COURSE SPECIFICATION

Intermediate English (I)

ENGL 102

Course Specification

For Guidance on the completion of this template, please refer to Handbook 2 Internal Quality Assurance Arrangements

Institution: The Princess Noura bint Abdul Rahman University for Girls

College/Department: College of Arts/ Department of English Language

A Course Identification and General Information

1. Course title and code: Intermediate English (I)   ENGL 102
2. Credit hours**:** 5 credit hours
3. Program(s) in which the course is offered. Teachers of English 1-6 (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: To be determined.
5. Level/year at which this course is offered: Year 1 Semester 1
6. Pre-requisites for this course (if any):
7. Co-requisites for this course (if any):
8. Location if not on main campus:

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

Teacher candidates will
- Gain knowledge and demonstrate understanding of intermediate English language skills:
  - Listen to and understand spoken English
  - Speak English with others
  - Develop English vocabulary learning strategies
  - View and Read a variety of intermediate English texts
  - Write in English in response to listening and reading activities
  - English grammar structure

- Demonstrate cultural awareness of appropriate English language use in a given context
- Practice strong interpersonal skills in group settings
- Become more self-aware as a learner of English and learn to identify and express your own learning process in English

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

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

In this third semester of English, understanding continues to be the focus in the areas of listening, viewing, speaking, reading, and writing as students continue to gain communicative competence in English. They reach greater acuity, reaching the novice high to intermediate-low levels in speaking, listening, reading, and writing, recognizing and understanding basic points of English grammar.. A focus is on oral and written literary works in English, with a focus on grammar in speaking, and understanding of English cultural texts/readings. **Major Assessment:** Oral and Written English Language Proficiency Exam

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1 Topics to be Covered

Topic	No of Weeks	Contact hours
1. Introduction to the Course: Topics, Procedures, & Materials	1	5
2. Developing Active Listening skills	3	15
3. Developing Active Reading & Vocabulary Learning skills	3	15
4. Developing Writing & Grammar skills	3	15
5. Engaging in Comprehension	2	10
6. Applying Reading Strategies to Multiple Text Types	2	10
7. Applying Writing skills to respond to text and conversation	1	5
8. Improving Critical Reading	1	5
Total:	16	80

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

Lecture: (50%)	Tutorial:	Practical/Fieldwork/Internship:	Other: Language Lab (50%)

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)

Weekly: A minimum of one hour outside of class for each hour spent in class. 45 hours of outside class time can be expected for the semester, approximately three hours per week.

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;

- A description of the teaching strategies to be used in the course to develop that knowledge or skill;

- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired.

1. Introduction to the Course: Topics, Procedures, & Materials
- overview all textbooks, materials, and course information, such as the course syllabus, college usernames, log-ins, passwords, and student handbook policies.

2. Developing Active Listening Skills
- We will listen to English speakers and practice simple conversations in typical contexts in the language lab and in the classroom.

3. Developing Active Reading Skills
- read, reflect and respond to the beginning of *Interactons* Unit 1: The Self & Unit 2: Self with Family.
- read and respond to the first half of the novel *Hole in My Life* by Jack Gantos.
- learn a variety of vocabulary-learning strategies.

4. Developing Writing and Grammar Skills
- We will practice grammar exercises from *English Brush-up,* covering the following grammar topics: subjects and verbs, subject-verb agreement, sentence types, fragments, run-ons, pronouns, commas, apostrophes, quotation marks, other punctuation marks, homonyms, capital letters, modifiers, and parallelism.
- Cover paragraph writing and standard paper-writing form.

5. Engaging in Comprehension
- Read Unit 3: Self & Relationships & Unit 4: Self with Work in *Interactions*.
- Read and respond to the second half of the novel *Hole in My Life* by Jack Gantos.

6. Applying Reading Strategies to Multiple Text Types
- Read Unit 7: Self with Technology and Media & Unit 8: Self with Heroes and Role Models in *Interactions*.
- Concentrate on applying reading strategies learned over the course of the semester in vocabulary development, comprehension improvement, digital literacy and reading rate flexibility and fluency and how to apply these strategies to different texts.

