

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENG 108

Study Skills for College Learning

Course Specifications

Institution King Saud University	Date of Report 30/1/2019
College/Department College of Arts/Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Study Skills for College Learning- ENG 108			
2. Credit hours: 2 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. in English			
4. Name of faculty member responsible for the course Several Professors			
5. Level/year at which this course is offered Second Level /First Year			
6. Pre-requisites for this course (if any) None			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="90%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="10%"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B. Objectives

1. What is the main purpose for this course?

The course is designed to improve students' speech skills in communicative English. Students will be trained to recognise sounds in English speech especially where they are indistinguishable from the sounds in native Arabic. The aim of the course is to make students able to speak English in various real life situations. At the same time, they should be able to understand spoken English on TV and in other situations.

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)

1. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed

2. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)

3. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.

4. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for language courses, or at least a unified standard.

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

This course is designed primarily to provide first-year college students with specific skills and strategies that will enable them to accomplish their academic goals and achieve success in their college courses. Students will be introduced to a wide variety of topics essential to student success, such as "learning styles," "setting priorities," "time-management," "critical thinking," "motivation," "memorization techniques," "note-taking," and "revising for tests." While focusing on different learning strategies that are important for success in college, this course will also concentrate on how individual students can become independent life-long learners and critical thinkers.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours

Introduction and Pre-course Assessment: What are the “study skills”? Why are they important for college students? Learning Styles A diagnostic test will be conducted to identify what sort of learner each student is, what their weaknesses and strengths are, and how they can study more effectively and efficiently.	1	2
Organization and Time-Management: How students can organize themselves, their available time, their notes, and their work space in order to ensure they work in a way that suits their capacities, their environment, their priorities, their goals, and consequently make the best possible results. How to organize your time for more effective study. Ideas for reducing stress and creating more free time.	2	4
Reading and Analysis: The four main types of reading techniques: Skimming; Scanning; Intensive; and Extensive Reading methods: SQ3R How to develop students’ ability to recognize the importance of context, to compare and interpret sources, and to evaluate facts and opinions. Choose your style of reading to suit the task. Recognizing different types of books. Techniques for more effective reading.	1	2
Note Taking: Building on skim reading, note taking is a crucial skill to ensuring a student in a class lecture notes what is essential while learning how to make notes that are comprehensive and effective revision tools. How to use abbreviations, diagrams, and good visual layout to write less and record more. Notes from lectures and reading. The importance of sources. Sample lecture notes.	2	4
Memorization and concentration techniques: How to effectively read, grasp, process and retain essential information Develop your powers of concentration by regular practice in easy stages and use of task switching. How to use mind maps, mnemonics, visual aids, and good notes to aid your memory.	2	4
Writing Short Answers: How students can present ideas in short, cogent, and concise answers, using key words and concepts. How to recognize the key words, instruction terms, and the main concept(s) in a question you have been asked to answer. How to recognize and avoid common problems. Use simple sentences and vocabulary, avoid jargon, follow conventional punctuation, and adopt a straightforward tone.	1	2
Writing long answers: How to write good paragraphs and five-paragraph structured essays; how to write good structured answers under timed examination conditions. Analyze the question, generate ideas, choose topics, put them in order, create a plan, find evidence, and choose your best writing strategy. A sample essay plan.	1	2

Examination techniques: How students can plan their examination strategies, including managing exam stress, as well as tackling the common mistakes students make in the examination room.	1	2
Learning to revise: How to revise for tests and exams whilst within time limits, still maintaining momentum, and concentrating on the most important elements of an examination, whilst tailoring the student's revision practice to fit their own learning method and speed. How to brainstorm a topic and create the ideas for your assignment. Free thinking and capturing data. How to use planning, regular practice, and a revision timetable to reduce the stress of exams. Tips for coping in the exam itself.	1	2

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	28 hours				2 hours	30 hours
	Actual						
Credit	Planned	2 hours					2 hours
	Actual						

