Lecturing/Discussion	Quiz, Exam
2.2	Use classroom management techniques.	Lecturing/Discussion	Quiz, Exam, Presentation
3.0	**Interpersonal Skills & Responsibility**		
3.1	Formulate behavioral objectives;	Lecturing/Discussion	Quiz, Exam, Presentation
3.2	Identify the language input in the textbooks.	Lecturing/Discussion	Quiz, Exam, Presentation
4.0	**Communication, Information Technology, Numerical**		
4.1	Recognize and use a variety of presentation techniques;	Presentation	Presentation
4.2	Solve problems which teachers frequently encounter;	Lecturing/Discussion	Exam/Quiz
4.3	Adapt the language of instruction according to the age range of pupils.	Discussion/Presentation	Presentation
5.0	**Psychomotor**		
5.1	Plan a lesson;	Lecturing/Discussion	Assignment/Presentation
5.2	Role-play as teachers utilizing different teaching principles.	Lecturing/Discussion	Exam/Presentation

6. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week) - 3 hours/week (office hours) - Academic Supervision - Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks Diane Larsen-Freeman. (2008). *Techniques and principles in Language Teaching*, 2nd edition. Oxford.
2. List Essential References Materials (Journals, Reports, etc.) • Jeremy Harmer. (2007). *The Practice of English Language Teaching*. Pearson Longman. • Al-Mutawa, Najat and Kailani, Taiseer. (1989). *Methods of Teaching English to Arab Students*. England. Longman. • Cook, G. (2003). *Applied Linguistics*, Oxford University Press. pp. 42-48. • Jack C. Richards, Theodore S. Rodgers. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press. • Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy.* Englewood Cliffs, NJ: Prentice Hall Regents. • Brown, H. Douglas. (2000). *Principles of Language Learning and Teaching*, 4th ed. Upper Saddle River, NJ: Prentice Hall Regents.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. • http://www.education-world.com/foreign_lang/classroom/esl.shtml • http://www.english-to-go.com/eslresources.htm • http://www.tesol.org/s_tesol/index.asp • http://www. tesol.org/s_tesol/index.asp
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data-show - Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
    - Surveys
    - Direct Contact with Department Head
    - Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
    - Internal reviewers
    - External reviewers (periodical)

3 Processes for Improvement of Teaching   - Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
    - Snap checks by department/track supervisor on samples of students' work
    - Checking of markings by an independent teaching staff
    - Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 467
Theories of Learning

Course Specifications

Institution   King Abdulaziz University   Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **Theories of Learning** **ENGL 467**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Core Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course: ENGL 360
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom   ■   What percentage?   100% b. blended (traditional and online)   ☐   What percentage?   ☐ c. e-learning   ☐   What percentage?   ☐ d. correspondence   ☐   What percentage?   ☐ f. other   ☐   What percentage?   ☐ Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to:
 	
   1. Acquaint students with the general concepts of learning theory
   2. Consider a variety of theories of learning
   3. Understand how individual differences affect the learning process
   4. Provide students with the opportunity to engage in critical analysis of theories through class discussion and class assignments
   5. Give students opportunities to think about how to apply course material into their personal philosophy and future practice.

2. Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

This course is a study of human learning and cognitive organization and processes. It provides a current and comprehensive overview of theories related to learning. It aims at outlining basic theories of learning, including Behaviorism, Cognitivism, Constructivism, social learning, action learning, adult learning, and sensory stimulation learning, among others. The course focuses on understanding how learning occurs, and therefore the principles of the theories can be used as guides to help select tools, techniques, and strategies of instruction to promote the learning process. The course focuses on learning as a relatively permanent change in behavior, which includes both observable activity and internal processes such as thinking, attitudes and emotions.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Behaviorism	3	9
Cognitivism	3	9
Constructivism	2	6

Adult learning	2	6
Meaningful learning and other theories	5	15

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Define different theories of learning	Lecturing/Discussions	Quiz, Exam
1.2	Recall the principles of each theory of learning	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Identify how learning occurs based on different interpretations of different theories	Lecturing/Discussion	Quiz, Exam
2.1	Compare between different theories	Lecturing/Discussion	Quiz, Exam
2.2	Demonstrate understanding of how learning occurs	Lecturing/Discussion	Quiz, Exam
2.3	Select appropriate tools of instruction	Lecturing/Discussion	Quiz, Exam
3.0	**Interpersonal Skills & Responsibility**		

3.1	Formulate behavioral objectives	Lecturing/Discussion	Quiz, Exam, Presentation
3.2	Identify observable activities and internal processes such as thinking, attitude, and emotions	Lecturing/Discussion	Quiz, Exam, Presentation
4.0	**Communication, Information Technology, Numerical**		
4.1	Recognize and use a variety of presentation techniques;	Presentation	Presentation
5.0	**Psychomotor**		
5.1	Role-play as teachers utilizing different learning theories.	Lecturing/Discussion	Exam/Presentation

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks
Dale H. Schunk. (2012). *Learning Theories and Educational Perspectives*. Pearson.

2. List Essential References Materials (Journals, Reports, etc.)
- Leonard, David. (2002). *Learning theories A to Z*. Greenwood Press.   - Brooks, J (1995). *Training and Development Competence: a practical guide*. Kogan Page, London.   - Burns, R. (1995). *The adult learner at work*. Business and Professional Publishing, Sydney.   - Burns, S. (1995). 'Rapid changes require enhancement of adult learning' *HRMonthly* June, pp 16-17.   - Knowles, M.S. (1978) *The Adult Learner: a Neglected Species 2nd edition*, Houston: Gulf Publishing Company, Book Division.   - Knowles, M.S. (1990). *The Adult Learner: a Neglected Species 4th edition*, Houston: Gulf Publishing Company, Book Division   - Laird, D. 1985 Approaches to training and development Addison-Wesley, Reading, Mass.   - McGill, I & Beaty, L (1995) *Action Learning, second edition: a guide for professional, management and educational development*. Kogan Page, London.   - Pogson, P. & Tennant, M. (1995). 'Understanding Adults' in Foley, G. ed. *Understanding adult education and training*, St Leonards, Allen & Unwin, pp.20-30.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
- https://www.slideshare.net/santiniescolini/theoriesof-learning   - https://www.learning-theories.com/

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.)   - Data-show   - Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Internal reviewers
- External reviewers (periodical)

3 Processes for Improvement of Teaching
- Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 468
Evaluation and Testing

Course Specifications

Institution   King Abdulaziz University   Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **Evaluation and Testing** **ENGL 468**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Core Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course: ENGL 360
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom   [■] What percentage?   100% b. blended (traditional and online) [ ] What percentage? [ ] c. e-learning   [ ] What percentage? [ ] d. correspondence   [ ] What percentage? [ ] f. other   [ ] What percentage? [ ] Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to:
   1. Help students to understand the roles of and terminologies in assessment and evaluation in education;
   2. Enable students to develop and propose evaluation for enhancing learning, teaching, and curriculum;
   3. Differentiate between assessment and evaluation in education; and
   4. Develop skills essentials to the successful analysis of test results and interpreting the outcomes.
   5. Help students to design assessment appropriate to a variety of learning contexts;

2. Briefly describe any plans for developing and improving the course that are being implemented.

N/A

C. Course Description

This is a course for a language student who is interested in language testing and assessment. The course examines different types and uses of language tests including Norm-referenced tests (NRTs) and Criterion- referenced tests (CRTs). It discusses major components of good language test and provides a step by step account of how to develop a test by focusing on various techniques of item development and item analysis. In this course, the learner is engaged in different hands-on activities on how to measure what needs to be measured accurately. S/he understand the importance of reliability, validity and dependability in testing, develops the skills necessary to measure these variables accurately and applies that knowledge to make valid, reliable, and practical test with respect to standard language constructs and the language learners' needs as well as the characteristics of the teaching / learning situation.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Language tests: Adoption, Adaption, Types, and Uses	4	12
Item Analysis and Test Results	5	15
Interpreting score	3	9
Test reliability, validity, and dependability	3	9

		Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
	Contact Hours	45					45
	Credit	3					3

2. Course components (total contact hours and credits per semester):

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Define different types of language tests (Norm-Based and Criterion-Referenced test)	Lecturing/Discussions	Quiz, Exam
1.2	Define different types of interpretation and measurement	Lecturing/Discussions	Quiz, Exam
1.3	Define accurately standard error of measurement	Lecturing/Discussions	Quiz, Exam
1.4	List various ways to measure tests' reliability (Test-Retest Reliability, Equivalent –Form Reliability, Internal -Consistency Reliability\Split-Half Reliability, Reliability of Rater Judgment)	Lecturing/Discussions	Quiz, Exam
1.5	Name and define various ways of assessing test's validity (content validity, construct validity, criterion-related validity)	Lecturing/Discussions	Quiz, Exam
1.6	Describe characteristic of a good test item	Lecturing/Discussions	Quiz, Exam
1.7	Describe item format analysis	Lecturing/Discussions	Quiz, Exam
1.8	Define the wash-back effect and the factors affecting the impact of wash-back	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		

2.1	Identify testing bias	Lecturing/Discussion	Quiz, Exam
2.2	Identify receptive, productive and personal response items	Lecturing/Discussion	Quiz, Exam, Presentation
2.3	Explain the purpose and structure (i.e., components) of a language test	Lecturing/Discussion	Quiz, Exam, Presentation
2.4	Design and administer different types of admission, proficiency and placement test if need arises	Lecturing/Discussion	Quiz, Exam, Presentation
2.5	Apply the rules of discrimination analysis	Lecturing/Discussion	Quiz, Exam, Presentation
3.0	**Interpersonal Skills & Responsibility**		
3.1	Measure test's reliability and validity	Lecturing/Discussion	Quiz, Exam, Presentation
3.2	Measure Central Tendency, Mean, Mode, Medium, Midpoint, Dispersion, Range, and Variance	Lecturing/Discussion	Quiz, Exam, Presentation
3.3	Calculate item facility	Lecturing/Discussion	Quiz, Exam, Presentation
3.4	Use spreadsheet effectively	Lecturing/Discussion	Quiz, Exam, Presentation
4.0	**Communication, Information Technology, Numerical**		
4.1	Analyze norm-referenced item	Lecturing/Discussion	Presentation
4.2	Assess the learner's need through diagnostics and achievement tests	Lecturing/Discussion	Exam/Quiz
4.3	Interpret language test results correctly in terms of Normal Distribution, Central Tendency, Dispersion, and Percent/Percentages	Lecturing/Discussion	Quiz/Exam
4.4	Perform criterion–referenced item analysis and item quality analysis	Lecturing/Discussion	Exam/Presentation
5.0	**Psychomotor**		
5.1	Display data	Lecturing/Discussion	Assignment/Presentation
5.2	Display frequencies (graphically)	Lecturing/Discussion	Assignment/Presentation
5.3	Create a graph in excel	Lecturing/Discussion	Assignment/Presentation
5.4	Define scales of measurement (nominal, ordinal, continuous scales)	Lecturing/Discussion	Assignment/Presentation

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%

6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks
Brown, H. Douglas. (2000). *Principles of Language Learning and Teaching*, 4th ed. Upper Saddle River, NJ: Prentice Hall Regents.

2. List Essential References Materials (Journals, Reports, etc.)
- James Dean Brown. (**2005).** *Testing in Language Programs: A Comprehensive Guide to English Language Assessment*. **McGraw-Hill College**.

- Brown, J. Dean. (2005). *Testing in Language Programs: A Comprehensive Guide to English Language Assessment*. **McGraw-Hill College.**

- Bachman, L.F. and Palmer, A.S. (1996).*Language Testing in Practice: Designing and Developing Useful Language Test*. Oxford: Oxford University Press.

- Bachman, L. F. (2000).*Modern language testing at the turn of the century: assuring that what we count count*s. *Language Testing*, 17(1), 1-42.
- Cook, G. (2003). *Applied Linguistics*, Oxford University Press. pp. 42-48.
- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy.* Englewood Cliffs, NJ: Prentice Hall Regents.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- http://www.education-world.com/foreign_lang/classroom/esl.shtml
- http://www.english-to-go.com/eslresources.htm
- http://www.tesol.org/s_tesol/index.asp

- http://www. tesol.org/s_tesol/index.asp

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Classroom

2. Computing resources (AV, data show, Smart Board, software, etc.)
- Data-show
- Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
   - Surveys
   - Direct Contact with Department Head
   - Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
   - Internal reviewers
   - External reviewers (periodical)

3 Processes for Improvement of Teaching
   - Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
   - Snap checks by department/track supervisor on samples of students' work
   - Checking of markings by an independent teaching staff
   - Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 490
Research Design in Linguistics

Course Specifications

Institution	King Abdulaziz University	Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department		

A. Course Identification and General Information

1. Course title and code: **Research Design in Linguistics** **ENGL 490**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Core Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course: ENGL 312
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom ▉ What percentage? 100% b. blended (traditional and online) ☐ What percentage? ☐ c. e-learning ☐ What percentage? ☐ d. correspondence ☐ What percentage? ☐ f. other ☐ What percentage? ☐ Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to:
  1. Analyze and evaluate important research terms, concepts, and technique.
  2. Develop the students' analytical capabilities through comparison and contrast in the application of theories and concepts to linguistic phenomena.
  3. Enhance the students' academic skills through assigned readings, discussions, examinations, and other requirements.
  4. Introduce students to qualitative and quantitative research methods.
  5. Prepare students to write a short research proposal.

2. Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

This course is an introduction to research methods and design. It covers four major areas: the construction of the problems and the importance of hypotheses, data collection procedures, reviewing literature and procedures of scientific inquiry. The course also deals with other areas of knowledge relevant to the use of library, collecting data, documentation and conducting a research. In addition, the trends and patterns in the use of various research methods are given considerable emphasis in the course.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Structure of research paper	4	12
Types of research design	2	6
Designing a research	2	6
Data Collection	2	6

	Writing techniques for literature review, Introduction, analysis, abstract and conclusion,	5	15

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Recall the linguistic frameworks for linguistic inquiry.	Lecturing/Discussions	Quiz, Exam
1.2	Demonstrate understanding of various methods for constructing empirical research;	Lecturing/Discussions	Quiz, Exam
1.3	Memorize research terminology and their meanings.	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Choose appropriate research technique;	Lecturing/Discussion	Quiz, Exam, Presentation
2.2	Assemble a list of references in a correct way;	Lecturing/Discussion	Quiz, Exam, Presentation
2.3	Classify research types;	Lecturing/Discussion	Quiz, Exam, Presentation
2.4	Rewrite quotations from different resources; and	Lecturing/Discussion	Quiz, Exam, Presentation
2.5	Design a research work.	Lecturing/Discussion	Quiz, Exam, Presentation
3.0	**Interpersonal Skills & Responsibility**		

3.1	Measure test's reliability and validity	Lecturing/Discussion	Quiz, Exam, Presentation
3.2	Measure Central Tendency, Mean, Mode, Medium, Midpoint, Dispersion, Range, and Variance	Lecturing/Discussion	Quiz, Exam, Presentation
3.3	Calculate item facility	Lecturing/Discussion	Quiz, Exam, Presentation
4.0	**Communication, Information Technology, Numerical**		
4.1	Use computer and data show effectively in promoting scientific and practical abilities side by side with using internet and e- learning perfectly.	Lecturing/Discussion	Presentation
4.2	Write technical reports (i.e., APA lab reports) and use statistical packages in the computer (e.g., SPSS)	Lecturing/Discussion	Exam/Quiz
5.0	**Psychomotor**		
5.1	Display data	Lecturing/Discussion	Assignment/Presentation
5.2	Make a presentation	Lecturing/Discussion	Presentation

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 3 hours/week (office hours)
- Academic Supervision

- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks Beins, B. C. (2009) *Research Methods: A Tool for Life*, 2nd ed. Boston: Allyn & Bacon.

2. List Essential References Materials (Journals, Reports, etc.)
 	
    • Griffee, Dale. (2012). An Introduction to Second Language Research Methods: Design and Data. TESL-EJ Publications.
    • Marczyk, G et al. (2005). *Essentials of Research Design and Methodology*. Johm Wiley & Sons.
    • Lawrence Neuman. *Basics of Research Methods*, 2nd Edition, by. It is available for purchase in the bookstore. (1992)
    • American Psychological Association *Publication manual of the American Psychological Association* (4th Ed.). Washington, D.C. (1994).