7. Improving Critical Reading
- Read Unit 5: Self with Society & Unit 6: Self with Nature and Environment in *Interactions*.
- Read and respond to *The Curious Incident of the Dog in the Night-Time* by Mark Haddon.
- Further develop inferential comprehension through interpretation and critical reading and analysis skills.

8. Applying Writing Skills to Text and Conversation
- Write literary letters in response to the readings from *Interactions, Hole in My Life,* and *The Curious Incident of the Dog in the Night-Time*.
- Write short summaries of the readings and short response paragraphs to in-class prompts.

(ii) Teaching strategies to be used to develop that knowledge.

- Lecture
- Guided Discussion
- Cooperative Group Activities
- Computer Lab listening and writing activities
- Teacher Candidate Presentations

(iii) Methods of assessment of knowledge acquired. (also post in Table B5)

- Reading quizzes, exercises and assignments
- Writing assignments
- Grammar quizzes
- Listening labs/activities
- Cooperative group activities + Peer evaluation
- Literary letters
- Vocabulary quizzes
- Self-Reflective journal about individual learning process
- Two tests and one final exam

b. Cognitive Skills

(i) Cognitive skills to be developed
- Critical thinking about language comprehension
- Applying listening, reading and writing strategies to a variety of situations and texts
- Emerging awareness of culturally-appropriate differences in language use as dependent on social context
- Self-awareness as an English learner

(ii) Teaching strategies to be used to develop these cognitive skills

- Lecture
- Guided Discussion
- Cooperative Group Activities (Peer evaluation)
- Listening labs/activities
- Self-Reflective journaling
- Literary Letters
- Teacher Candidate Presentations

(iii) Methods of assessment of students cognitive skills (also posted in Table B5)

- Reading quizzes, exercises and assignments
- Writing assignments
- Grammar quizzes
- Listening labs/activities
- Cooperative group activities + Peer evaluation
- Literary letters
- Vocabulary quizzes
- Self-Reflective journal about individual learning process
- Two tests and one final exam

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed.

- Ability to work productively and reflectively with others
- Enhance self-observation and perspective-taking skills

- Ability to listen actively and communicate empathetically with others

(ii) Teaching strategies to be used to develop these skills and abilities

- Lecture
- Guided Discussion
- Cooperative Group Activities (Peer evaluation)
- Listening labs/activities
- Self-Reflective journaling
- Literary Letters

(iii) Methods of assessment of students' interpersonal skills and capacity to carry responsibility. (also post in Table B5)

- Self-Reflective journal about individual learning process
- Listening labs/activities
- Cooperative group activities + Peer evaluation
- Literary letters

d. **Communication, Information Technology and Numerical Skills**

(i) Description of the skills to be developed in this domain.
- Keyboarding
- Word Processing software skills (Ex. Microsoft Word, Word Perfect, Microsoft Works)
- Audio files (MP3 files)
- Computer log-ins and passwords
- Course webpage access (such as Desire2Learn, WebCT or other course website application)
- Internet browsers and search engines
- E-mail account and access
- Online dictionaries and thesauri, translation websites,
- Computation of percentages for course grades

(ii) Teaching strategies to be used to develop these skills.

- Lecture
- Listening labs/activities

- Teacher Candidate Presentations
- Literary letters
- Reading exercises and assignments

(iii) Methods of assessment of students numerical and communication skills. (also post in Table B5)

- Listening labs/activities
- Teacher Candidate Presentations
- Literary letters
- Online quizzes

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required

Students with hearing disabilities or other disabilities that might interfere with their ability to perform the course requirements should arrange for accommodations with the instructor as soon as possible.

(ii) Teaching strategies to be used to develop these skills

Students with hearing or vision impairments may require additional instructional services and materials, such as audio recordings, Braille materials, or access to a sign language interpreter during classroom lectures and labs.