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
 	
    • https://cirt.gcu.edu/research/developmentresources/tutorials/researchdesigns
    • http://academicguides.waldenu.edu/researchcenter/resources/Design

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data-show - Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Internal reviewers
- External reviewers (periodical)

3 Processes for Improvement of Teaching
- Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

Education Evaluation Commission

National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 491
Discourse Analysis

Course Specifications

Institution	King Abdulaziz University	Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department	

A. Course Identification and General Information

1. Course title and code: **Discourse Analysis**   **ENGL 491**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Core Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course: ENGL 280
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply)   a. traditional classroom [X] What percentage? 100%   b. blended (traditional and online) [ ] What percentage? [ ]   c. e-learning [ ] What percentage? [ ]   d. correspondence [ ] What percentage? [ ]   f. other [ ] What percentage? [ ]   Comments:

B Objectives

1. What is the main purpose for this course? This course aims to: 　1. Help students identify the aspects of cohesion and coherence. 　2. Make students explore the relation between the language and the mind. 　3. Help students recognize the various topics of discourse analysis and text linguistics. 　4. Enable students to analyze and use techniques of text analysis of wide varieties in English. 　5. Let students demonstrate practical abilities in analyzing conversational skills.
2.   Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

This course introduces the main areas of studying text and language varieties. These areas include discourse markers, textual units, text structuring, cohesion, coherence and conventional analysis. In addition, the course covers specific techniques used in the analysis of varieties of speech and writing. There is also special emphasis on the study of macro-functions of language as seen in the analysis of actual texts; students will examine concrete manifestations of language use and the social and cultural norms relating to that use.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Discourse Analysis and Text Analysis: Characteristics of spoken and written discourse	4	12
Discourse and Pragmatics: Inference, Reference, Presupposition, and Implicature	4	12
Discourse, power and ideology	3	9
Socio-cultural knowledge	2	6
Identity and intertextuality	2	6

		Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours		45					45
Credit		3					3

2. Course components (total contact hours and credits per semester):

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Demonstrate understanding of the major theoretical bases of discourse analysis as used in social and political analysis.	Lecturing/Discussions	Quiz, Exam
1.2	Recognize the relation between discourse and social change.	Lecturing/Discussions	Quiz, Exam
1.3	Identify ritual elements in social interaction.	Lecturing/Discussions	Quiz, Exam
1.4	Memorize terminology and their meanings.	Lecturing/Discussions	Quiz, Exam
1.5	Recognize the social beliefs and myths that shape discourse.	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Explore the relation between the language and the mind.	Lecturing/Discussions	Quiz, Exam
2.2	Examine the difference between language in books and language in everyday use.	Lecturing/Discussions	Quiz, Exam
2.3	Develop an insight into qualitative discourse analysis research methods for the Social Sciences.	Lecturing/Discussions	Quiz, Exam

2.4	Apply and evaluate discourse theories.	Lecturing/Discussions	Quiz, Exam
2.5	Elaborate different analysis strategies.	Lecturing/Discussions	Quiz, Exam
2.6	Conduct discourse analysis Research.	Lecturing/Discussions	Quiz, Exam
2.7	Use discourse analysis research methods for the Social Science.	Lecturing/Discussions	Quiz, Exam
2.8	Develop their analytical and communicative abilities.	Lecturing/Discussions	Quiz, Exam/Presentation
3.0	**Interpersonal Skills & Responsibility**		
3.1	Analyze the text-context relation.	Lecturing/Discussions	Quiz, Exam
3.2	Deconstruct the message of mass media and analyze its effect on the society.	Lecturing/Discussions	Quiz, Exam
3.3	Analyze interaction in broadcast debates.	Lecturing/Discussions	Quiz, Exam
3.4	Analyze social myths and narrative reality.	Lecturing/Discussions	Quiz, Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Use computer and data show effectively	Lecturing/Discussion	Presentation
5.0	**Psychomotor**		
5.1	Make a presentation	Lecturing/Discussion	Presentation

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

Barbara Johnstone. (2008). *Discourse Analysis, Second Edition*. Blackwell Publishing.

2. List Essential References Materials (Journals, Reports, etc.)

- Jorgensen, M. & Phillips, L. (2002). *Discourse Analysis as Theory and Method*. London: Sage Publications.
- Van Dijk, T. (Ed.) (1997a). *Discourse as structure and process*. London: SAGE Publications.
- Gee, James P. (2005). *An Introduction to Discourse Analysis: Theory and Method*. New York, Taylor and Francis.
- Fairclough, Norman et al. (2003). *Analyzing Discourse: Textual Analysis for Social Research.* New York, Taylor and Francis.
- Brown, P., & Yule, G. (1983). *Discourse analysis*. Cambridge: CUP.
- Kumaravadivelu, B. (1999). "*Critical Classroom Discourse Analysis*", In TESOL Quarterly, Vol. 33, No 3. PP: 453- 484.
- Olshtain, Elite and Celce-Murcia, Marianne. (2003). "*Discourse Analysis and Language Teaching*", In A Handbook of Discourse Analysis.
- Pennycook, Alastair. (1994). "*Incommensurable Discourses*", In Applied Linguistics, Vol. 15, No 2, Oxford University Press.
- Van Dijk, T. (Ed.) (1997b). *Discourse as social interaction*. London: SAGE Publications.
- Adam Hodges. (2011). *The "War on Terror" Narrative: Discourse and Intertextuality in the Construction and Contestation of Sociopolitical Reality.* Oxford University Press.
- Adam Jaworski and Nikolas Coupland (eds.). (2006). *The Discourse Reader,* Second Edition. Routledge**.**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- https://www.llas.ac.uk/resources/gpg/2824.html
- https://www.conted.ox.ac.uk/courses/introduction-to-discourse-analysis

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data-show - Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 492
Psycholinguistics

Course Specifications

Institution King Abdulaziz University Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **Psycholinguistics** **ENGL 492**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Core Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 8
6. Pre-requisites for this course: ENGL 280
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom ▉ What percentage? 100% b. blended (traditional and online) ☐ What percentage? ☐ c. e-learning ☐ What percentage? ☐ d. correspondence ☐ What percentage? ☐ f. other ☐ What percentage? ☐ Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to:
1. Define the nature of human language;
2. Explain the cognitive processes involved in language use;
3. Identify the basic areas of the brain involved in language and describe the functions carried out by these areas;
4. Analyze the mental mechanisms active in language comprehension;
5. Discuss the various stages of language development.

2. Briefly describe any plans for developing and improving the course that are being implemented.

N/A

C. Course Description

This course provides an introduction to the field of psycholinguistics, a discipline that explores the psychological processes underlying the acquisition, production, and comprehension of language. It covers areas such as speech perception, word recognition, language acquisition, sentence comprehension, and sentence production. Topics of focal interest include the development of language skills, the relation between language and cognition, and the mechanisms involved in language acquisition.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Theories of Language Acquisition	4	12
Acquisition - SLA. Difference between LI and L2 Acquisition	4	12
Memory	2	6
Basic syntax and production	3	9

Speech errors and language disorders	2	6

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Describe the stages of language development.	Lecturing/Discussions	Quiz, Exam
1.2	Define the nature of human language;	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Explain the cognitive processes involved in language use	Lecturing/Discussions	Quiz, Exam
2.2	Discern the brain mechanisms active in language comprehension	Lecturing/Discussions	Quiz, Exam
2.3	Examine the methods used in psycholinguistic research	Lecturing/Discussions	Quiz, Exam
2.4	Interpret the results these research methods have uncovered	Lecturing/Discussions	Quiz, Exam

3.0	**Interpersonal Skills & Responsibility**		
3.1	Conduct small experiments to observe the development of language	Lecturing/Discussions	Quiz, Exam
3.2	Develop organizational skills and teamwork aptitude	Lecturing/Discussions	Quiz, Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Demonstrate theoretical models of speech perception, word recognition, sentence processing and language acquisition	Lecturing/Discussion	Presentation
4.2	Collect data and analyze it, using each of these models	Lecturing/Discussion	Presentation
5.0	**Psychomotor**		
	NA		

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision

- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks
Traxler, M. J. (2011). Introduction to Psycholinguistics: Understanding Language. New Jersey: Wiley-Blackwell.

2. List Essential References Materials (Journals, Reports, etc.)
- Aitchison, J. (1998). *The articulate mammal: an introduction to Psycholinguistics*. London: Routledge.   - Field, J. (2003). *Psycholinguistics: A resource book for students*. London: Routledge.   - Steinberg, D. D. and H. Nagata. 2001. *Psycholinguistics: Language, Mind and World*. London: Longman.   - Taylor, I. 1990. *Psycholinguistics: learning and using language*. London: Prentice-Hall.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
- http://www.mpi.nl/   - http://www.intro2psycholing.net/index.php   - https://altmann.lab.uconn.edu/   - http://www.psycholinguistics.com/

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data-show - Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Internal reviewers
- External reviewers (periodical)

3 Processes for Improvement of Teaching
- Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 494
Sociolinguistics

Course Specifications

Institution King Abdulaziz University Date	
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department	

A. Course Identification and General Information

1. Course title and code: **Sociolinguistics** **ENGL 494**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Core Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course: ENGL 280
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom   ■   What percentage?   100% b. blended (traditional and online)   What percentage? c. e-learning   What percentage? d. correspondence   What percentage? f.   other   What percentage? Comments:

B Objectives

1. What is the main purpose for this course?   This course aims to: 1. Help students understand the social dimension of language;   2. Discuss the implications of theoretical linguistics and applied areas, including language education and linguistic policy;   3. Familiarize students with basic principles of sociolinguistic methodology;   4. Expose students to original research on sociolinguistic topics; and   5. Help students learn how to collect and analyze sociolinguistic data.
2. Briefly describe any plans for developing and improving the course that are being implemented.   N/A

C. Course Description

The course provides an overview of the emergence and development of sociolinguistics.
It also provides a brief account of language variation across communication (i.e. the
role of situational variables in linguistic expression and discourse structure). Moreover,
it trains the students on how to collect and analyze sociolinguistic data.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
The social study of language:	2	6
Ethnography of speaking	3	9
Speech variation and dialects	2	6
Styles, gender, and social class	3	9
Code switching and mixing	3	9

Bilingualism and multilingualism	2	6

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Define relevant terms, concepts, and expressions discussed in the course	Lecturing/Discussions	Quiz, Exam
1.2	Provide examples for sociolinguistic phenomena discussed in the course	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Identify the major traits of the various quantitative and qualitative methods in the study of social dialects;	Lecturing/Discussions	Quiz, Exam
2.2	Write a minimum of two article critiques and two book chapter reviews.	Lecturing/Discussions	Quiz, Exam
3.0	**Interpersonal Skills & Responsibility**		

3.1	Conduct field research, analyze results, and present findings in a final research paper	Lecturing/Discussions	Quiz, Exam
3.2	Use library and database resources for independent research.	Lecturing/Discussions	Quiz, Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Collect his own language data and analyze it	Lecturing/Discussion	Quiz, Exam, Presentation
4.2	Critique other students' presentations and make suggestions for improvement	Lecturing/Discussion	Presentation
5.0	**Psychomotor**		
5.1	Review available literature on a sociolinguistic topic and present it in the class.	Lecturing/Discussion	Presentation

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision

- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks Spolsky, B. (2004). *Sociolinguistics.* Oxford.
2. List Essential References Materials (Journals, Reports, etc.) • Wardhaugh, Ronald. (2001). An Introduction to Sociolinguistics (Textbooks in Linguistics). • Baker, Paul. (2010). *Sociolinguistics and Corpus Linguistics*. Edinburgh University Press. • Mesthrie, Rajend. (2001). *Concise Encyclopedia of Sociolinguistics*. Pergamon. • Coulmas, Florian. (1998). *The Handbook of Sociolinguistics*. Blackwell.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. • http://www.lancaster.ac.uk/linguistics/a-level/ • http://users.abo.fi/mgill/soclinks.htm • http://all-about-linguistics.group.shef.ac.uk/
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data-show - Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
   - Surveys
   - Direct Contact with Department Head
   - Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
   - Internal reviewers
   - External reviewers (periodical)

3 Processes for Improvement of Teaching   - Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
   - Snap checks by department/track supervisor on samples of students' work
   - Checking of markings by an independent teaching staff
   - Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____   Date Specification Completed: _____

Program Coordinator: _____

Signature: _____   Date Received: _____

هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 499
Practicum in Linguistics

Course Specifications

Institution   King Abdulaziz University   Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **Practicum in Linguistics** **ENGL 499**
2. Credit hours: 4
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Core Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 8
6. Pre-requisites for this course: ENGL 490
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom   ■ What percentage?   20% b. blended (traditional and online)   ☐ What percentage?   ☐ c. e-learning   ☐ What percentage?   ☐ d. correspondence   ☐ What percentage?   ☐ f. other   ■ What percentage?   80% Comments: Preparing an authentic research paper to demonstrate researching techniques acquired.

B Objectives

1. What is the main purpose for this course? This course aims to: 1. Help students to carry out an independent pedagogical, empirical, experimental, or theoretical research project; 2. Assist students in formulating a research topic, presenting a literature review, using appropriate methodology, collecting data pertinent to the project, and interpreting the data; 3. Help students to use library and electronic research sources effectively; 4. Help students to use English reading and writing skills effectively to report on research or problem analysis; 5. (For students opting for an internship in teaching) help students put into practice what they have learnt in applied linguistics courses.
2. Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

Practicum in linguistics is a course that allows students to undertake a descriptive project using analytic tools acquired in other core areas of Linguistics. The project should document a piece of original research conducted by the student into some aspect of a particular dialect, language, or variety. The data may be collected first hand by the student, or it may be collected from other credible sources. Analysis of the data may focus on an aspect or combination of aspects of linguistic structure or usage. The student may also undertake a teaching project that includes several procedures including making observation for several teachers in different classes and levels to take notes; preparing a lesson plan and teaching it to a class in the college, after the approval of the teacher, and then preparing an authentic report to document all the procedures. All students must give presentations for their projects.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours

Selection of a topic to prepare a research on	3	12	
Prepare a research/Internship	11	44	
Presentation	1	4	

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	60					60
Credit	4					4

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Describe basic terms relevant to research; and	Lecturing	Written Exam
1.2	Recognize the required steps to prepare a research.	Lecturing	Written Exam/Research
2.0	**Cognitive Skills**		
2.1	Practise a relevant set of methodological and analytical skills;	Lecturing	Written Exam/Research

2.2	Engage in the creation of new knowledge on the cutting edge of an academic discipline and apply that knowledge to real-world problems;	Lecturing		Written Exam/Research
2.3	Make Quotations in a right way;	Lecturing		Homework/Research
2.4	Set an investigable question/hypothesis on an issue relevant to the degree; and	Lecturing		Written Exam/Research
2.5	Display an active grasp of concepts developed through other course modules.	Lecturing		Written Exam/Research
3.0	**Interpersonal Skills & Responsibility**			
3.1	Demonstrate good academic writing and editing skills, and share these skills through peer-support	Lecturing		Written Exam/Research
3.2	Chose a topic of choice to work on	Lecturing		Research
3.3	Participate directly in the University's central mission of scientific discovery, scholarly activity and artistic creation	Lecturing		Research
3.4	Manage time and resources effectively in undertaking a research project	Lecturing		Written Exam/Research
3.5	Develop a one-on-one mentoring relationship with a faculty member that can earn the student a recommendation letter — a necessity for acceptance into graduate school and professional programs	Lecturing		Written Exam/Research
4.0	**Communication, Information Technology, Numerical**			
4.1	Appraise topic-appropriate literature, data sources, and methodologies	Practice		Research
4.2	Demonstrate critical skills in communication, independent thinking, creativity and problem	Practice		Research
5.0	**Psychomotor**			
5.1	Make a presentation	Practice		Research

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignment 1	5	10%
2	Assignment 2	8	10%
3	Assignment 3	11	10%
4	Research / Internship (30% for report and 20% for Mentor Assessment)	3-14	50%
5	Presentation	15	20

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

NA

2. List Essential References Materials (Journals, Reports, etc.)

- Keith Richards, Steven John Ross and Paul Seedhouse. (2011).*Research Methods for Applied Language Studies*: An Advanced Resource Book for Students (Routledge Applied Linguistics).
- Alison Wray; Kate Trott; Aileen Bloomer; Shirley Reay; Chris Butler.(2006).*Projects in Linguistics: A Practical Guide to Researching.* Hodder Education; 2nd Revised edition.

Note: References vary according to the topic

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- References vary according to the topic

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Classroom
Library
2. Computing resources (AV, data show, Smart Board, software, etc.)
- Data-show
- Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
  -   Surveys
  -   Direct Contact with Department Head
  -   Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
  -   Internal reviewers
  -   External reviewers (periodical)

3 Processes for Improvement of Teaching   -   Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
  -   Snap checks by department/track supervisor on samples of students' work
  -   Checking of markings by an independent teaching staff
  -   Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 351
Terminology

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Terminology** **ENGL 351**
2. Credit hours: 3
3. Program(s) in which the course is offered. BA in English, Linguistics Track (elective course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 8
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom   ■   What percentage?   100% b. blended (traditional and online)   ☐   What percentage?   ☐ c. e-learning   ☐   What percentage?   ☐ d. correspondence   ☐   What percentage?   ☐ f. other   ☐   What percentage?   ☐ Comments:

B Objectives

1. What is the main purpose for this course?
This course aims to allow students to:
1- **Examine the relationship between terminology and translation;** 2- **Understand the role of terminology in documentation;** 3- **Describe the development of lexicography;** 4- **Analyze linguistic standardization in relation to language planning;** 5- **Consider the part of terminology in linguistic engineering.**
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   -   Students shall make presentations throughout the course

C. Course Description

Terminology is becoming more and more necessary in many professions in various areas. Situations like translation, documentation, language management, digital documentation management, linguistic engineering, knowledge dissemination, writing specialized texts, teaching specific subjects all require terminology, terminology management and the resolution of terminological problems. In this course, students acquire an overall view of the synergies between terminology and other professional areas. They carry out exercises that respond to real professional needs in areas like translation, lexicography, teaching, documentation, linguistic planning and automatic information management.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction	1	3

Unit 1: Terminology and translation	2	6
Unit 2: Terminology, terminography and lexicography	2	6
Unit 3: Terminology and documentation	2	6
Unit 4: Terminology and language planning	2	6
Unit 5: Terminology and language teaching	2	6
Unit 6: Terminology and computational linguistics	2	6
Unit 7: Terminological training for translators	2	6

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods

1.0	**Knowledge**		
1.1	**Recognize the role and organization of main International Organizations;**	Lecturing	Written Exam
1.2	Describe the ideas and norms that guide world order	Lecturing	Written Exam
1.3	Realize the role of International Organizations in peacekeeping operations	Lecturing	Written Exam
2.0	**Cognitive Skills**		
2.1	Understand the concept of international cooperation	Lecturing	Written Exam
2.2	Consider the challenges facing international cooperation	Lecturing	Written Exam
2.3	Compare the tasks of the different international organizations.	Lecturing	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Work in pairs and collaborate with colleagues.	Practice	Class activities and homework
3.2	Find the relevant information through information cross-checking	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Work in pairs and collaborate with colleagues.	Practice	Class activities
4.2	Communicate relevant information clearly and efficiently.	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	Prepare and deliver an oral presentation	Practice	Oral exam

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%

8	Final exam		16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks:
   - Cabre, M. T. 1999. *Terminology: Theory, Methods and Applications.* Amsterdam: Benjamins.
   - Rey, A. 1995. *Essays on Terminology*. Amsterdam: Benjamins.

2. List Essential References Materials (Journals, Reports, etc.)

   - Temmerman, R. 2000. *Towards New Ways of Terminology Description*. Amsterdam: Benjamins.
   - Temmerman, R. 2014. *Dynamics and Terminology*. Amsterdam: Benjamins.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

http://www.euralex.org
https://elex.link/elex2017/

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   Classroom; Laboratory
2. Computing resources (AV, data show, Smart Board, software, etc.)   - Data show   - Computer   - Smart Board
3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   - Surveys   - Direct Contact with Department Head   - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department   - Internal reviewers   - External reviewers (periodical)
3 Processes for Improvement of Teaching   - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   - Snap checks by department/track supervisor on samples of students' work   - Checking of markings by an independent teaching staff   - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. - Student Questionnaires
2. - Staff Questionnaires
3. - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 361
Teaching Strategies

Course Specifications

Institution	King Abdulaziz University	Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department		

A. Course Identification and General Information

1. Course title and code: **ENGL 361** **Teaching Strategies**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Elective Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 6
6. Pre-requisites for this course: ENGL 360
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom   ■   What percentage?   100% b. blended (traditional and online)   ☐   What percentage?   ☐ c. e-learning   ☐   What percentage?   ☐ d. correspondence   ☐   What percentage?   ☐ f. other   ☐   What percentage?   ☐ Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to:
   1. Identify major teaching strategies and techniques
   2. Demonstrate understanding of successful methods of presenting the subject, of diagnosing student needs in the subject, and of assessing their respective achievements in the subject
   3. Prepare prospective teachers for classroom management
   4. Prepare prospective teachers for professional development in the teaching of English

2.   Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

This course is designed to create a framework for understanding instructional strategies and their effective application in the classroom. The course is based on previously acquired knowledge in applied linguistics. The course covers planning techniques, effective teaching strategies, differentiated instructional and assessment strategies, motivational concepts, and informal and formal assessment practices.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Definitions and terminology of the teaching process	2	6
Elements of the teaching process	2	6
Roles of the teacher and student	2	6
Using technology in teaching	4	12
Problem solving	2	6
Online teaching	3	9

2. Course components (total contact hours and credits per semester):					
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total

Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Identify basic principles of the teaching process	Lecturing	Quiz, Exam
1.2	Differentiate between several types of teaching strategies	Lecturing/Discussions	Quiz, Exam
1.3	Define terminology relevant to the subject	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Demonstrate understanding of formal and informal assessment strategies	Lecturing/Discussion	Quiz, Exam
2.2	Demonstrate understanding of successful methods of presenting the subject, of diagnosing student needs in the subject, and of assessing their respective achievements in the subject	Lecturing/Discussion	Quiz, Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Prepare lesson plans	Lecturing/Discussion	Quiz, Exam,
3.2	Apply motivational concepts	Lecturing/Discussion	Quiz, Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Use tools of information technology for online teaching	Lecturing/Discussion	Quiz, Exam
5.0	**Psychomotor**		
	NA		

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
	5. Schedule of Assessment Tasks for Students During the Semester		
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

Brookfield, S. (2006). *The Skillful teacher: On technique, trust, and responsiveness in the classroom*, 2nd ed. San Francisco: Jossey-Bass.

2. List Essential References Materials (Journals, Reports, etc.)

- Fink, L.D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*, revised and updated. San Francisco: Jossey-Bass

- Rhoda J. (1997). *Teaching English in Middle and Secondary Schools, Second Edition.* Maxwell and Mary Jordan Meiser. Prentice-Hall Inc.
- Gregory, G.H. and Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all (2nd Ed).* Thousand Oaks, CA: Corwin Press. ISBN# 978-1-4129-3640-8
- Hill, J. D. and Flynn, K.M. (2006). *Classroom instruction that works with English language learner.* Alexandria, VA: Association for Supervision and Curriculum Development ISBN# 978-1-4166-0390-0
- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college.* San Francisco: Josey-Bass . ISBN# 978-0-470-55047.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- https://teachingstrategies.com/
- http://northeast.edu/CTC/Pdf/Successful-strategies-for-teaching-online.pdf
- https://www.scholastic.com/teachers/articles/teaching-content/25-best-websites-teachers/

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Classroom

2. Computing resources (AV, data show, Smart Board, software, etc.)
- Data-show
- Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Internal reviewers
- External reviewers (periodical)

3 Processes for Improvement of Teaching
- Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 381
Stylistics

Course Specifications

Institution	King Abdulaziz University	Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department		

A. Course Identification and General Information

1. Course title and code: **ENGL 381** **Stylistics**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Elective Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 6
6. Pre-requisites for this course: ENGL 280
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom ■ What percentage? 100% b. blended (traditional and online) ☐ What percentage? ☐ c. e-learning ☐ What percentage? ☐ d. correspondence ☐ What percentage? ☐ f. other ☐ What percentage? ☐ Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to:
    1. Introduce students to basic concepts of stylistics ;
    2. Underline the significance of using appropriate words and structures in different texts and contexts;
    3. Recognize different stylistic devices in different texts; and
    4. Help students understand meaning in contexts.

2. Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

Stylistics is a systematic way of exploring (primarily literary) texts. It looks at the language of texts and tries to explain how that language creates meaning, style and effect. This course discusses the factors that determine the choice of different words and structures in different texts and contexts. It focuses on the study of the varieties of English, the mutual interaction between the topic used, the functions of style and the different stylistic devices used in different types of writing: literary, advertisements, newspaper.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Levels of language, Linguistic choice, style and meaning	2	6
Patterns, deviations, style and meaning	2	6
Creativity with words and phrases	2	6
The grammar of simple and complex sentences	4	12
Style and style variation	2	6
Prose analysis	3	9

2. Course components (total contact hours and credits per semester):					
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total

Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Identify basic principles of stylistics	Lecturing	Quiz, Exam
1.2	Define terminology relevant to the subject	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Demonstrate understanding of language levels and variations	Lecturing/Discussion	Quiz, Exam
2.2	Demonstrate understanding of style variations	Lecturing/Discussion	Quiz, Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Analyze texts using tools of stylistics	Lecturing/Discussion	Quiz, Exam,
3.2	Demonstrate creativity in dealing with simple and complex sentences	Lecturing/Discussion	Quiz, Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Use tools of information technology for stylistic analysis	Lecturing/Discussion	Quiz, Exam
5.0	**Psychomotor**		
	NA		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

Short, M. (1996). *Exploring the Language of Poems, Plays and Prose*. Longman.

2. List Essential References Materials (Journals, Reports, etc.)

- Leech, G.N. & Short, M.H. (1981). *Style in Fiction*. Longman.
- Fowler, R. (1996). *Linguistic Criticism*. Oxford.
- Hough, G. (1962). Style and Stylistics. Routledge.
- Toolan, M. (1992). *Language, Text and Context: essays in Stylistics*. Routledge.
- Turner, G.W. (1973). *Stylistics*. Penguin.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- http:// www. hud.ac.uk/mh/english/stylistics

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Classroom

2. Computing resources (AV, data show, Smart Board, software, etc.)
- Data-show
- Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Internal reviewers
- External reviewers (periodical)

3 Processes for Improvement of Teaching
- Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 388
Historical Linguistics

Course Specifications

Institution King Abdulaziz University Date	
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department	

A. Course Identification and General Information

1. Course title and code: **ENGL 388** **Historical Linguistics**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Elective Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 6
6. Pre-requisites for this course: ENGL 280
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom ▉ What percentage?   100% b. blended (traditional and online) ☐ What percentage? ☐ c. e-learning ☐ What percentage? ☐ d. correspondence ☐ What percentage? ☐ f. other ☐ What percentage? ☐ Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to:
    1. Describe and account for observed changes in particular languages.
    2. Develop general theories about how and why language changes.
    3. Study the history of words, i.e. etymology.
    4. Identify language families and provide evidence for genetic relationships.

2. Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

This course surveys the development of the English language from its Indo-European past to the present day. The course discusses the attitudes towards language change, the motivations for, and mechanisms of linguistic change. Considering the prehistoric changes from Proto-Indo-European to Germanic, the course examines the structure and vocabulary of English through its major periods: Old English, Middle English, Early Modern English, and Modern English. The course focuses on changes in sounds (phonology), in forms of words and their endings (morphology), in sentence structure (syntax), in spelling (orthography), in meanings of words (semantics), and in vocabulary (lexicon). In the course of study, some attention is also given to social and political factors affecting the language.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Corpora and historical linguistics	2	6
Language contact	2	6
Lexical origins and semantic change	3	0
Sound change	2	6
Morphological and syntactic change	2	6
Language families	2	6
The comparative method and internal reconstruction	2	6

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Identify basic principles of historical linguistics	Lecturing	Quiz, Exam
1.2	Differentiate between several types of linguistic change	Lecturing/Discussions	Quiz, Exam
1.3	Track contemporary changes in different Arabic and English varieties.	Lecturing/Discussions	Quiz, Exam
1.4	Demonstrate understanding of characteristics of English and other languages.	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Recognize the comparative method of language reconstruction.	Lecturing/Discussion	Quiz, Exam
2.2	Use appropriate tools to discover whether different languages have a common ancestor.	Lecturing/Discussion	Quiz, Exam
2.3	Describe and compare the functioning of several language systems on the basis of linguistic varieties	Lecturing/Discussion	Quiz, Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Find out which kinds of variation exist (and do not exist) between languages	Lecturing/Discussion	Quiz, Exam,
3.2	Discover the powers and limitations of the human brain	Lecturing/Discussion	Quiz, Exam
4.0	**Communication, Information Technology, Numerical**		

4.1	Practice a linguistic-oriented approach that seeks to describe the differences and similarities between a pair of languages ("differential linguistics").	Lecturing/Discussion	Quiz, Exam
5.0	**Psychomotor**		
	NA		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

Crowley, Terry. (1997). *An introduction to historical linguistics* (3rd edition). Oxford University Press.

2. List Essential References Materials (Journals, Reports, etc.)

- Aitchison, Jean. (1991). *Language change: Progress or Decay*. Cambridge: Cambridge University Press.
- Ann Baker. (2006). *Tree or Three? Student's book: An Elementary Pronunciation Course*. Cambridge University Press. ISBN / ASIN: 0521282934.
- Greenberg, Joseph H. (1957). *Essays in linguistics*. Chicago and London: The University of Chicago Press. [III (pp. 35–45) and IV (pp. 46–55)].
- Hatim, B. (1997) *Communication across Cultures. Translation Theory and Contrastive Text Linguistics*, University of Exeter Press.
- Bloomfield, Leonard. (1993). *Language*. New York: Holt, Rinehart, and Winston.
- Campbell, Lyle. (2004). *Historical linguistics: An introduction*. Cambridge: The MIT.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- http://all-about-linguistics.group.shef.ac.uk/
- https://arts.uottawa.ca/linguistics/
- http://routledgetextbooks.com/textbooks/9780415706582/

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.)   - Data-show   - Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   N/A

G   Course Evaluation and Improvement Processes

<table>
<tr><td>

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester

</td></tr>
<tr><td>

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Internal reviewers
- External reviewers (periodical)

</td></tr>
<tr><td>

3 Processes for Improvement of Teaching
- Training sessions

</td></tr>
<tr><td>

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

</td></tr>
<tr><td>

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

</td></tr>
</table>

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 414
CALL

Course Specifications

Institution King Abdulaziz University Date	
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department	

A. Course Identification and General Information

1. Course title and code: **ENGL 414**   **CALL**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Elective Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course: ENGL 360
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply)   a. traditional classroom   [■] What percentage?   100%   b. blended (traditional and online)   [ ] What percentage?   [ ]   c. e-learning   [ ] What percentage?   [ ]   d. correspondence   [ ] What percentage?   [ ]   f. other   [ ] What percentage?   [ ]   Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to:
    1. Assist learners to understand how computer technology can be integrated into language learning and teaching;
    2. Orient students with how to use language labs in teaching;
    3. Help students use computer programs to learn English as a foreign language; and
    4. Train learners how to apply their theoretical knowledge and skills in real life situation.

2. Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

This course explores both the practical and theoretical aspects of using technology while learning English as a foreign language. It introduces the students to aspects of language learning and teaching with the use of Information and Communication Technology (ICT). During this course, students will explore various topics such as software evaluation and the role of word processing and other common applications in foreign language learning including mobile learning.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Definitions, nature, and history of CALL	2	6
Applications of the computer in language teaching and learning.	2	6
Strengths and limitations of using computers in language learning	2	6
Critical evaluation of some samples of CALL including mobile learning, blogs, and chat, among others	5	15
Integrating computer technology to optimize teaching & learning outcomes	2	6
Designing a simple tool for language learning, teaching, or intervention	2	6

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Recognize terminology and basic techniques of CALL	Lecturing	Quiz, Exam
1.2	distinguish basic arguments in favor of, and against using CALL in classroom	Lecturing/Discussions	Quiz, Exam
1.3	Demonstrate an understanding of how to adapt ELT materials to meet learning requirements.	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Review interactive instructional technologies in language teaching/learning.	Lecturing/Discussion	Quiz, Exam
2.2	Evaluate current computer applications in second and foreign language learning	Lecturing/Discussion	Quiz, Exam
2.3	Evaluate software and technology-based projects and activities for use in language classrooms	Lecturing/Discussion	Quiz, Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Work in a team	Lecturing/Discussion	Quiz, Exam,
3.2	Analyze new applications in language learning	Lecturing/Discussion	Quiz, Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Use web resources in the language classrooms	Lecturing/Discussion	Quiz, Exam

4.2	Make a presentation	Lecturing/Discussion	Quiz, Exam
5.0	**Psychomotor**		
5.1	Interact and negotiate meaning in the computer-assisted classroom	Lecturing/Discussion	Quiz, Exam, Presentation

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

Dudeney, Gavin et al. (2007). *How to use English with technology.* New York: Longman.

2. List Essential References Materials (Journals, Reports, etc.)

- Hardisty, D. & Windeat, S. *CALL*. Oxford: Oxford University Press. (1989).

- Healey, D. *Something to do on Tuesday*. Houston: Athelstan. (1995).

- Healey, D. & Johnson, N. (Eds.). *TESOL CALL interest section software list*. Alexandria, VA: TESOL Publications. (1995).

- Higgins, J. *Language, learners and computers*. London: Longman. (1988).

- Kenning,M,M. & Kenning,M.J. *Computers and language learning: Current theory and practice*. New York: Ellis Horwood. (1990).

- Pennington, M. (Ed.).*Teaching languages with computers: the state of the art.* La Jolla, CA: Athelstan.(1989).

- Brookfield, S. (2006). *The Skillful teacher: On technique, trust, and responsiveness in the classroom*, 2nd ed. San Francisco: Jossey-Bass.
- Fink, L.D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*, revised and updated. San Francisco: Jossey-Bass
- Gregory, G.H. and Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all (2nd Ed)*. Thousand Oaks, CA: Corwin Press. ISBN# 978-1-4129-3640-8
- Brookfield, S. (2006). *The Skillful teacher: On technique, trust, and responsiveness in the classroom*, 2nd ed. San Francisco: Jossey-Bass.
- Bush,M. & Terry,R. (1997). (Eds. *Technology-enhanced language learning*. Lincolnwood: Longman.
- Dunkel,P. (Ed.). (1991). *Computer-assisted language learning and testing: research issues and practice.* New York: Newbury House.

- Fortescue S. (1987). *Using computers in the language classroom*. London: Longman**.**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- https://teachingstrategies.com/
- http://northeast.edu/CTC/Pdf/Successful-strategies-for-teaching-online.pdf

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data-show - Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
  - Surveys
  - Direct Contact with Department Head
  - Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
  - Internal reviewers
  - External reviewers (periodical)

3 Processes for Improvement of Teaching   - Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
  - Snap checks by department/track supervisor on samples of students' work
  - Checking of markings by an independent teaching staff
  - Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____   Date Specification Completed: _____

Program Coordinator: _____

Signature: _____   Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 466
A Special Topic in Linguistics

Course Specifications

Institution   King Abdulaziz University   Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **A Special Topic in Linguistics**   **ENGL 466**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Elective Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 8
6. Pre-requisites for this course: ENGL 280
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply)   a. traditional classroom   [■]   What percentage?   100%   b. blended (traditional and online)   [ ]   What percentage?   [ ]   c. e-learning   [ ]   What percentage?   [ ]   d. correspondence   [ ]   What percentage?   [ ]   f. other   [ ]   What percentage?   [ ]   Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to:
    1. Reinforce students' backgrounds in theoretical linguistic areas.
    2. Allow students to apply linguistic theories in the areas of communication, teaching and learning.
    3. Deepen the students' knowledge in linguistic issues that have not received enough emphasis during their study.