(iii) Methods of assessment of students psychomotor skills

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Critical Assessment: A critical assessment was identified in the course description forwarded with the program proposal. Candidates must meet minimum passing score to progress in the program: **Major Assessment:** Oral and Written English Language Proficiency Exam	15th Week	20%
2	Reading quizzes, exercises and assignments	Weekly	5%
3	Writing assignments	Weekly	5%

4	Listening labs/activities	Weekly	5%
5	Grammar quizzes	Weekly	5%
6	Cooperative group activities + Peer evaluation	Weekly	5%
7	Literary letters	Bi-Weekly	5%
8	Vocabulary quizzes	Weekly	5%
9	Self-Reflective journal	Weekly	5%
10	Teacher Candidate Presentations	13th Week	10%
11	Two Tests	8th Week & 15th Week	10% 20%

D. Student Support Do not Modify

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

For Individual Questions From Students, approximately 30 minutes before and after class for questions related to the specific class. Additional time to answer email questions as needed.

For Program Advising: All students should have access to a program advisor with whom they meet 30 minutes a semester.

E Learning Resources

1. Required Text(s):

Gantos, J. (2002). *Hole in My Life*. New York: Farrar, Straus and Giroux.

Haddon, M. (2003). *The Curious Incident of the Dog in the Night-Time*. New York: Random House, Inc.

Langan, J. & Goldstein, J.M. (2011). *English Brushup* (5th ed.). New York: McGraw-Hill Higher Education.

Moseley, A. & Harris, J. (2009). *Interactions: A Thematic Reader* (7th ed.). New York: Houghton Mifflin Company.

2. Essential References

Belanger, M.G. et al. (2005). *The Merriam-Webster Thesaurus.* Springfield, MA: Merriam-Webster, Inc.

Berube M.S. et al. (2001). *The American Heritage dictionary* (4th ed.). New York: Random House, Inc.

Rome, P.D. & Osman, J.S. *Language Tool Kit*. Cambridge, MA: Educators Publishing Service, Inc.

Swan, M.S. (2005). *Practical English Usage* (3rd ed.). New York: Oxford University Press.

3- Recommended Books and Reference Material (Journals, Reports, etc)

Al-Jarf, Reima. (2007). *Developing reading and literacy skills in Saudi Arabia. Online Submission*. (ERIC Document Reproduction Service No. ED497944)

Al-Jarf, Reima Sado. (2005). *Using three online course management systems in EFL instruction*. Online Submission. (ERIC Document Reproduction Service No. ED497937)

Block, C.C. & Israel, S.E. (Eds.). (2005*). Reading first and beyond: The complete guide for teachers and literacy coaches*. Thousand Oaks, CA: Corwin Press.

Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1980). *Teaching English as a foreign language* (2nd ed.). New York: Routledge.

Corson, D. (2001). *Language diversity and education*. Mahwah, NJ: Lawrence Erlbaum Associates.

Coxhead, A. (2006*). Essentials of teaching academic vocabulary: English for academic success*. Boston: Thomson Heinle.

Diaz-Rico, L.T. (2008). *Strategies for teaching English learners*. Boston: Pearson Education, Inc.

Drucker, M.J. (2003). What reading teachers should know about ESL learners. *The Reading Teacher, 57*(1), 22-29.

Gebhard, J.G. (1996). *Teaching English as a second or foreign language: A teacher self-development and methodology guide*. Ann Arbor, MI: The University of Michigan Press.

Graves, M.F., Juel, C., & Graves, B.B. (2004). *Teaching reading in the 21st century*. Boston, MA: Allyn and Bacon.

Hall, J.K. (2002). *Teaching and researching language and culture*. New York: Pearson Education Limited.

Hassanain, K.S.A. (1994). *Saudi mode of greeting rituals: Their implications for teaching and learning English*. IRAL, v32 n1 p68-77. (ERIC Document Reproduction Service No. EJ485142)

Israel, S.E., Block, C.C., Bauserman, K.L., & Kinnucan-Welsch, K. (Eds.). (2005). *Metacognition in literacy learning: Theory, assessment, instruction, and professional development*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Johnson, D.W. & Johnson, F.P. (2003). *Joining together: Group theory and group skills* (8th ed.). New York: Allyn & Bacon.

Lange, D.L. & Paige, M. (2003) *Culture as the core: Perspectives on culture in second language learning*. Greenwich, CT: Information Age Publishing.

Lispon, M.Y. & Wixson, K.K. (2003). *Assessment & Instruction of Reading and Writing Difficulty: An Interactive Approach*. New York: Allyn & Bacon.

Nation, I.S. P. (2001). *Learning vocabulary in another language*. New York: Cambridge University Press.

National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read*. Bethesda, MD: National Institute of Child Health and Human Development.

Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. Mahwah, NJ: Lawrence Erlbaum Associates.

Nunan, D. (1999). *Second language teaching and learning*. Boston: Heinle & Heinle

Publishers.

O'Shea, L.J., Sindelar, P.T., and O'Shea, D.J. (1985). The effects of repeated readings and attentional cues on reading fluency and comprehension. *Journal of Reading Behavior, 17*(2), 129-142.

Richards, J.C. & Rodgers, T.S. (2001). *Approaches and methods in language teaching*. New York: Cambridge University Press.

Ruddell, R.B. & Unrau, N.J. (Eds.). (2004). *Theoretical models and processes of reading* (5th ed.). Newark, DE: International Reading Association.

Samuels, S.J. (1979). The method of repeated readings. *The Reading Teacher, 32,* 403-408.

Samuels, S.J., Miller, N., & Eisenberg, P. (1979). Practice effects on the unit of word recognition. *Journal of Educational Psychology, 71*, 514-520.

Samuels, S.J. & Farstrup, A.E. (Eds.). (2006). *What research has to say about fluency instruction*. Newark, DE: International Reading Association.

Schreiber, P.A. (1980). On the acquisition of reading fluency. *Wisconsin Research and Development Center for Individualized Schooling,* Theoretical Paper No. 82.

Shanker, J.L. & Ekwall, E.E. (2000). *Ekwall/Shanker Reading Inventory* (4th ed.). Boston: Allyn and Bacon.

Shinn, M.R., Good, R.H, Knutson, N., Tilly, W.D., & Collins, V.L. (1992). Curriculum-based measurement of oral reading fluency: A confirmatory analysis of its relation to reading. *School Pscyhology Review, 21*(3), 459-479.

Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Spangenberg-Urbschat, K. & Pritchard, R. (1994). *Kids come in all languages: Reading instruction for ESL students.* Newark, DE: International Reading Association.

Torgesen, J.K. (1986). Computers and cognition in reading: A focus on decoding fluency. *Exceptional Children, 53*(2), 157-162.

4-.Electronic Materials, Web Sites etc

Online Dictionaries:
American English Dictionary for ESL, EFL, and TOEFL Students
http://www.learnersdictionary.com/

Dictionary.com http://www.dictionary.com

Merriam-Webster Online http://www.m-w.com

YourDictionary.com http://www.yourdictionary.com

Organizations for TESOL:
Dave's ESL Café http://www.eslcafe.com

International Reading Association http://www.reading.org/

National Council of Teachers of English http://www.ncte.org/

National Reading Conference http://www.nrconline.org

Teachers of English to Speakers of Other Languages, Inc. http://www.tesol.org

The Internet TESL Journal http://iteslj.org/

Student Study Resources:
Quizlet for Vocabulary Study http://www.quizlet.com

Video links:
Martin Luther King Jr.'s "I Have A Dream" speech
http://www.mlkonline.net/video-i-have-a-dream-speech.html

5- Other learning material such as computer-based programs/CD, professional standards/regulations
- Course website (such as D2L or WebCT)
- A listening exercises program or website
- A reading fluency program (such as Fluent Reader, Accelerated Reader, Ultimate Speed Reader, Kurzweil)

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F. Facilities Required

| Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.) |
| 1. Accommodation (Lecture rooms, laboratories, etc.)