2.   Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

This course is designed to discuss and analyze a particular topic in linguistics. It can be used to concentrate or foster emerging issues or specialized contents not represented in the main curriculum. Selection of topic is based on instructor and student's needs and interests. Topics vary from one semester to another.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Topics vary from one semester to another based on the subject area.	15	45

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Recognize specialized terminology	Lecturing	Quiz, Exam
1.2	Produce acceptable language that is free from grammatical errors.	Lecturing/Discussions	Quiz, Exam
1.3	Use various technical term in appropriate contexts.	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Demonstrate understanding of the latest achievements and issues in the world of this special topic	Lecturing/Discussion	Quiz, Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Interact sensibly and appropriately in various situations	Presentation/Assignment	Quiz, Exam, Presentation
3.2	Prepare several small research papers on the topic	Presentation/Assignment	Quiz, Exam, Presentation
4.0	**Communication, Information Technology, Numerical**		
4.1	Make a class presentation about one of the topics related to the subject area	Presentation	Presentation
5.0	**Psychomotor**		
5.1	Demonstrate a class presentation on a topic of choice	Presentation	Presentation

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%

5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

The book changes according to the topic

2. List Essential References Materials (Journals, Reports, etc.)

The book changes according to the topic

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- https://teachingstrategies.com/
- http://northeast.edu/CTC/Pdf/Successful-strategies-for-teaching-online.pdf

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data-show - Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
   - Surveys
   - Direct Contact with Department Head
   - Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
   - Internal reviewers
   - External reviewers (periodical)

3 Processes for Improvement of Teaching   - Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
   - Snap checks by department/track supervisor on samples of students' work
   - Checking of markings by an independent teaching staff
   - Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

Education Evaluation Commission

هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 495
Contrastive Linguistics

Course Specifications

Institution King Abdulaziz University Date	
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department	

A. Course Identification and General Information

<table>
<tr><td>

1. Course title and code:

<div align="center">Contrastive Linguistics
ENGL 495</div>

</td></tr>
<tr><td>2. Credit hours: 3</td></tr>
<tr><td>

3. Program(s) in which the course is offered:

English Language Program, Linguistics Track (Elective Subject)

</td></tr>
<tr><td>4. Name of faculty member responsible for the course: N/A</td></tr>
<tr><td>5. Level/year at which this course is offered: Level 7</td></tr>
<tr><td>6. Pre-requisites for this course: ENGL 280</td></tr>
<tr><td>7. Co-requisites for this course: N/A</td></tr>
<tr><td>8. Location if not on main campus: Rabigh Branch</td></tr>
<tr><td>

9. Mode of Instruction (mark all that apply)

a. traditional classroom   ■   What percentage?   100%

b. blended (traditional and online)   ☐   What percentage?   ☐

c. e-learning   ☐   What percentage?   ☐

d. correspondence   ☐   What percentage?   ☐

f. other   ☐   What percentage?   ☐

Comments:

</td></tr>
</table>

B Objectives

1. What is the main purpose for this course?
 	
This course aims to:
    1. Highlight points of interference between Arabic and English.
    2. Shed the light on similarities/differences between Arabic and English.
    3. Increase learners' awareness of the structures and cultures of more than one language.
    4. Draw a distinction between English and Arabic on the levels of Phonetics, Morphology, Syntax and Pragmatics based on the error analysis

2.   Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

This course focuses on the comparative study of language with respect to language typology and language universals. The course sheds light on modern aspects of contrastive linguistics. The course tackles issues related to cross-cultural interaction between English and Arabic, as it gives students an idea about how the errors of second language learners can be predicted and solved. It explains shared and different aspects of English and Arabic: the sound system, morphology, grammar, syntax and semantics.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introducing Contrastive Linguistics: Definitions, principles, and historical developments	4	12
CL Mainstreams: Hypothesis and problems	2	6
Contrastive analysis of phonetics and phonology	3	9
Contrastive analysis of morphology, syntax and grammar	3	9
Interlanguage theory and error analysis	3	9

2. Course components (total contact hours and credits per semester):					
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total

Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Recognize terminology and basic techniques of CL	Lecturing	Quiz, Exam
1.2	Demonstrate understanding of the approaches to the study of language with emphasis on contrastive linguistics.	Lecturing/Discussions	Quiz, Exam
1.3	Identify the cultural differences between English and Arabic and their effects on languages	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Relate theoretical concepts to concrete experience	Lecturing/Discussion	Quiz, Exam
2.2	Synthesize different points of view, and personal research data in order to reach conclusions	Lecturing/Discussion	Quiz, Exam
2.3	Evaluate and adapt project work in the light of feedback and practical experience	Lecturing/Discussion	Quiz, Exam, presentation
3.0	**Interpersonal Skills & Responsibility**		
3.1	Work in a team	Lecturing/Discussion	Quiz, Exam,
3.2	Design and carry out, as a team, a small-scale contrastive analysis research project requiring the collection of linguistic data	Lecturing/Discussion	Quiz, Exam, Presentation
4.0	**Communication, Information Technology, Numerical**		
4.1	Use web resources in the language classrooms	Lecturing/Discussion	Quiz, Exam

4.2	Make a presentation	Lecturing/Discussion	Quiz, Exam
5.0	**Psychomotor**		
5.1	Interact and negotiate meaning in the computer-assisted classroom	Lecturing/Discussion	Quiz, Exam, Presentation

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

Ibrahim, Z. (2000). *Diversity in language.* AUC Press.

2. List Essential References Materials (Journals, Reports, etc.)

- Amer, Walid (2016). *Issues in contrastive linguistics*. IUG bookshop.

- James, Carl. (1980). *Contrastive analysis: Applied linguistics and language study*. Harlow, Essex: Longman

- Stig, Johansson. (2007). *Seeing Through Multilingual Corpora on the Use of Corpora in Contrastive Studies. Studies in corpus linguistics*. Amsterdam: J. Benjamins.

- Roberts, Ian G.(1997). *Comparative syntax*. London: Arnold.

- Altenberg B. & S. Granger (eds.) (2002) *Lexis in Contrast: corpus based Approaches.* Amsterdam: Benjamins.

- Catford, J. C. (1968). *Contrastive analysis and Language Teaching. In J. E. Alatis (ed.) Contrastive Linguistics and Its Pedagogical Implications. Report of the Nineteenth Annual Round Table Meeting on Linguistics and Language Studies*. Washington D. C.: Georgetown University Press (Monograph Series on Languages and Linguistics, 21). 159-173.

- Hawkins, J. A. (ed.) (1988). *Explaining language universals*. Oxford: Basil Blackwell.

- James, C. (1980). *Contrastive Analysis*. London: Longman.

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3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- https://www.llas.ac.uk/resources/gpg/1395
- https://searchworks.stanford.edu/view/11410253

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4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.)   - Data-show   - Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Snap checks by department/track supervisor on samples of students' work - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 496
Second Language Acquisition

Course Specifications

Institution   King Abdulaziz University   Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **Second Language Acquisition**   **ENGL 496**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Linguistics Track (Elective Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course: ENGL 360
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply)   a. traditional classroom   ■   What percentage?   100%   b. blended (traditional and online)   What percentage?   c. e-learning   What percentage?   d. correspondence   What percentage?   f. other   What percentage?   Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to:
    1. Explore the relationship between language and mind.
    2. Examine processes involved in comprehension, production and acquisition of second language.
    3. Explore the four main components of language and lays stress on their appropriate developmental periods.
    4. Differentiate between the concept of language learning vs. the concept of language acquisition.

2. Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

This course introduces students to the principal findings and models in the field of second language acquisition. The course surveys general issues such as the role of the native language, the effects on the second language on the first, universals, age, input and interaction and processing, as well as characteristics of the acquisition of phonology, lexicon, and syntax in second language learners, with particular emphasis on English as a Second/Foreign language.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introducing SLA	2	6
Foundations of SLA	2	6
The linguistics of SLA	2	6
The psychology of SLA	2	6
Social context of SLA	2	6
Acquiring knowledge for L2 use	3	9
L2 learning and teaching	2	6

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Demonstrate understanding of the basic issues in second language acquisition (SLA) including: individual differences in SLA; age effects on SLA; the role of the native language in SLA; the initial state and end state of second language grammar; native language attrition and child second language learning	Lecturing	Quiz, Exam
1.2	Gain insight into the characteristics of second language acquisition and into different theoretical approaches to explaining these characteristics.	Lecturing/Discussions	Quiz, Exam
1.3	Identify the various dimensions of the "human experience" that bear upon the acquisition of a second language.	Lecturing/Discussions	Quiz, Exam
1.4	Demonstrate an awareness of the major theoretical positions in SLA	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Identify and interpret the significance of "errors" in learners' language output	Lecturing/Discussion	Quiz, Exam

2.2	Analyze and evaluate learner data and judge what methods are appropriate to use in order to study various aspects of the acquisition process	Lecturing/Discussion	Quiz, Exam
2.3	Demonstrate skills in critical reading of relevant literature and presentation of ideas	Lecturing/Discussion	Quiz, Exam
2.4	Appreciate the multiple contexts in which SLA occurs, including the language classroom	Lecturing/Discussion	Quiz, Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Work in a team	Lecturing/Discussion	Quiz, Exam,
3.2	Analyze learner data using the concepts and models taught in the course	Lecturing/Discussion	Quiz, Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Use web resources in the language classrooms	Lecturing/Discussion	Quiz, Exam
4.2	Make a presentation	Lecturing/Discussion	Quiz, Exam
5.0	**Psychomotor**		
	NA		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

Muriel, Saville-Troike. (2012). *Introducing Second language acquisition*. CUP.

2. List Essential References Materials (Journals, Reports, etc.)

- Doughty, C. and Long, M. (Eds.). (2003). *The handbook of second language acquisition.* Oxford: Blackwell.
- Gass, S. M., & L. Selinker. (2008). *Second language acquisition: An introductory course*. Routledge.

- Herschensohn, J. & Young-Scholten, M. (Eds.). (2013). *The Cambridge handbook of second language acquisition*. Cambridge: Cambridge University Press.

- Abrahamsson, N., & Hyltenstam, K. (2008). The robustness of aptitude effects in near-native second language acquisition. *Studies in Second Language Acquisition, 30*, 481–509.
- Bardovi-Harlig, K. (1994). Reverse-order reports and the acquisition of tense: Beyond the principle of chronological order. *Language Learning, 44*, 243-282.
- Brown, A., & Gullberg, M. (2008). Bidirectional crosslinguistic influence in L1-L2 encoding of manner in speech and gesture: A study of Japanese speakers of English. *Studies in Second Language Acquisition, 30*, 225–251.
- Conklin, K., & Schmitt, N. (2008). Formulaic sequences: Are they processed more quickly than nonformulaic language by native and nonnative speakers? *Applied Linguistics, 29*, 72-89.
- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly, 42*, 55-77.
- Eckerth, J. (2009). Negotiated interaction in the L2 classroom. *Language Teaching, 42*, 109-130.
- Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal*, *91*, 800-819.

- Ioup, G., Boustagoui, E., Tigi, M., & Moselle, M. (1994). Reexamining the Critical Period Hypothesis: A case of successful adult SLA in a naturalistic environment. *Studies in Second Language Acquisition, 16*, 73-98.
- Kubota, R. (2003). Unfinished knowledge: The story of Barbara. *College ESL*, *10*(1/2), 11-21.
- Muñoz, C. (2008). Symmetries and asymmetries of age effects in naturalistic and instructed L2 learning. *Applied Linguistics, 29*, 578–596.
- Schmidt, R. (1983). Interaction, acculturation, and the acquisition of communicative competence. In N. Wolfson & E. Judd (Eds.), *Sociolinguistics and language acquisition* (pp. 137-174). Rowley, MA: Newbury House.

- Yan, J. X., & Horwitz, E. K. (2008). Learners' perceptions of how anxiety interacts with personal and instructional factors to influence their achievement in English: A qualitative analysis of EFL learners in China. *Language Learning, 58*, 151–183.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- http://libguides.library.arizona.edu/second-language-acquisition-teaching/web-resources
- http://www.readingrockets.org/article/second-language-acquisition
- http://courses.education.illinois.edu/EDPSY313/projects/2000_fall/sla.html

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.)   - Data-show   - Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
   - Surveys
   - Direct Contact with Department Head
   - Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
   - Internal reviewers
   - External reviewers (periodical)

3 Processes for Improvement of Teaching   - Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
   - Snap checks by department/track supervisor on samples of students' work
   - Checking of markings by an independent teaching staff
   - Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

3- Translation Track

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 335
Translating Journalistic Texts

Education Evaluation Commission

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Translating Journalistic Texts** **ENGL 335**
2. Credit hours: 3
3. Program(s) in which the course is offered. BA in English, Translation Track (core course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 5
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom ▓ What percentage? 100% b. blended (traditional and online) ☐ What percentage? ☐ c. e-learning ☐ What percentage? ☐ d. correspondence ☐ What percentage? ☐ f. other ☐ What percentage? ☐ Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to help students:

1- Understand a variety of print and non-print media texts and their linguistic and stylistic features;
2- Differentiate different text types in media such as news, articles, and advertisements;
3- Identify the basic problems of media translation and present operable solutions using related translation theories;
4- Demonstrate the capability for critical reasoning and analysis of complex issues in the media and society;
5- Employ appropriate translation strategies to overcome language and cultural barriers of media texts;
6- Translate journalistic texts mainly from English to Arabic and vice versa.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Increase students' exposure to journalistic texts and press review

C. Course Description

This course introduces students to methods and strategies in translating journalistic texts between English and Arabic. Following discussions of topics on structures, leads, linguistic and stylistic features of news stories, translation of news on government, politics, economy, education and sports should be featured. Emphasis shall be placed upon the development of students' autonomous learning and problem-solving abilities in tackling translation of journalistic writings.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Text one	1	3
Text two	1	3
Text three	1	3
Text four	1	3

Text five		1	3
Text six		1	3
Text seven		1	3
Text eight		1	3
Text nine		1	3
Text ten		1	3
Text eleven		1	3
Text twelve		1	3
Text thirteen		1	3
Text fourteen		1	3
Text fifteen		1	3

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods

1.0	**Knowledge**		
1.1	Differentiate between different text types in the media such as news, articles, and advertisements	Practice	Written Exam
1.2	Identify the basic problems in translating journalistic texts	Practice	Written Exam
1.3	Translate journalistic texts from English to Arabic and vice versa.	Practice	Written Exam
2.0	**Cognitive Skills**		
2.1	Understand a journalistic text and recognize its language and stylistic features.	Practice	Written Exam
2.2	Demonstrate the capability for critical reasoning and analysis of fairly complex issues in the media and society.	Practice	Written Exam
2.3	Notice the role of media in today's society.	Practice	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Submit assigned work on time		
4.0	**Communication, Information Technology, Numerical**		
4.1	Use a computer to type the translated text	Practice	Class activities
4.2	Discuss and justify the selected translation solution with peers	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	NA		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%

8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks
- Abend-David, D. 2014. *Media and Translation*. New York: Bloomsbury Publishing.
- Abdel-hafiz, A. S. 2002. Translating English Journalistic Texts into Arabic: Examples from the Arabic Version of Newsweek. *International Journal of Translation*. New Delhi: Bahri Publications, pp.79-103.

2. List Essential References Materials (Journals, Reports, etc.)

- Hicks, W., Adams, S. and Harriett, G. 2001. *Writing for journalists*. London: Taylor & Francis.
- Li, D. 2009. *Translating Journalistic Texts: Principles and Methods.* Hong Kong: Chinese University of Hong Kong Press.
- Ghazalah, Hassan. *Translation as problems and solutions*. Beirut: Dar waMaktabat Al-Hilal. (2006).
- Storey, M. A and Maczewski, A. 2002. Evaluating the usability of Web-based learning tools. Educational Technology and Society 5 (3).

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

https://cms.unov.org/UNTERM
https://unesco.org/unescoterm
http://www.icvl.eu

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classroom

2. Computing resources (AV, data show, Smart Board, software, etc.)

- Data Show
- Smart board

3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Internal reviewers
- External reviewers (periodical)

3 Processes for Improvement of Teaching

- Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff

-      Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 	
     - Student Questionnaires
     - Staff Questionnaires
     - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 336
Translating Economic Texts

Course Specifications

Institution: King Abdulaziz University Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Translating Economic Texts** **ENGL 336**
2. Credit hours: 3
3. Program(s) in which the course is offered. BA in English, Translation Track (core course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 6
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom ▉ What percentage? 100% b. blended (traditional and online) ☐ What percentage? ☐ c. e-learning ☐ What percentage? ☐ d. correspondence ☐ What percentage? ☐ f. other ☐ What percentage? ☐ Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to help students:
 	
    1. Identify difficulties pertaining to economic, financial and commercial texts;
    2. Acquire expertise in economic, commercial and financial areas;
    3. Notice the legal and ethical implications of translating economic documents;
    4. Find the correct terminology used in the domain of economy;
    5. Translate a variety of commercial, economic, and financial documents from and into the target language;

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   -   Students shall be exposed to various economic texts and use resources efficiently

C. Course Description

This course provides an overview of the methods and terminology resources for the translation of commercial, economic and financial documents as well as intensive practice in these areas of translation.

The course unfolds in both classroom sessions (theory, explanations, Q&A, corrections) and out-of-the classroom sessions (search for terminology/ phraseology, practical exercises). Topics of focal interest include, albeit not limited to, economic prosperity, austerity, currency exchange markets, inflation movement, financial securities, stock exchange transactions, banking and insurance, etc.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Text one	1	3
Text two	1	3
Text three	1	3

Text four		1	3
Text five		1	3
Text six		1	3
Text seven		1	3
Text eight		1	3
Text nine		1	3
Text ten		1	3
Text eleven		1	3
Text twelve		1	3
Text thirteen		1	3
Text fourteen		1	3
Text fifteen		1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Identify difficulties pertaining to economic, financial and commercial texts;	Practice	Written Exam
1.2	Acquire expertise in economic, commercial and financial areas	Practice	Written Exam
1.3	Use the correct terminology employed in the domain of economy.	Practice	Written Exam
2.0	**Cognitive Skills**		
2.1	Translate a variety of commercial, economic, and financial documents from and into the target language	Practice	Written Exam
2.2	Select the appropriate translation and terminology	Practice	Written Exam
2.3	Justify the translation choice.	Practice	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Submit assigned work on time		
4.0	**Communication, Information Technology, Numerical**		
4.1	Use a computer to type the translated text	Practice	Class activities
4.2	Discuss and justify the selected translation solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	Prepare and deliver an oral presentation	Practice	Class activities

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%

2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks:

• Ghazalah, Hassan. Translation as problems and solutions. Beirut: Dar waMaktabat Al-Hilal. (2006).
• Bannock, G. 2003. *The Economist Dictionary of Business.* London: Bloomberg Press.

2. List Essential References Materials (Journals, Reports, etc.)

- Benham, A. and Elshair, I. 2003. *Glossary for New Institutional Economics in Arabic*. The Ronald Coase Institute. Available at: https://www.coase.org.
- Dobson, S. 2004. *Introduction to Economics*. Oxford: Oxford University Press.
- 2014. *Economics: The User's Guide: A Pelican Introduction*. New York: Pelican.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
https://cms.unov.org/UNTERM https://imf.org https://www.coase.org http://www.worldbank.org
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data Show - Smart board
3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)

3 Processes for Improvement of Teaching   -   Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
 	
   -    Snap checks by department/track supervisor on samples of students' work
   -    Checking of markings by an independent teaching staff
   -    Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 	
     - Student Questionnaires
     - Staff Questionnaires
     - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 339
Translating Political Texts

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Translating Political Texts** **ENGL 339**
2. Credit hours: 3
3. Program(s) in which the course is offered. BA in English, Translation Track (core course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 6
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom ■ What percentage? 100% b. blended (traditional and online) ☐ What percentage? ☐ c. e-learning ☐ What percentage? ☐ d. correspondence ☐ What percentage? ☐ f. other ☐ What percentage? ☐ Comments:

B Objectives

1. What is the main purpose for this course? This course aims to help students to: 1. Recognize the distinctive features of a political text; 2. Develop linguistic, analytical and logical skills; 3. Learn and collect political terminology; 4. Distinguish between the different functions of a political text; 5. Identify the differences between political systems in the British/American and Arab worlds 6. Reproduce an accurate translation of a political text from English into Arabic.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   - Students shall increase their awareness of political issues using e-resources

C. Course Description

Political and diplomatic languages are technical languages in close contact with rhetoric, stylistics and discourse analysis. The scope of a political text can be: persuasion, reasoning, or even deceit, all of which require a specific language use. This course focuses on techniques of persuasion and argumentation in political texts and introduces students to the hidden, subliminal meaning of political discourse, with particular focus on the specific functions of political terminology, including: the expressive function, objective function, and symbolic function.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Text one	1	3
Text two	1	3
Text three	1	3

Text four	1	3
Text five	1	3
Text six	1	3
Text seven	1	3
Text eight	1	3
Text nine	1	3
Text ten	1	3
Text eleven	1	3
Text twelve	1	3
Text thirteen	1	3
Text fourteen	1	3
Text fifteen	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.2	Recognize the distinctive features of a political text	Practice	Written Exam
1.3	Use appropriate terminology for political contexts.	Practice	Written Exam
2.0	**Cognitive Skills**		
2.1	Develop linguistic, analytical and logical skills	Practice	Written Exam
2.2	Reproduce an accurate translation of a political text from English into Arabic.	Practice	Written Exam
2.3	Distinguish between the different functions of a political text.	Practice	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Submit assignments on time	Practice	Class activities and homework
3.2	Work effectively with peers	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Use a computer to type the translated text	Practice	Class activities
4.2	Discuss and justify the selected translation solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	NA		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment

1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks:

• Reiss, K. 1995. Text Type Translation and Translation Assessment. In Chesterman, A. (ed.), *Reading in Translation Theory*. Helsinki: FinnLectura.
• Lederer, M. 2003. *The Interpretive Model*. Manchester: St. Jerome.

2. List Essential References Materials (Journals, Reports, etc.)

• Sarosi-Mardirosz, K. 2014. *Problems Related to the Translation of Political Texts*. Philologica, 6, 2.
• Quentel G. 2006. *Translating a Crucial Political Speech*. http://www2.warwick.ac.uk/fac/soc/ csgr /research/workingpapers/2006/wp20406.pdf

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. http://www.un.org/UNTERM http://iate.europa.eu http://www.fit-ift.org
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data show - Smart Board
3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching

- Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   - Snap checks by department/track supervisor on samples of students' work   - Checking of markings by an independent teaching staff   - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   - Student Questionnaires   - Staff Questionnaires   - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 352
Theories of Translation

Course Specifications

Institution: King Abdulaziz University
Date:

College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code:
   ### Theories of Translation
   ### ENGL 352

2. Credit hours: 3

3. Program(s) in which the course is offered.

   BA in English, Translation Track (core course)

4. Name of faculty member responsible for the course: NA

5. Level/year at which this course is offered: Level 5

6. Pre-requisites for this course (if any): ENGL 240

7. Co-requisites for this course (if any): N/A

8. Location if not on main campus Rabigh Branch

9. Mode of Instruction (mark all that apply)

a. traditional classroom	■	What percentage?	100%
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

   Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to allow students to:
    6- Define the basic concepts and key notions in translation;
    7- Understand the distinction between major translation methods;
    8- Explain the differences between different various approaches of translation;
    9- Discuss the differences between various translation schools;
    10- Demonstrate and use knowledge of translation meta-language

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   - Students shall make presentations throughout the course

C. Course Description

This course aims at acquainting students with fundamental translation concepts and various techniques required for a high quality translation. Special emphasis is placed upon learner's broad-ranging understanding of translation principles, strategies and the ability to put them in practice through extensive practical exercises.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction: Reading the text	1	3
The analysis of a text	3	6
The process of translation	3	6
Language functions	3	6
Text-categories	3	6
Text-types	3	9

Translation methods	3	9

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) |

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Define the basic concepts and key notions in translation	Practice	Written Exam
1.2	List the analytical steps required for translation	Practice	Written Exam
1.3	Demonstrate good theoretical and methodological know-how of translating processes	Practice	Written Exam
1.4	Relate knowledge of various translation approaches to types of texts	Practice	Written Exam
2.0	**Cognitive Skills**		
2.1	Compare between different translation procedures	Practice	Written Exam
2.2	Differentiate between translation as a process and as a product	Practice	Written Exam
2.3	Translate relatively simple texts of different types	Practice	Written Exam
3.0	**Interpersonal Skills & Responsibility**		

3.1	Work with peers on projects	Practice	Class activities and homework
3.2	Build glossaries to collect special terminology	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Use a computer to type the translated text	Practice	Class activities
4.2	Discuss and justify the selected translation solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	NA		

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks • Munday, J. 2012. *Introducing Translation Studies: Theories and Applications*. London: Routledge. • Dickins, J., Sándor G. J. Hervey, and Ian Higgins. *Thinking Arabic translation: a course in translation method: Arabic to English*. London: Routledge, 2002.

2. List Essential References Materials (Journals, Reports, etc.)
  • Farghal. M. & A. Shunnaq. 1999. *Translation with reference to English & Arabic: A practical Guide*.
  • Sinha, C. 1999. "Grounding, mapping and acts of meaning". In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.
  • Ghazalah, H. 2006. *Translation as problems and solutions*. Beirut: Maktabat Al-Hilal.
  • Ghazalah, Hassan. *Translation as problems and solutions*. Beirut: Dar waMaktabat Al-Hilal. (2006).
  • Storey, M. A and Maczewski, A. 2002. Evaluating the usability of Web-based learning tools. Educational Technology and Society 5 (3).

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. https://conference.oeconsortium.org http://www.icvl.eu
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom

2. Computing resources (AV, data show, Smart Board, software, etc.)
 	
  - Data Show
  - Smart board

3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G   Course Evaluation and Improvement Processes

<table>
<tr><td>

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester

</td></tr>
<tr><td>

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Internal reviewers
- External reviewers (periodical)

</td></tr>
<tr><td>

3 Processes for Improvement of Teaching

- Training sessions

</td></tr>
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4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

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<tr><td>

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

</td></tr>
</table>

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 354
Sight Translation

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Sight Translation** **ENGL 354**
2. Credit hours: 3
3. Program(s) in which the course is offered. BA in English, Translation Track (core course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 6
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom   ■   What percentage?   100% b. blended (traditional and online)   ☐   What percentage?   ☐ c. e-learning   ☐   What percentage?   ☐ d. correspondence   ☐   What percentage?   ☐ f. other   ☐   What percentage?   ☐ Comments:

B Objectives

1. What is the main purpose for this course?
 	
 This course aims to:
 	
     1. Distinguish between sight translation, written translation and interpreting;
     2. Improve reading and speaking skills;
     3. Develop techniques of summarizing and synthesizing;
     4. Build confidence, stimulate memory and enhance concentration level;
     5. Reproduce accurate translations of written texts into oral speech.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   -   Students shall make presentations throughout the course

C. Course Description

Sight translation is the oral rendition of text written in one language into another language and is usually done in the moment. Central to sight translation are the following skills: the ability to comprehend written text in one language and the ability to produce an oral rendition in another language. Sight translation is often requested of an interpreter during an interpreting assignment.

Training in this sight translation course should be based on informal and semi-technical materials. Supervised practice in sight translation should make use of brief texts intended for specific cases such as healthcare interpreting, court interpreting, or business meetings.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Text one	1	3
Text two	1	3

Text three	1	3
Text four	1	3
Text five	1	3
Text six	1	3
Text seven	1	3
Text eight	1	3
Text nine	1	3
Text ten	1	3
Text eleven	1	3
Text twelve	1	3
Text thirteen	1	3
Text fourteen	1	3
Text fifteen	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Distinguish between sight translation, written translation and interpreting	Practice	Written Exam
1.2	Reproduce an accurate translation of a written text into an oral speech	Practice	Oral Exams
1.3	Demonstrate sufficient receptive and productive skills	Practice	Oral exams
2.0	**Cognitive Skills**		
2.1	Utilize techniques of summarizing and synthesizing	Practice	Oral Exam
2.2	Stimulate memory and enhance concentration level	Practice	Oral Exam
2.3	Produce accurate oral interpreting from written texts	Practice	Oral Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Build glossaries to collect special terminology	Practice	Written Exam
3.2	Appreciate voluntary translator roles in the society		
4.0	**Communication, Information Technology, Numerical**		
4.1	Learn how to use a computer to type the translated text	Practice	Class activities
4.2	Discuss and justify the selected translation solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	Render texts orally	Practice	Class activities

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks:

• Garzone, G. 2002. *Interpreting in the 21st Century: Challenges and Opportunities*. Amsterdam: John Benjamins.
• Gile, D. 1995. *Basic Concepts and Models For Interpreter and Translator Training.* Amsterdam: John Benjamins.

2. List Essential References Materials (Journals, Reports, etc.) • Viaggio, S. 1995. The praise of sight translation. *The Interpreters' Newsletter*. Vol. 6. pp. 33-42.

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. https://cms.unov.org/UNTERM http://www.fit-ift.org

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom

2. Computing resources (AV, data show, Smart Board, software, etc.)
 	
   -   Data show
   -   Smart Board

3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
 	
   -   Surveys
   -   Direct Contact with Department Head
   -   Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Snap checks by department/track supervisor on samples of students' work - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 431
Translating Islamic Texts

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Translating Islamic Texts** **ENGL 431**
2. Credit hours: 3
3. Program(s) in which the course is offered. BA in English, Translation Track (core course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 8
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom ▇ What percentage? 100% b. blended (traditional and online) ☐ What percentage? ☐ c. e-learning ☐ What percentage? ☐ d. correspondence ☐ What percentage? ☐ f. other ☐ What percentage? ☐ Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to enable students to:

1. Analyze and evaluate translations of various Islamic texts;
2. Examine how conceptual categories of the sacred can be transferred across languages and cultures;
3. Effectively use religious terminology in translation;
4. Utilize Islamic and linguistic knowledge in translating sacred texts;
5. Appreciate the merit of translators in serving Islam

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Students should be exposed to online materials of other religious texts

C. Course Description

This course aims at equipping students with the skills required for translation of religious texts from Arabic into the target language and vice versa. Special emphasis is laid on the lexical and stylistic features of religious discourse and attention is paid to the techniques of translating the Holy Qur'an, the biography and 'Hadiths' of the prophet, and Islamic law. The students acquire the special terminology used in the expression of Islamic concepts and matters related to religious rites.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Text one	1	3
Text two	1	3
Text three	1	3

Text four	1	3
Text five	1	3
Text six	1	3
Text seven	1	3
Text eight	1	3
Text nine	1	3
Text ten	1	3
Text eleven	1	3
Text twelve	1	3
Text thirteen	1	3
Text fourteen	1	3
Text fifteen	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Identify the intrinsic aspects of the religious texts in comparison with other types of texts	Practice	Written Exam
1.2	Recognize how translation functions in different religious contexts	Practice	Written Exam
1.3	Apply and test translation techniques with reflective insight in relation to the translation of religious texts	Practice	Written Exam
2.0	**Cognitive Skills**		
2.1	Understand how conceptual categories of the sacred travel across languages and cultures	Practice	Written Exam
2.2	Employ background knowledge to produce an acceptable rendering of an Islamic text	Practice	Written Exam
2.3	Produce accurate translations for Arabic and English religious texts in light of the commonly recognized works in the field.	Practice	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Consult Islamic scholars for needed information	Practice	Class activities and homework
3.2	Engage in activities to promote Islam	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Learn how to use a computer to type the translated text	Practice	Class activities
4.2	Discuss and justify the selected translation solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	NA		

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

5. Schedule of Assessment Tasks for Students During the Semester

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks:

• Gazalla, H. 1995. *Translating Islamic Concepts: Problems and Solutions*. Cairo: Dar Ahram.

2. List Essential References Materials (Journals, Reports, etc.)
• Elewa, A. 2014. Features of Translating Religious Texts. *Journal of Translation*. Vol.10. N. 1.   • Majid, F. 2001. *An Interpretation of the Qur'an.* Garnet Publishing.   • ElShiekh, S. 2011. Translation versus Transliteration of Religious Terms in Contemporary Islamic Discourse in Western Communities. *International Journal of English Linguistics*. Vol.1.   • Kahf, M. 2002. Islamic Finance and Economics Studies Notes on Islamic Finance. *Islamic Finance*. Vol. 2/4.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   https://www.amanahawqaf.org   https://cms.unov.org/UNTERM   http://www.fit-ift.org
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.   N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.)   - Data show   - Smart Board
3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   - Surveys   - Direct Contact with Department Head

- Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department   - Internal reviewers   - External reviewers (periodical)
3 Processes for Improvement of Teaching   - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   - Snap checks by department/track supervisor on samples of students' work   - Checking of markings by an independent teaching staff   - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   - Student Questionnaires   - Staff Questionnaires   - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 433
Translating Technical Texts

Course Specifications

Institution: King Abdulaziz University
Date:

College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code:

   Translating Technical Texts
   ENGL 433

2. Credit hours: 3

3. Program(s) in which the course is offered.

   BA in English, Translation Track (core course)

4. Name of faculty member responsible for the course: NA

5. Level/year at which this course is offered: Level 7

6. Pre-requisites for this course (if any): ENGL 240

7. Co-requisites for this course (if any): N/A

8. Location if not on main campus Rabigh Branch

9. Mode of Instruction (mark all that apply)

   a. traditional classroom ⬛ What percentage? `100%`

   b. blended (traditional and online) ☐ What percentage? ☐

   c. e-learning ☐ What percentage? ☐

   d. correspondence ☐ What percentage? ☐

   f. other ☐ What percentage? ☐

   Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to prepare students to:

> 1. Analyze technical and scientific texts for translation;
> 2. Differentiate type of texts, tools, language and strategies for specialized translation;
> 3. Use technical glossaries and specialized dictionaries;
> 4. Translate technical and scientific texts related to selected fields;
> 5. Assess a text in terms of target audience and register and choose the most appropriate translation strategy.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Students shall make presentations throughout the course

C. Course Description

This course is designed to train students to translate selected technical and scientific texts between English and Arabic. Particularly, the course will focus on the design, delivery and use of technical products, i.e. the translation and localization of material aimed at end-users (instruction manuals, technical specifications, product data sheets, etc.) as well as the translation of patents in the product design phase.
Overall, this course will provide students with regular, guided practice in researching, analyzing and translating scientific and technical texts. It provides students with specialized terminology and vocabulary used in these fields.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Text one	1	3
Text two	1	3

Text three	1	3
Text four	1	3
Text five	1	3
Text six	1	3
Text seven	1	3
Text eight	1	3
Text nine	1	3
Text ten	1	3
Text eleven	1	3
Text twelve	1	3
Text thirteen	1	3
Text fourteen	1	3
Text fifteen	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Translate technical and scientific texts related to selected fields	Practice	Written Exam
1.2	Differentiate type of texts, tools, language and strategies for specialized translation;	Practice	Written Exam
1.3	Recognize the particularities of technical and scientific texts.	Practice	Written Exam
2.0	**Cognitive Skills**		
2.1	Analyze technical texts for translation and examine the conventions of the text and genre	Practice	Written Exam
2.2	Assess a text in terms of target audience and register and choose the most appropriate translation strategy	Practice	Written Exam
2.3	Select the appropriate translation strategy	Practice	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Use dictionaries and consult colleagues and experts	Practice	Class activities and homework
3.2	Build glossaries to collect special terminology	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Learn how to use a computer to type the translated text	Practice	Class activities
4.2	Discuss and justify the selected translation solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	NA		

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
	5. Schedule of Assessment Tasks for Students During the Semester		
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks:

• Wright, S. E and L. Wright. 1993. *Scientific and Technical Translation*. Amsterdam: John Benjamins.

2. List Essential References Materials (Journals, Reports, etc.)

• Alkhuli, M. A. 2006. *Technical Translation*. Amman: Dar Al-Falah.
• Hann, M. 1992. *The Key to Technical Translation*. Amsterdam: John Benjamins.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. http://www.arabterm.org http://www.fit-ift.org
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data show - Smart Board
3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching

- Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   - Snap checks by department/track supervisor on samples of students' work   - Checking of markings by an independent teaching staff   - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   - Student Questionnaires   - Staff Questionnaires   - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 438
Arabicization

Course Specifications

Institution: King Abdulaziz University Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Arabicization** **ENGL 438**
2. Credit hours: 3
3. Program(s) in which the course is offered. BA in English, Translation Track (core course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch

9. Mode of Instruction (mark all that apply)

a. traditional classroom	■	What percentage?	100%
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to provide the students with knowledge:
1. Distinguish between Arabicization and Translation.
2. Use different Arabicization methods efficiently.
3. Comprehend and apply Arabicization procedures.
4. Develop the students' skills to a higher level of proficiency in the field of Arabicization.
5. Provide the students with intensive practical experience of Arabicization.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Students shall make presentations throughout the course

C. Course Description

This course focuses on the importance and scope of Arabicization, and the difference between translation and Arabicization. The course aims to introduce procedures of Arabicization to students. Major methods of Arabicization, i.e., derivation, blending, compounding, and coinage, among others, are introduced to the students. This course combines both theory and practice of Arabicization.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction	2	6
Definitions, scope, importance, and Pros and Cons of Arabicization	2	6
Major methods of Arabicization: Derivation	2	6
Major methods of Arabicization: Blending and Compounding	2	6

Major methods of Arabicization: Engendering (neologism & coinage)	2	6	
Procedures of Arabicization	2	6	
Practice	3	9	

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Define different methods and procedures of Arabicization	Lecturing	Written Exam
1.2	Explain significance of Arabicization	Lecturing	Written Exam
1.3	Describe different procedures of Arabicization	Lecturing	Written Exam
2.0	**Cognitive Skills**		
2.1	Apply Arabicization procedures	Lecturing	Written Exam

2.2	Distinguish between Arabicization and Translation	Lecturing	Written Exam
2.3	Differentiate between methods and procedures of Arabicization	Lecturing	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Use dictionaries and consult glossaries to search meaning	Practice	Class activities and homework
3.2	Build glossaries to collect special terminology	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Consult scholars of Arabic language to deepen understanding and solve problems	Practice	Class activities
4.2	Discuss and justify the selected translation solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	NA		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks
Ghazala, Hassan. 2012. *Arabicization from A to Z*. Konooz Al-Marifa. Jeddah

2. List Essential References Materials (Journals, Reports, etc.)

- عبد الصبور شاهين . اللغة العربية لغة العلوم والتقنية .
- عبد الكريم خليفة . اللغة العربية والتعريب في العصر الحديث.
- عبد العزيز بن عبدالله . مؤسسات التعريب في الوطن العربي . عرض وتحليل وتقديم نقدي ضمن كتاب " التعريب ودوره في تدعيم الوطن العربي " .
- أحمد الأخضر غزال. المنهجية العربية العامة للتعريب المواكب
- المراجع المعجمية العربية (أحادية اللغة وثنائية اللغة ومتعددة اللغات) . بيروت :مكتبة لبنان ، 1990

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc
N/A

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classroom

2. Computing resources (AV, data show, Smart Board, software, etc.)

- Data Show
- Smart board

3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Snap checks by department/track supervisor on samples of students' work - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 430
Translating Literary Text

Course Specifications

Institution: King Abdulaziz University Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Translating Literary Text** **ENGL 430**
2. Credit hours: 3
3. Program(s) in which the course is offered. BA in English, Translation Track (core course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch

9. Mode of Instruction (mark all that apply)
 	
  a. traditional classroom   ■   What percentage?   100%
 	
  b. blended (traditional and online)   ☐   What percentage?   ☐
 	
  c. e-learning   ☐   What percentage?   ☐
 	
  d. correspondence   ☐   What percentage?   ☐
 	
  f. other   ☐   What percentage?   ☐
 	
Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to allow students to:

1. Identify a literary text for translation and examine the conventions of the technical texts;
2. Differentiate type of texts, tools, language and strategies for literary translation;
3. Assess a text in terms of target audience and register and choose the most appropriate translation strategy.
4. develop student's literary taste and ability to translate literary genres.
5. Apply acquired knowledge of translation theories into translating literary texts e.g. cultural approaches.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

-   Students shall be more exposed to a wide variety of literary genres.