Rooms with tables/chairs, four students per table. |
| 2. Computing resources

    • Course software (Blackboard, Moodle, etc.)
    • Computer
    • Projectors
    • Word processing program
    • Internet
    • Technology Tools |
| 3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

Language lab with computers and headphones with microphones |

G   Course Evaluation and Improvement Processes

| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching.

Mid-term Informal Assessment [Sample]:

Teacher candidates are asked to (1) provide three strategies that have been effective for them during the first part of the semester, and (2) list three questions they still or now have. The teacher examines the collective data to determine what reteaching needs to be done, and to see how student questions could be answered/addressed.

Course Evaluation to be given by an external person (not the faculty member). **TO BE DEVELOPED** |

During the 10th to 12th week of the semester, a course evaluation will be administered which will include
- structure of the course,
- effectiveness of the faculty member's delivery,
- faculty-student interactions,
- feedback given to students (in class, on assignments, in grading,
- availability of the faculty member for answering questions, and
- value of the course.

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Faculty Reflection. Faculty provide a structured reflection on the effectiveness of the course in terms of the delivery of content. The reflection includes
- a copy of the course syllabus,
- a sample of student work at the high level,
- a sample of student work at the lower level with comments and suggestions for improvement,
- what the faculty member felt went well, and needed improvement, and
- next steps in terms of the needs for effective instruction and delivery of the course.

3 Processes for Improvement of Teaching

The department chair examines the *Final Course Evaluation* and the *Faculty Reflection* for each faculty member and across all faculty members to determine individual and group needs.
- Professional development experiences are designed and delivered to address group needs.
- Conferences with individual faculty address individual strengths, and areas for improvement.
- Goals are set for the next delivery of the course.

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution).

Assessments across all sections of the course should be identical.
- Critical Assessments should be clearing defined with a passing score noted. Each teacher candidate should meet the minimal passing score on major/critical assessments before moving to the next course.
- All assessments should be clearly defined.
- Criteria for the assessments should be clear to the faculty.
- Where possible criteria for teacher candidate work products are defined in a rubric or grading scale.
- After collecting the assessments from the students, faculty who teach the course,
  o review the grading process with each other.
  o select three of the teacher candidate products, grade them separately, and compare the individual grading
  o discuss where the grading differs, and determine a common grading process
  o grade one or two more to determine effectiveness or to reveal other possible differences. Repeat the cycle for gaining inter-rater reliability.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for

improvement.

The assessment results are to be analysed by the faculty member, and systematically analyzed by the department and/or college. The results of these analyses are to be used to improve candidate performance and strengthen the program.

Data are systemically collected each semester by the faculty member to be submitted to the department/college. The data are submitted individually for each teacher candidate in terms of
- course grade
- grade for each major assessment
- an item analysis for each test question
- a completed rubric where appropriate

The data are submitted individually for the class in terms of
- mean course grade
- mean grade for each assessment
- an item analysis for the class on each test question
- aggregate data by the cell of the rubric for the class

A brief report should be provided for each assessment each year. This report should contain the steps program faculty have taken to use information from assessments for improvement of both candidate performance and the program. This report includes
- the mean grade for the whole group and/or the scores presented by the rows and cells of the rubric
- a description of the strengths identified,
- an identification of where the lowest scores occur, and
- a plan for increasing student knowledge in the areas where low scores occur.

<div align="center">References</div>

Association for Childhood Education International. (2008 Update). *Program report template for the initial preparation of elementary teachers.* Washington, DC: NCATE.

National Association for the Education of Young Children. (2008 Update). *Program report template for the initial preparation of early childhood teachers.* Washington, DC: NCATE.

National Council for the Accreditation of Teacher Education (2009). *Professional standards for the accreditation of teacher preparation institutions.* Washington, DC: Authors.