C. Course Description

Literary translation consists of the translation of poetry, plays, literary books, literary texts, as well as songs, rhymes, literary articles, novels, short stories, poems, etc. In literary translation we translate messages, not meanings. The text must be seen as an integral and coherent piece of work. For example, if we are translating from Arabic into English or vice versa, we must take into account that the two realities are very different, their cultures have sometimes opposite views on certain matters, as well as on scientific and technological development. So the search for equivalent words is more complex.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Text one	1	3
Text two	2	6
Text three	2	6

Text four	2	6
Text five	2	6
Text six	2	6
Text seven	2	6
Text eight	2	6

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2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

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3. Additional private study/learning hours expected for students per week. 2 hours

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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		

1.1	Identify a literary text for translation	Practice	Written Exam
1.2	Examine the conventions of the literary texts	Practice	Written Exam
1.3	Differentiate type of texts, tools, language and strategies for literary translation	Practice	Written Exam
2.0	**Cognitive Skills**		
2.1	Assess a text in terms of target audience and register	Practice	Written Exam
2.2	Choose the most appropriate translation strategy	Practice	Written Exam
2.3	Consider the importance of cultural differences in the translation of literary works.	Practice	Written Exam
2.4	Recognize and appreciate the aesthetic values of literary texts		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Build glossaries with peers to collect special terminology	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Learn how to use a computer to type the translated text	Practice	Class activities
4.2	Discuss and justify the selected translation solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	NA		

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week) A: Office Hours: Teaching Staff is available in office hours for 3 hours /week B: Academic Advising (2 hours per week) C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks: • Landers, C. E. 2004. Literary Translation: A Practical Guide. Toronto/Syndey: Multilingual Matters.
2. List Essential References Materials (Journals, Reports, etc.) • ALTA Guides to Literary Translation. 2000. *Breaking into Print*. American Literary Translators Association. • Champe, G. G. 1996. *Letter to a Young Translator*. ATA Chronicle. • Burton, R. 1999. The Art of Translating Poetry. Pennsylvania: Pen. State University Press. • Weissbort, D. 1998. Translating Poetry: The Double Labyrinth. Iowa: University of Iowa Press.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. http://www.literarytranslators.org http://www.atida.org http://www.arabicwata.org
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom; Laboratory
2. Computing resources (AV, data show, Smart Board, software, etc.)

- Data show
- Computer
- Smart Board
3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   - Surveys   - Direct Contact with Department Head   - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department   - Internal reviewers   - External reviewers (periodical)
3 Processes for Improvement of Teaching   - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   - Snap checks by department/track supervisor on samples of students' work   - Checking of markings by an independent teaching staff   - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   - Student Questionnaires   - Staff Questionnaires   - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي

National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 432
Audiovisual Translation

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code:
Audiovisual Translation
ENGL 432
2. Credit hours: 3
3. Program(s) in which the course is offered.
BA in English, Translation Track (core course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch

9. Mode of Instruction (mark all that apply)

a. traditional classroom	■	What percentage?	100%
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to equip students with necessary tools to:

1. Identify and define the key concepts in audiovisual translation;
2. Define and distinguish the technical, linguistic, sociocultural and commercial dimensions associated with audiovisual translation including subtitling, dubbing and voice-overs;
3. Recognize and address the challenges of audiovisual translation in a technologically oriented world of ours engulfed by multimedia;
4. Recognize and deal with the sociocultural issues associated with audiovisual translation;
5. Create/produce unbiased, well–versed translation for various medias, multimedia formats;
6. Identify problems when required to create your own monolingual and inter-lingual subtitles for clips;

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

-   In this course, practice on an existent software or program helps students to assimilate the concept of audiovisual translation in a better way. Thus, the website http://subtitle-horse.com/ was very beneficial to learn how to translate on an existent video in addition to the website http://subtitle-horse.com/ where students could get actual scripts insert them on a video and translate them.

C. Course Description

This course is designed to introduce the student to the principles and techniques of translating audiovisual texts for television, cinema and internet. It focuses on the main linguistic and cultural challenges that translators encounter when dealing with films and other audiovisual productions. In addition to the comprehensive discussions on translation of films, video games, and other audiovisual materials, the course engages the student in extensive practical, hands-on experience as well as classroom learning. Hence, it creates an opportunity for the learner to develop profound know-how of the technical aspects of subtitling, dubbing, audio description and voice-over. The course, further, gives the student a deep insight into implication of audiovisual translation in language learning.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction to Audio-visual translation Modalities of Audiovisual Translation	1	3
Modalities of Audiovisual Translation	1	6
Audio one	2	6
Audio two	2	6
Audio three	2	6
Audio four	2	6
Audio five	2	6
Audio six	2	6

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
On the table below are the five NQF Learning Domains, numbered in the left column. **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align

with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Clearly define the relationship between audio-visual translation and other types of translation	Practice	Practical Exam
1.2	Accurately identify and define the key concepts in audiovisual translation.		
1.3	Recognize the cultural and linguistic issues that need to be considered in subtitling and transcription	Practice	Practical Exam
2.0	**Cognitive Skills**		
2.1	Critique and evaluate subtitles produced by others	Practice	Practical Exam
2.2	Develop a practical experience in using a professional subtitling package	Practice	Practical Exam
2.3	Identify problems when required to create your own monolingual and inter-lingual subtitles for clips	Practice	Practical Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Discuss with peers and justify the selected translation solution	Practice	Class activities and homework
3.2	Build glossaries to collect special terminology	Practice	Practical Exam
3.3	Work collaboratively with peers and instructors, and accept criticism		
4.0	**Communication, Information Technology, Numerical**		
4.1	Learn how to use technology to transcribe the translated text	Practice	Class activities
5.0	**Psychomotor**		
5.1	NA		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%

3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

List Required Audiobooks:

• Remael, A. and Diaz-Cintas, J. 2014. *Audiovisual Translation, Subtitling*. London/New York: Routledge.
• Pérez-González, Luis, Audiovisual Translation: Theories, Methods and Issues. Routledge (2014)

2. List Essential References Materials (Journals, Reports, etc.)

• Bannon, D. 2009. *The elements of subtitles: A practical guide to the art of dialogue, character, context, tone and style in subtitling.* American Translators Association.
• Diaz-Cintas, J. 2008. *The didactics of audiovisual translation*. Amsterdam: Benjamins.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

http://www.un.org/UNTERM
http://www.arabterm.org
http://www.fit-ift.org

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Laboratory
2. Computing resources (AV, data show, Smart Board, software, etc.) - Computer - Audio system
3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 453
Translating Legal Texts

Course Specifications

Institution: King Abdulaziz University   Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Translating Legal Texts**   **ENGL 453**
2. Credit hours: 3
3. Program(s) in which the course is offered.   BA in English, Translation Track (core course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 8
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch
9. Mode of Instruction (mark all that apply)   a. traditional classroom ■ What percentage? `100%`   b. blended (traditional and online) ☐ What percentage? ☐   c. e-learning ☐ What percentage? ☐   d. correspondence ☐ What percentage? ☐   f. other ☐ What percentage? ☐   Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to:

      1. Recognize the major approaches towards translation of legal texts;
      2. Acquire the legal terminology;
      3. Learn the characteristic of legal style;
      4. Apply the textual analysis techniques in translating specialized text;
      5. Produce a text that satisfies the requirements of legal documentation in the target language.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

-   Students shall be exposed to various legal texts

C. Course Description

This course is designed to provide advanced instruction and supervised practice in translation of documents and official/legal forms from English into Arabic and from Arabic into English as required by the professional practice. Through intensive interactive activities, the student not only gains a deep insight into the nature and process of translating official and legal documents but also develops the textual analysis techniques and command of terminology necessary for producing professionally well-versed and accurate texts in both languages. The course, in short , offers the student an opportunity to enhance her/his command of grammar, syntax, and vocabulary both in Arabic and English; develop an aptitude and skills for linguistic and logical analysis of different forms of official/legal documents as well as the capacity for self-correction and critique, aimed at a professional level of performance.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Text one	1	3
Text two	2	6

Text three	2	6
Text four	2	6
Text five	2	6
Text six	2	6
Text seven	2	6
Text eight	2	6

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
On the table below are the five NQF Learning Domains, numbered in the left column. **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		

1.1	Identify the different types of legal documents	Practice	Written Exam
1.2	Recognize the cultural and linguistic issues involved in translating legal documents	Practice	Written Exam
1.3	Consider the stylistic conventions and technical constraints of legal translation	Practice	Written Exam
2.0	**Cognitive Skills**		
2.1	identify and understand legal terms.	Practice	Written Exam
2.2	improve competence in translation using legal terminology	Practice	Written Exam
2.3	Render effectively various types of legal texts with varied styles	Practice	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Use dictionaries and consult glossaries to search meaning	Practice	Class activities and homework
3.2	Consult experts in law and Shari'a to solve translation problems		
4.0	**Communication, Information Technology, Numerical**		
4.1	Learn how to use a computer to type the translated text	Practice	Class activities
5.0	**Psychomotor**		
5.1	NA		

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week) A: Office Hours: Teaching Staff is available in office hours for 3 hours /week B: Academic Advising (2 hours per week) C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks: • El-Farahty, H. 2014. *Arabic-English-Arabic Legal Translation*. London: Routledge
2. List Essential References Materials (Journals, Reports, etc.) • Alcaraz, E., Hughes, B.and Pym, A. 2001. *Legal Translation Explained*. London: Routledge. • Asensio, R. 2003. *Translating official documents (Translation practices explained)*.Northampton: St. Jerome.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. http://www.un.org/UNTERM http://www.ilo.org http://www.fit-ift.org
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data show - Smart Board

3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   - Surveys   - Direct Contact with Department Head   - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department   - Internal reviewers   - External reviewers (periodical)
3 Processes for Improvement of Teaching   - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   - Snap checks by department/track supervisor on samples of students' work   - Checking of markings by an independent teaching staff   - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   - Student Questionnaires   - Staff Questionnaires   - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 456
Consecutive Interpreting

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Consecutive Interpreting**   **ENGL 456**
2. Credit hours: 3
3. Program(s) in which the course is offered.   BA in English, Translation Track (core course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 7
6. Pre-requisites for this course (if any): ENGL 354
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch
9. Mode of Instruction (mark all that apply)   a. traditional classroom ■ What percentage? 100%   b. blended (traditional and online) ☐ What percentage? ☐   c. e-learning ☐ What percentage? ☐   d. correspondence ☐ What percentage? ☐   f. other ☐ What percentage? ☐   Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to allow students to:
      1. Improve listening and speaking skills;
      2. Develop techniques of summarizing and synthesizing;
      3. Acquire note-taking skills;
      4. Reproduce an accurate translation of the source-speech into the target-speech.
      5. Stimulate memory and enhance concentration level.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   -   Use of the information available in the internet and encouragement of the students to do self-practice.

C. Course Description

This course develops the students' consecutive interpreting skills and introduces them to more advanced interpreting strategies; including notes taking techniques, memory enhancement cues, facial expressions use and time management tips. Speech topics touch to general subject areas such as business and economics, science and technology, and environment and politics.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Audio one	1	3
Audio two	2	6
Audio three	2	6
Audio four	2	6
Audio five	2	6
Audio six	2	6
Audio seven	2	6

Audio eight	2	6

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Learn how to take notes during a conversation	Practice	Written Exam
1.2	Distinguish between translation and interpreting.	Practice	Written Exam
1.3	Differentiate between various types of interpreting	Practice	Written Exam
2.0	**Cognitive Skills**		
2.1	Improve techniques of summarizing and synthesizing	Practice	Written Exam
2.2	Apply memory enhancement techniques	Practice	Written Exam
2.3	Employ listening and speaking skills for accurate speech rendering.		
2.4	Reproduce an accurate translation of the source-speech into the target-speech		
3.0	**Interpersonal Skills & Responsibility**		

3.1	Consult experts for information.	Practice	Class activities and homework
3.2	Build glossaries to collect special terminology	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Learn how to use technology to listen to various speeches	Practice	Class activities
4.2	Discuss and justify the selected translation solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	N/A	Practice	Class activities

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks: • Broen, D. and M. Bowen. 1984. *Steps to Consecutive Interpretation*. Washington: Pen & Booth. • Gillies A. 2005. *Note-taking for consecutive interpreting- A short Course*. Paris: Saint- Jeronme.
2. List Essential References Materials (Journals, Reports, etc.) • Snelling, D. C. 2000. Upon the genesis of translator and interpreters. *The Linguist* 39/2, 34 – 36.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. https://cms.unov.org/UNTERM http://www.fit-ift.org
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Laboratory
2. Computing resources (AV, data show, Smart Board, software, etc.) - Computer - Audio system
3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Snap checks by department/track supervisor on samples of students' work - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 457
Simultaneous Interpreting

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Simultaneous Interpreting** **ENGL 457**
2. Credit hours: 3
3. Program(s) in which the course is offered. BA in English, Translation Track (core course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 8
6. Pre-requisites for this course (if any): ENGL 354
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom — ■ — What percentage? 100% b. blended (traditional and online) — What percentage? c. e-learning — What percentage? d. correspondence — What percentage? f. other — What percentage? Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to allow students to:
 	
    1. Develop and foster the skills of interpreting varied texts simultaneously;
    2. Define the differences between interpreting written texts and interpreting simultaneously;
    3. Discuss cultural sensitivity issues in the field of simultaneous interpreting
    4. Enhance their memorizing skill and concentration abilities;
    5. Render short speeches into and out of Arabic and English.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field) -   Students shall practice listening, note-taking to various speeches at home and via online groups.

C. Course Description

This course introduces the field of interpreting, interpretation models, and cognitive processes associated with interpreting, professional ethical standards, employment opportunities, and working conditions. The course focuses on the development of strategies for conference, court, escort and other types of interpreting. Class work will focus on learning and practicing interpreting techniques. Individual, at home, preparation – besides the assigned readings and interpreting exercises– will also include a strong terminology enhancement.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Audio one	1	3
Audio two	1	3
Audio three	1	3
Audio four	1	3

Audio five	1	3
Audio six	1	3
Audio seven	1	3
Audio eight	1	3
Audio nine	1	3
Audio ten	1	3
Audio eleven	1	3
Audio twelve	1	3
Audio thirteen	1	3
Audio fourteen	1	3
Audio fifteen	1	3

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy	

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Explain the difference between various modes of interpreting in different contexts	Practice	Written Exam
1.2	Render short speeches into Arabic and English.	Practice	Written Exam
1.3	Discuss the role of interpreters in local contexts	Practice	Written Exam
2.0	**Cognitive Skills**		
2.1	Apply basic interpreting skills in conversations	Practice	Written Exam
2.2	Enhance students memorizing skill and concentration ability;	Practice	Written Exam
2.3	Practice interpreting in real-life situations	Practice	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Build glossaries with peers to collect special terminology	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Learn how to use interpreting technologies	Practice	Class activities
4.2	Discuss and justify the selected interpreting solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	NA		

5. Schedule of Assessment Tasks for Students During the Semester	

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%

4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks:

• Setton, R. & Dawrant, A. 2016. *Conference interpreting: A complete course*. Amsterdam/Philadelphia: John Benjamins.
• Kamel, M. 2011. *Conference interpreting*. Cairo: Anglo publishing house.

2. List Essential References Materials (Journals, Reports, etc.)
• Downie, J. 2016. *Being a successful interpreter: Adding value and delivering excellence*. London/New York: Routledge.
• Pochhacker, F. & Shlesinger, M. 2002. *The interpreting Studies Reader*. London/New York: Routledge.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

https://cms.unov.org/UNTERM
http://www.fit-ift.org

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Laboratory

2. Computing resources (AV, data show, Smart Board, software, etc.)

- Computer
- Audio system

3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Internal reviewers
- External reviewers (periodical)

3 Processes for Improvement of Teaching

- Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

Education Evaluation Commission

National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 498
Practicum in Translation

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Practicum in Translation**   **ENGL 498**
2. Credit hours: 4
3. Program(s) in which the course is offered.   BA in English, Translation Track (core course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 8
6. Pre-requisites for this course (if any): ENGL 352
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch
9. Mode of Instruction (mark all that apply)   a. traditional classroom ☐   What percentage? 10   b. blended (traditional and online) ☐   What percentage? ☐   c. e-learning ☐   What percentage? 20   d. correspondence (coaching) ☐   What percentage? 50   f. other (mentoring) ☐   What percentage? 20   Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to:
 	
  1. Identify and critically review relevant prior theories in order to situate students' research;
  2.conduct a translation project in one field of translation that they have studied before;
  3. Familiarize with up-to-date data collection and analysis methods used in the field;
  4. Reflect on various issues encountered in translation from theoretical and professional perspectives.
  5. Conduct a practical graduation project which focuses on one translation type.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   - Students shall make presentations throughout the course

C. Course Description

This course gives students the opportunity to engage in one of three types of activities: 2500-word translation project, 3000-word academic research, or internship. The three activities enable students to put in practice both their theoretical and practical skills as novice translators. Academic and professional support through coaching and mentoring are offered to students in order to enhance their skills and facilitate smooth integration to the local job market.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Initial research proposal	3	12
Part one	4	16
Part two	4	16
Part three	4	16

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	60					60
Credit	4					4

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Gain a comprehensive and in-depth knowledge of the field of study	Practice	Written Exam
1.2	Acquire an insight into translation practice in the relevant domain	Practice	Written Exam
1.3	Demonstrate a professional competency in translation	Practice	Written Exam
2.0	**Cognitive Skills**		
2.1	Conduct a practical graduation project which focuses on one translation type	Practice	Written Exam
2.2	Process material and integrate information from a wide range of sources	Practice	Written Exam
2.3	Use relevant theories and strategies in the selected project	Practice	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Generate ideas and adapt innovatively to changing environments	Practice	Class activities and homework
3.2	Build glossaries to collect special terminology	Practice	Written Exam

4.0	**Communication, Information Technology, Numerical**		
4.1	Learn how to use a computer to type the translated text	Practice	Class activities
4.2	Discuss and justify the selected translation solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	Prepare and deliver an oral presentation	Practice	Oral exam

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Part one	6	15%
2	Part two	10	15%
3	Part three	14	15%
4	Oral presentation	16	15%
5	Written essay	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks:

• Munday, J. 2012. Introducing Translation Studies: Theories and Applications. London: Routledge.

2. List Essential References Materials (Journals, Reports, etc.)
• National Accreditation Authority for Translators and Interpreters. 2015. *Accreditation by Approved Australian Course*. Sydney. Available at: https://www.naati.com.au/media/1102/accreditation_by_approved_australian_course_booklet.pdf

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
http://www.un.org/UNTERM   http://www.ilo.org/glossary   http://arabterm.org   http://termcoord.eu

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.)   - Data show   - Computer   - Smart Board
3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   - Surveys   - Direct Contact with Department Head

- Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Snap checks by department/track supervisor on samples of students' work - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 311
Advanced Arabic Writing

Course Specifications

Institution   King Abdulaziz University   Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **Advanced Arabic Writing** **ENGL 311**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Translation Track – Elective course
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 5
6. Pre-requisites for this course: N/A
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom   ☒ What percentage?   100% b. blended (traditional and online)   ☐ What percentage?   ☐ c. e-learning   ☐ What percentage?   ☐ d. correspondence   ☐ What percentage?   ☐ f. other   ☐ What percentage?   ☐ Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to allow students to be able to:
  11- Acquire knowledge of aspects of advanced Arabic writing styles;
  12- Use syntactic and discourse structures appropriately;
  13- Demonstrate advanced linguistic skills and functional understanding of Arabic Language;
  14- Develop skills of critical thinking and analysis across the range of theoretical and contextual modes of Arabic;
  15- Evaluate literary and creative writing materials produced in Arabic.

2.   Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

This course engages the students in a wide variety of writing activities that are geared to the traditional and modern forms of discourse in the Arabic language with a special emphasis on the critical, research, and stylistic skills. The course is basically designed for the student who has the knowledge of fundamental syntactic and morphological structure of the Arabic language and focuses on the development of skills needed to achieve success in academic and professional goals. At the center of this advanced Arabic writing course is the introduction of the important elements of argument and style with reference to particular audiences and genres.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Unit I	1	3
Unit II	2	6
Unit III	2	6

Unit IV	2	6
Unit V	2	6
Unit VI	2	6
Unit VII	2	6
Unit VIII	2	6

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	45					45
	Actual	45					45
Credit	Planed	3					3
	Actual	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
On the table below are the five NQF Learning Domains, numbered in the left column.   **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Recognize different branches of Applied Linguistics	Lecturing	Quiz, Exam

1.2	Describe different teaching approaches	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Summarize approaches of Applied Linguistics;	Lecturing/Discussion	Quiz, Exam
2.2	Classify branches of Applied Linguistics	Lecturing/Discussion	Quiz, Exam
2.3	Give examples of learner differences	Lecturing/Discussion	Quiz, Exam
2.4	Demonstrate a set of advanced practical skills in a particular area of Applied Linguistics	Lecturing/Discussion/ Presentation/Assignment	Quiz, Exam, Presentation
3.0	**Interpersonal Skills & Responsibility**		
3.1	Demonstrate several ways of interaction based on age of learners	Presentation/Assignment	Quiz, Exam, Presentation
3.2	Participate in class discussions and presentations about Applied Linguistics	Discussion/ Presentation	Quiz, Exam, Presentation
4.0	**Communication, Information Technology, Numerical**		
4.1	Make a class presentation about one of the topics related to Applied Linguistics	Presentation	Presentation
5.0	**Psychomotor**		
5.1	Demonstrate a class presentation on a topic of choice	Presentation	Presentation

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- Office hours: 3 hours/week - Academic Supervision - Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks Raji Rammuny. 2013. *Advanced Arabic Composition: Student Guide*. Ann Arbor: University of Michigan Press.
2. List Essential References Materials (Journals, Reports, etc.) Gully, A. 2003. *Modern Written Arabic: A Comprehensive Grammar*. London: Routledge.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. N/A
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data-show - Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Internal reviewers
- External reviewers (periodical)

3 Processes for Improvement of Teaching
- Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____   Date Specification Completed: _____

Program Coordinator: _____

Signature: _____   Date Received: _____

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 344
Computer and Translation

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Computer and Translation** **ENGL 344**
2. Credit hours: 3
3. Program(s) in which the course is offered. BA in English, Translation Track (elective course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 6
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch

9. Mode of Instruction (mark all that apply)
 	
  a. traditional classroom   ■   What percentage?   100%
 	
  b. blended (traditional and online)   ☐   What percentage?   ☐
 	
  c. e-learning   ☐   What percentage?   ☐
 	
  d. correspondence   ☐   What percentage?   ☐
 	
  f. other   ☐   What percentage?   ☐
 	
Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to:
 	
   1. Provide students with the knowledge and the skills likely to be required by the new computerized multilingual document processing work environment;
   2. Introduce students to the use of online resources efficiently for documentation purposes;
   3. Familiarize students with state-of-the-art computational environments such as bilingual concordancers, multilingual terminology management systems, translation memory and machine(-aided) translation software;
   4. Enable students to undertake computer-assisted translation projects both individually and as part of a team.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   -   Students shall make presentations throughout the course

C. Course Description

This course introduces students to the realm of computer-assisted translation (CAT), including the original and the latest techniques and technology. It will examine basic problems and approaches, and emphasize the way in which CAT research relies on ideas drawn from, and progress made in, other areas such as translation theory and theoretical linguistics. It familiarizes students with supporting computer applications for translation.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to CAT	1	3
Text one	2	6

Text two		2	6
Text three		2	6
Text four		2	6
Text five		2	6
Text six		2	6
Text seven		2	6

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		

1.1	Describe and explain the main principles and mechanisms of CAT tools.	Lecturing & Practice	Written Exam
1.2	Acquire concrete experience of applying CAT tools.	Practice	Written Exam
1.3	Translate texts using CAT tools.	Practice	Written Exam
2.0	**Cognitive Skills**		
2.1	Apply strategies for translating different types of texts	Practice	Written Exam
2.2	Demonstrate the capability for using CAT tools	Practice	Written Exam
2.3	Recognize the strengths and weaknesses of CAT tools.	Practice	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Use online dictionaries and glossaries	Practice	Class activities and homework
3.2	Build lexical databases	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Use a computer to type the translated text	Practice	Class activities
4.2	Discuss and justify the selected translation solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	Prepare and deliver an oral presentation	Practice	Class activities

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks:

- Bowker, L. 2002. *Computer-aided Translation Technology: A Practical Introduction*. Ottawa: University of Ottawa Press.

2. List Essential References Materials (Journals, Reports, etc.)

- Chan, S.W. 2002. *Translation and information technology*, Hong Kong: Chinese University Press.
- Hutchins, J. 1995. "Machine translation." In: *An encyclopedia of translation: Chinese-English, English-Chinese* edited by Chan Sin-wai and David E.Pollard. Hong Kong: Chinese University Press, 1995, pp 591-602.
- Somers, H. 2003. *Computers and translationa translator's guide*, Amsterdam/ Philadelphia: John Benjamins.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
- Chan, S.W. 2004. *A dictionary of translation technology*. Hong Kong: Chinese University Press.
- Chan, S.W. 2008. *A topical bibliography of computer-aided translation.* Hong Kong: Chinese University Press.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Classroom; Laboratory

2. Computing resources (AV, data show, Smart Board, software, etc.)   - Data show   - Computer   - Smart Board

3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   - Surveys   - Direct Contact with Department Head   - Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department   - Internal reviewers   - External reviewers (periodical)

3 Processes for Improvement of Teaching   - Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   - Snap checks by department/track supervisor on samples of students' work   - Checking of markings by an independent teaching staff   - Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   - Student Questionnaires

- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____ Date Received:

Education Evaluation Commission

National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 348
Stylistics and Translation

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Stylistics and Translation** **ENGL 348**
2. Credit hours: 3
3. Program(s) in which the course is offered. BA in English, Translation Track (elective course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 6
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch

9. Mode of Instruction (mark all that apply)
 	
  a. traditional classroom   ■   What percentage?   [ ]
 	
  b. blended (traditional and online)   [ ]   What percentage?   [ ]
 	
  c. e-learning   [ ]   What percentage?   [ ]
 	
  d. correspondence   [ ]   What percentage?   [ ]
 	
  f. other   [ ]   What percentage?   [ ]
Comments:

B Objectives

1. What is the main purpose for this course? This course aims to allow students to: 1. Identify the characteristics which distinguish their mother language from a foreign one. 2. Establish correspondences and equivalences in two languages. 3. Compare translated texts with the original ones and to analyze them in terms of lexical, syntactic and textual structure. 4. Explain a number of general rules describing patterns of stylistic change which occur during translation of literary work from Arabic to English and vice versa. 5. Determine how both languages and cultures are used to express the same (or different) world views.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   - Students shall make presentations throughout the course

C. Course Description

This course provides linguistic and stylistic comparisons between English and Arabic in terms of their relation to the practical study of translation. Comparative analysis of the structures of the two languages will be used to outline the common problems of translation and to develop strategies for dealing with them. The course offers students deeper knowledge of the features that distinguish one language from another. It also deals with the relation between culture, language, and cognition. The emphasis is to be on precision of expression and the evaluation of alternative solutions in translation. The course aims at developing sensitivity to style, language levels and discourse articulation for an understanding of style is of great importance for translation .This awareness of style allows the translator to produce translations that are natural and that properly convey the authors' intentions.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours

Chapter one	1	3
Chapter two	3	6
Chapter three	3	6
Chapter four	3	6
Chapter five	3	6
Chapter six	3	6
Chapter seven	2	6
Chapter eight	2	6

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
On the table below are the five NQF Learning Domains, numbered in the left column. **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Identify the characteristics which distinguish their mother language from a foreign one.	Lecturing	Written Exam
1.2	Establish correspondences and equivalences in two languages.	Lecturing	Written Exam
1.3	Compare translated texts with the original ones and to analyze them in terms of lexical, syntactic and textual structure.	Lecturing	Written Exam
2.0	**Cognitive Skills**		
2.1	Explain a number of general rules describing patterns of stylistic change which occur during translation of literary work from Arabic to English and vice versa.	Lecturing	Written Exam
2.2	Determine how both languages and cultures are used to express the same (or different) world views.	Lecturing	Written Exam
2.3	Understand the relation between language and rhetoric	Lecturing	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Use dictionaries and consult glossaries	Practice	Class activities and homework
3.2	Work in pairs and collaborate with classmates.	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Learn how to use a computer to search for information	Practice	Class activities
4.2	Discuss relevant issues related to language and stylistics	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	Prepare and deliver an oral presentation	Practice	Class activities

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%

5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks:
   • Boasse-Beier, J. 2014. *Stylistic Approaches to Translation*. Routledge.
   • Boase-Beier, J. 2014. Stylistics and Translation. In M. Burke (ed). *The Routledge Handbook of Stylistics*. Routledge, pp.393-407

2. List Essential References Materials (Journals, Reports, etc.)

   - Molina, I. and Albir, H. A. 2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach. *Meta* 47.
   - Nida, E. and Taber, C. 1969. *The Theory and Practice of Translation*. Leiden: Brill

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

http://www.un.org/UNTERM
http://www.unesco.org/UNESCOTERM
http://www.ilo.org/Glossary

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data show - Computer - Smart Board
3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Snap checks by department/track supervisor on samples of students' work - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 351
Terminology

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Terminology**   **ENGL 351**
2. Credit hours: 3
3. Program(s) in which the course is offered.   BA in English, Translation Track (elective course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 8
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch
9. Mode of Instruction (mark all that apply)   a. traditional classroom ▮ What percentage? 100%   b. blended (traditional and online) ☐ What percentage? ☐   c. e-learning ☐ What percentage? ☐   d. correspondence ☐ What percentage? ☐   f. other ☐ What percentage? ☐   Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to allow students to:

  16- **Examine the relationship between terminology and translation;**
  17- **Understand the role of terminology in documentation;**
  18- **Describe the development of lexicography;**
  19- **Analyze linguistic standardization in relation to language planning;**
  20- **Consider the part of terminology in linguistic engineering.**

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

  - Students shall make presentations throughout the course

C. Course Description

Terminology is becoming more and more necessary in many professions in various areas. Situations like translation, documentation, language management, digital documentation management, linguistic engineering, knowledge dissemination, writing specialized texts, teaching specific subjects all require terminology, terminology management and the resolution of terminological problems.

In this course, students acquire an overall view of the synergies between terminology and other professional areas. They carry out exercises that respond to real professional needs in areas like translation, lexicography, teaching, documentation, linguistic planning and automatic information management.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction	1	3
Unit 1: Terminology and translation	2	6

Unit 2: Terminology, terminography and lexicography	2	6
Unit 3: Terminology and documentation	2	6
Unit 4: Terminology and language planning	2	6
Unit 5: Terminology and language teaching	2	6
Unit 6: Terminology and computational linguistics	2	6
Unit 7: Terminological training for translators	2	6

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	**Recognize the role and organization of main International Organizations;**	Lecturing	Written Exam

1.2	Describe the ideas and norms that guide world order	Lecturing	Written Exam
1.3	Realize the role of International Organizations in peacekeeping operations	Lecturing	Written Exam
2.0	**Cognitive Skills**		
2.1	Understand the concept of international cooperation	Lecturing	Written Exam
2.2	Consider the challenges facing international cooperation	Lecturing	Written Exam
2.3	Compare the tasks of the different international organizations.	Lecturing	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Work in pairs and collaborate with colleagues.	Practice	Class activities and homework
3.2	Find the relevant information through information cross-checking	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Work in pairs and collaborate with colleagues.	Practice	Class activities
4.2	Communicate relevant information clearly and efficiently.	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	Prepare and deliver an oral presentation	Practice	Oral exam

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks:
- Cabre, M. T. 1999. *Terminology: Theory, Methods and Applications.* Amsterdam: Benjamins.
- Rey, A. 1995. *Essays on Terminology*. Amsterdam: Benjamins.

2. List Essential References Materials (Journals, Reports, etc.)

- Temmerman, R. 2000. *Towards New Ways of Terminology Description*. Amsterdam: Benjamins.
- Temmerman, R. 2014. *Dynamics and Terminology*. Amsterdam: Benjamins.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

http://www.euralex.org
https://elex.link/elex2017/

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classroom; Laboratory

2. Computing resources (AV, data show, Smart Board, software, etc.)
- Data show
- Computer
- Smart Board

3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Internal reviewers
- External reviewers (periodical)

3 Processes for Improvement of Teaching
- Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- Snap checks by department/track supervisor on samples of students' work
- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
4. - Student Questionnaires
5. - Staff Questionnaires
6. - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 389
Semantics

Course Specifications

Institution   King Abdulaziz University   Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **ENGL 389**   **Semantics**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Translation Track (Elective Subject)
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 6
6. Pre-requisites for this course: ENGL 280
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply)   a. traditional classroom   ■   What percentage?   100%   b. blended (traditional and online)   ☐   What percentage? ☐   c. e-learning   ☐   What percentage? ☐   d. correspondence   ☐   What percentage? ☐   f. other   ☐   What percentage? ☐   Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to allow students to:
 	
    6. Have a clear idea about Semantics and analyze sentences semantically;
    7. Understand the different usages and production of natural language; and
    8. Use new reference, sentence, utterance, proposition and predicate among other topics.

2. Briefly describe any plans for developing and improving the course that are being implemented. N/A

C. Course Description

This course introduces students to the field of Semantics. It covers different areas and topics within semantics such as hyponymy, synonymy, antonymy, polysemy, reference, sentence, utterance, proposition, predicates and other topics. It introduces students to meaning at the levels of the sentence and speech act. It, also, introduces componential analysis and language universals.

1. Topics to be Covered

	No. of Weeks	Contact hours
Introduction to Semantics and basic terminology	3	9
Word classes and componential analysis	3	9
Types of meaning, meaning relations, and properties	3	9
Thematic/semantic interactions	3	9
Deep structure meaning	3	9

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Describe hyponymy, synonymy, antonymy, and polysemy;	Lecturing	Quiz, Exam
1.2	Recognize usage and production of natural language;	Lecturing	Quiz, Exam
1.3	Identify reference, sentence, utterance, proposition and predicates among other topics.	Lecturing	Quiz, Exam
2.0	**Cognitive Skills**		
2.1	Explain different theories in semantics.	Lecturing/Discussion	Quiz, Exam
2.2	Discuss different aspects of meaning in words.	Lecturing/Discussion	Quiz, Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Demonstrate how language users achieve their goals in verbal interaction with others.	Lecturing/Assignment	Quiz, Exam,
4.0	**Communication, Information Technology, Numerical**		
4.1	Analyze sentences using theories of semantics;	Lecturing/Assignment	Quiz, Exam
4.2	Examine the relationship between language and meaning on word, sentence and utterance level.	Lecturing/Assignment	Quiz, Exam
5.0	**Psychomotor**		
5.1	NA		

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5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%

2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 3 hours/week (office hours)
- Academic Supervision
- Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks

Abdul-Raof, H. 2016. *Semantics*. Taiba University.

2. List Essential References Materials (Journals, Reports, etc.)

- Cruze, D. A. (2000). Meaning in language: An Introduction to Semantics and Pragmatics. Oxford University Press.
- Allen, K. (1986). Linguistic Meaning (2 Volumes). London, Routledge.
- Cruse, D. A. (1986). Lexical Semantics. Cambridge, Cambridge University Press.
- Saeed, J. (1997). Semantics. Oxford: Blackwell.
- Cruse, A. (2000). Meaning in Language: An Introduction to Semantics and Pragmatics. Oxford University Press.
- Bach, Emmon. (1989) Informal lectures on formal semantics. Albany, NY: SUNY Press.
- Frawley, William. (1992). Linguistic semantics. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Ungerer, Friedrich & Schmidt, Hans-Jorg. (1996). An introduction to cognitive linguistics. London, UK: Longman.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- http://ia.uni.lodz.pl/pragmatics/
- http://www.isca-students.org/home

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classroom

2. Computing resources (AV, data show, Smart Board, software, etc.)

- Data-show
- Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   - Surveys - Direct Contact with Department Head - Questionnaire at the end of semester
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department   - Internal reviewers - External reviewers (periodical)
3 Processes for Improvement of Teaching   - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   - Snap checks by department/track supervisor on samples of students' work - Checking of markings by an independent teaching staff - Checking of markings by Department supervisors
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Student Questionnaires - Staff Questionnaires - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 444
Current Issues in Translation

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Current Issues in Translation** **ENGL 444**
2. Credit hours: 3
3. Program(s) in which the course is offered. BA in English, Translation Track (elective course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 8
6. Pre-requisites for this course (if any): ENGL 352
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch

9. Mode of Instruction (mark all that apply)

a. traditional classroom	■	What percentage?	100%
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to:

1. Reinforce students' background in theories and principles of translation;
2. Allow students to apply translation theories in the areas of communication, teaching, and learning;
3. Increase the students' knowledge in translation issues that have not received enough emphasis; and
4. Provide students with a background of the latest development in the field.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Students shall make presentations throughout the course

C. Course Description

This course is designed to discuss and analyze a particular topic in translation. It concentrates on emerging issues or specialized contents not represented in the main curriculum. Selection of topic is based on instructor and student's needs and interests. Topics vary from one semester to another.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Chapter one	1	3
Chapter two	2	6
Chapter three	2	6

Chapter four	2	6
Chapter five	2	6
Chapter six	2	6
Chapter seven	2	6
Chapter eight	2	6
Chapter nine	2	6
Chapter ten	2	6
Chapter eleven	2	6
Chapter twelve	2	6

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Recognize various technical term in appropriate contexts	Lecturing	Written Exam
1.2	Describe the latest developments in the field.	Lecturing	Written Exam
1.3	Identify hot topics in translation.	Lecturing	Written Exam
2.0	**Cognitive Skills**		
2.1	Use various translation techniques in appropriate contexts; and	Lecturing	Written Exam
2.2	Apply the studied theories and models to different texts	Lecturing	Written Exam
2.3	Compare different approaches to the same issue.	Lecturing	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Use dictionaries and consult glossaries to search meaning	Practice	Class activities and homework
3.2	Build glossaries to collect special terminology	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Learn how to use a computer to type the translated text	Practice	Class activities
4.2	Discuss and justify the selected translation solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	Prepare and deliver an oral presentation	Practice	Class activities

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%

2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks:
   • Asensio, R. 2003. *Translation Practices Explained.* Northampton: St. Jerome.
   • Newmark, P. 1988. *A textbook of translation*. London: Prentice Hall.

2. List Essential References Materials (Journals, Reports, etc.)

   • Molina, I. and Albir, H. A. 2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach. *Meta* 47.
   • Nida, E. and Taber, C. 1969. *The Theory and Practice of Translation*. Leiden: Brill

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

http://www.un.org/UNTERM
http://www.unesco.org/UNESCOTERM

http://www.ilo.org/Glossary

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classroom

2. Computing resources (AV, data show, Smart Board, software, etc.)

- Data show
- Computer
- Smart Board

3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Surveys
- Direct Contact with Department Head
- Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Internal reviewers
- External reviewers (periodical)

3 Processes for Improvement of Teaching

- Training sessions

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
 	
   - Snap checks by department/track supervisor on samples of students' work
   - Checking of markings by an independent teaching staff
   - Checking of markings by Department supervisors

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
 	
   7. - Student Questionnaires
   8. - Staff Questionnaires
   9. - Internal and External reviewers (periodical)

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 445
Advanced Translation

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **Advanced Translation**   **ENGL 445**
2. Credit hours: 3
3. Program(s) in which the course is offered.   BA in English, Translation Track (elective course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 6
6. Pre-requisites for this course (if any): ENGL 352
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch
9. Mode of Instruction (mark all that apply)   a. traditional classroom ⬛ What percentage? 100%   b. blended (traditional and online) ☐ What percentage? ☐   c. e-learning ☐ What percentage? ☐   d. correspondence ☐ What percentage? ☐   f. other ☐ What percentage? ☐   Comments:

B Objectives

1. What is the main purpose for this course?
 	
This course aims to allow students to:
 	
    1. Recognize the major translation techniques and approaches;
    2. Collect the relevant terminology related to the genre of document;
    3. Apply the textual analysis techniques to the source text;
    4. Produce an elegant text in the target language.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   - Students shall make presentations throughout the course

C. Course Description

This course is designed to provide advanced instruction and supervised practice in translation, from English into Arabic and vice-versa. Through intensive practice, students not only gain a deep insight into the nature and process of translation, but also develop the textual analysis techniques and command of terminology necessary for producing professionally well-versed and accurate texts in both languages. The course, in short, offer students an opportunity to enhance their command of grammar, syntax, and vocabulary both in Arabic and English; develop an aptitude and skills for linguistic analysis and critical thinking as well as the capacity for self-learning and critique.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Text one	1	3
Text two	2	6

Text three	2	6
Text four	2	6
Text five	2	6
Text six	2	6
Text seven	2	6
Text eight	2	6
Text nine	2	6
Text ten	2	6
Text eleven	2	6
Text twelve	2	6

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Learn the major translation techniques and approaches;	Practice	Written Exam
1.2	Collect relevant terminology	Practice	Written Exam
1.3	Select the appropriate phraseology and terminology.	Practice	Written Exam
2.0	**Cognitive Skills**		
2.1	Distinguish between different types of texts and genres	Practice	Written Exam
2.2	Identify the difference between translation and interpreting	Practice	Written Exam
2.3	Apply the textual analysis techniques to the source text	Practice	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Use dictionaries and consult glossaries to search meaning	Practice	Class activities and homework
3.2	Build glossaries to collect special terminology	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Learn how to use a computer to type the translated text	Practice	Class activities
4.2	Discuss and justify the selected translation solution	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	Prepare and deliver an oral presentation	Practice	Class activities

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%

2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
A: Office Hours: Teaching Staff is available in office hours for 3 hours /week
B: Academic Advising (2 hours per week)
C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks:
   • Asensio, R. 2003. *Translation Practices Explained.* Northampton: St. Jerome.
   • Newmark, P. 1988. *A textbook of translation*. London: Prentice Hall.

2. List Essential References Materials (Journals, Reports, etc.)

   • Molina, I. and Albir, H. A. 2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach. *Meta* 47.
   • Nida, E. and Taber, C. 1969. *The Theory and Practice of Translation*. Leiden: Brill

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

http://www.un.org/UNTERM
http://www.unesco.org/UNESCOTERM
http://www.ilo.org/Glossary

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom

2. Computing resources (AV, data show, Smart Board, software, etc.)
 	
   - Data show
   - Computer
   - Smart Board

3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
 	
   - Surveys
   - Direct Contact with Department Head
   - Questionnaire at the end of semester

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
 	
   - Internal reviewers
   - External reviewers (periodical)

3 Processes for Improvement of Teaching   - Training sessions
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   - Snap checks by department/track supervisor on samples of students' work

<table>
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- Checking of markings by an independent teaching staff
- Checking of markings by Department supervisors

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5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

    10. - Student Questionnaires
    11. - Staff Questionnaires
    12. - Internal and External reviewers (periodical)

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</table>

Name of Instructor:

Signature:_____ Date Report Completed:

Name of Course Instructor_____

Program Coordinator:

Signature: _____   Date Received:

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENGL 452
Summary Translation

Course Specifications

Institution   King Abdulaziz University   Date
College/Department: Rabigh Branch, Faculty of Sciences and Arts, English Department

A. Course Identification and General Information

1. Course title and code: **Summary Translation** **ENGL 452**
2. Credit hours: 3
3. Program(s) in which the course is offered: English Language Program, Translation Track – Elective course
4. Name of faculty member responsible for the course: N/A
5. Level/year at which this course is offered: Level 8
6. Pre-requisites for this course: ENGL 240
7. Co-requisites for this course: N/A
8. Location if not on main campus: Rabigh Branch
9. Mode of Instruction (mark all that apply) a. traditional classroom ████ What percentage?   100% b. blended (traditional and online) ☐ What percentage? ☐ c. e-learning ☐ What percentage? ☐ d. correspondence ☐ What percentage? ☐ f. other ☐ What percentage? ☐ Comments:

B Objectives

1. What is the main purpose for this course?

This course aims to allow students to be able to:

> 1. Develop techniques to identify the core ideas in a text;
> 2. Develop strategies to summarize source texts;
> 3. Reproduce the content of the original text based on the highlighted substantive fragments;
> 4. Resolve cultural differences between source and target texts;
> 5. Consider the customer's preferences with respect to the specific points of interest and the summary translation size.

2. Briefly describe any plans for developing and improving the course that are being implemented.

N/A

C. Course Description

This course focuses on developing student's summarizing skills which prove to be necessary for situations where the turnaround time for translation is extremely short. Students will read through an original document, assessing the most important elements of the text. This information is then summarized and translated into the target language, providing readers with a concise and accurate summary translation of the main content of the source text.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Text one	1	3
Text two	2	6
Text three	2	6

Text four	2	6
Text five	2	6
Text six	2	6
Text seven	2	6
Text eight	2	6

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	45					45
	Actual	45					45
Credit	Planed	3					3
	Actual	3					3

3. Additional private study/learning hours expected for students per week. 3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Recognize different branches of Applied Linguistics	Lecturing	Quiz, Exam
1.2	Describe different teaching approaches	Lecturing/Discussions	Quiz, Exam
2.0	**Cognitive Skills**		

2.1	Summarize approaches of Applied Linguistics;	Lecturing/Discussion	Quiz, Exam
2.2	Classify branches of Applied Linguistics	Lecturing/Discussion	Quiz, Exam
2.3	Give examples of learner differences	Lecturing/Discussion	Quiz, Exam
2.4	Demonstrate a set of advanced practical skills in a particular area of Applied Linguistics	Lecturing/Discussion/ Presentation/Assignment	Quiz, Exam, Presentation
3.0	**Interpersonal Skills & Responsibility**		
3.1	Demonstrate several ways of interaction based on age of learners	Presentation/Assignment	Quiz, Exam, Presentation
3.2	Participate in class discussions and presentations about Applied Linguistics	Discussion/ Presentation	Quiz, Exam, Presentation
4.0	**Communication, Information Technology, Numerical**		
4.1	Make a class presentation about one of the topics related to Applied Linguistics	Presentation	Presentation
5.0	**Psychomotor**		
5.1	Demonstrate a class presentation on a topic of choice	Presentation	Presentation

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- Office hours: 3 hours/week - Academic Supervision - Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks Newmark, P. 1988. *A Textbook of Translation*. New York: Prentice Hall.
2. List Essential References Materials (Journals, Reports, etc.) Shreve, G. M. 2010. *Translation and Cognition*. Amsterdam: John Benjamins. • Cronin, M. 2003. *Translation and Globalization*. London: Taylor & Francis.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. http://www.arabterm.org http://www.fit-ift.org
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Computing resources (AV, data show, Smart Board, software, etc.) - Data-show - Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G   Course Evaluation and Improvement Processes

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- Surveys
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- Internal reviewers
- External reviewers (periodical)

3 Processes for Improvement of Teaching
- Training sessions

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- Snap checks by department/track supervisor on samples of students' work
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5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Student Questionnaires
- Staff Questionnaires
- Internal and External reviewers (periodical)

Name of Course Instructor: _____

Signature: _____   Date Specification Completed: _____

Program Coordinator: _____

Signature: _____   Date Received: _____

Education Evaluation Commission
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENGL 455
International Organizations

Course Specifications

Institution: King Abdulaziz University
Date:
College/Department: Faculty of Science and Arts, Rabigh Branch/ English Department

A. Course Identification and General Information

1. Course title and code: **International Organizations**   **ENGL 455**
2. Credit hours: 3
3. Program(s) in which the course is offered.   BA in English, Translation Track (elective course)
4. Name of faculty member responsible for the course: NA
5. Level/year at which this course is offered: Level 8
6. Pre-requisites for this course (if any): ENGL 240
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus Rabigh Branch
9. Mode of Instruction (mark all that apply)   a. traditional classroom   ■   What percentage?   100%   b. blended (traditional and online)   ☐   What percentage?   ☐   c. e-learning   ☐   What percentage?   ☐   d. correspondence   ☐   What percentage?   ☐   f. other   ☐   What percentage?   ☐   Comments:

B Objectives

1. What is the main purpose for this course?   This course aims to allow students to: **21- Recognize the role and organization of main International Organizations;**   **22- Understand the concept of international cooperation;**   **23- Describe the ideas and norms that guide world order;**   **24- Realize the role of International Organizations in peacekeeping operations;**   **25- Consider the challenges facing international cooperation.**
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   - Students shall make presentations throughout the course

C. Course Description

This course focuses on the role, function and structure of international organizations. Delving into specific IOs, the course will begin with the International Financial Institutions (the IMF and the World Bank). Then, it will turn to the United Nations System (Security Council, Peacekeeping Operations, Refugees organizations). Subsequently, it will analyze IOs dealing with Europe (EU, ECB). Next, it will consider international trade organizations and regional trade organizations. An emphasis will also be put on the role and structure of the Gulf Cooperation Council and Arab League. The course will offer students an in-depth understanding of the role of international organizations, their historical origins, ostensible functions, the international and domestic political forces that impact their operations, and their effectiveness.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction	1	3
United Nations Organization	2	6

Arab League	2	6
Gulf Cooperation Council	2	6
UNESCO	2	6
Organization of *Islamic Cooperation*	2	6
Islamic Development Bank	2	6
International Renewable Energy Agency	2	6

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	3					3

3. Additional private study/learning hours expected for students per week. 2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
On the table below are the five NQF Learning Domains, numbered in the left column. **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		

1.1	**Recognize the role and organization of main International Organizations;**	Lecturing	Written Exam
1.2	Describe the ideas and norms that guide world order	Lecturing	Written Exam
1.3	Realize the role of International Organizations in peacekeeping operations	Lecturing	Written Exam
2.0	**Cognitive Skills**		
2.1	Understand the concept of international cooperation	Lecturing	Written Exam
2.2	Consider the challenges facing international cooperation	Lecturing	Written Exam
2.3	Compare the tasks of the different international organizations.	Lecturing	Written Exam
3.0	**Interpersonal Skills & Responsibility**		
3.1	Work in pairs and collaborate with colleagues.	Practice	Class activities and homework
3.2	Find the relevant information through information cross-checking	Practice	Written Exam
4.0	**Communication, Information Technology, Numerical**		
4.1	Work in pairs and collaborate with colleagues.	Practice	Class activities
4.2	Communicate relevant information clearly and efficiently.	Practice	Class activities, homework, quiz, & written exam
5.0	**Psychomotor**		
5.1	Prepare and deliver an oral presentation	Practice	Oral exam

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Homework 1	5	5%
2	Quiz 1	6	10%
3	Midterm exam	8	20%
4	Homework 2	10	5%
5	Quiz 2	11	10%
6	Homework 3	12	5%
7	Class participation	1-15	5%
8	Final exam	16	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)   A: Office Hours: Teaching Staff is available in office hours for 3 hours /week   B: Academic Advising (2 hours per week)   C: Faculty-tailored arrangements for slow learners and special cases

E. Learning Resources

1. List Required Textbooks: • Hurd, I. 2010. *International Organizations: Politics, Law, Practice.* Cambridge: Cambridge University Press.   • Margaret P. Karns, Karen A. Mingst, and W. Kendall. 2015. *International Organizations: The Politics and Processes of Global Governance*. Springer.
2. List Essential References Materials (Journals, Reports, etc.)   • Kofi Annan, "Courage to Fulfill our Responsibilities" (on report of HighLevel Panel on Threats, Challenges and Change), The Economist, Dec. 4-10, 2004, pp. 23-25. Available at www.un.org/secureworld/oped.   • Stone, Randall W. 2011. Controlling Institutions: International Organizations and the Global Economy. New York: Cambridge University Press.   • Vreeland, J. R. 2007. *The International Monetary Fund: Politics of Conditional Lending*. New York: Routledge.   • Rouhollah, K. Ramazani, J. and A. Kechichian. 1998. *The Gulf Cooperation Council: Record and Analysis*. Virginia: University of Virginia Press.   • Voeten, E. 2000. Clashes in the Assembly. *International Organization*. 54 (2):185-215
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   http://www.un.org   http://www.unesco.org   http://www.lasportal.org   http://www.gcc-sg.org

http://www.ilo.org
http://www.who.org
http://www.unhcr.org

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

N/A

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classroom; Laboratory

2. Computing resources (AV, data show, Smart Board, software, etc.)

- Data show
- Computer
- Smart Board

3. Other resources specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

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14. - Staff Questionnaires
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Name of Instructor:

Signature:_____ Date Report Completed:

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Program Coordinator:

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