3. Additional private study/learning hours expected for students per week.	4 hours
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
<p>On the table below are the five NQF Learning Domains, numbered in the left column.</p> <p>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.)</p>

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

	Students should be able to:		
1.1	Name the major effective learning styles	1. Lectures 2. Class discussions that include differentiating between Arabic and English tenses and sentence patterns. 3. In-class exercises/worksheets 4. Extra handouts 5. Self-study book 6. Online exercises	1. Quizzes 2. Midterms 3. Final Exam
1.2	Label learning goals and list them in order of priority		
1.3	List the most effective note-taking methods		
1.4	List strategies for staying organized in college		
1.5	Describe the effective memory and concentration techniques required for knowledge retention		
2.0	Cognitive Skills Students should be able to:		
1.1	Analyze and evaluate how to spend time on learning	1. Lectures/teaching students' grammatical elements and structures 2. Class discussions and collaborative and individual practice as well as group work 3. Direct instruction on helpful cognitive strategies such as analyzing sentences, recognizing relationships and patterns, practicing, reasoning, summarizing, grouping, and associating 4. Practice thoroughly in order to produce grammatically correct sentences	1. Class participation 2. In-class performance when doing exercises 3. Periodic quizzes 4. Midterms and Final Exams
1.2	Explain how to study effectively for multiple exam types		
1.3	Differentiate between a short and long-term goal		
3.0	Interpersonal Skills & Responsibility Students should be able to:		
3.1	Illustrate comprehension of grammatical rules through in-class discussions	1. Assigning assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.	1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
4.0	Communication, Information Technology, Numerical Students should be able to:		

4.1	Research the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and make extensive use of electronic dictionaries to get meanings, as well as pronunciation, of English words and phrases	Assign exercises from different websites as practice.
5.0	Psychomotor		
5.1	N/A	N/A	N/A

D. Student Academic Counseling and Support

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	A diagnostic pre-course test	Week 1	0%
2	Quiz (1)	Week 4	10%
3	Quiz (2)	Week 6	10%
4	Mid-term exam	Week 8	20%
5	Quiz (3)	Week 11	10%
6	Quiz (4)	Week 14	10%
7	Final exam	Week 18	40%
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) 4 hours per week; email			

E. Learning Resources

1. List Required Textbooks
<ul style="list-style-type: none"> Newport, Cal. 2007. How to Become a Straight-A Student: The Unconventional Strategies Real College Students Use to Score High While Studying Less. New York: Broadway Books. Harboe, Thomas, and Rikke von Müllen. 2007. Study Skills for International Students. Free online Book. University of Copenhagen

2. List Essential References Materials (Journals, Reports, etc.)
<ul style="list-style-type: none"> • Blerkom, Dianna L. Van. 2012. College Study Skills: Becoming a Strategic Learner. Seventh Edition. Boston: Wadsworth • Semones, James K. (1991) Effective Study Skills: Step-by-Step System to Achieve Student Success 1st Edition. Cengage Learning
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. http://www.studygs.net/ http://www.howtostudy.org/ http://www.educationcorner.com/study-skills.html www.skills4study.com www.ucl.ac.uk/internet-grammar

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.) Lecture rooms large enough to hold 30-40 students
2. Computing resources (AV, data show, Smart Board, software, etc.) Laptop computer - projector system
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor) 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated
2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor
1. Peer evaluation to benefit from viewpoints of other faculty members 2. Class observations by coordinators or Head of department
3. Processes for Improvement of Teaching
1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members

<p>3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given</p> <p>4. Encouragement of faculty members to attend professional development conferences.</p> <p>5. Keep up to date with pedagogical theory and practice</p> <p>6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</p>	
<p>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)</p> <p>1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.</p> <p>2. Check marking of a sample of examination papers by another faculty member.</p> <p>3. Students who believe they are under graded can have their papers checked by a second reader</p>	
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>1. Compare syllabi and course description with other universities</p> <p>2. Conduct peer review or course observation</p> <p>3. Biannual meetings of faculty members to discuss improvement</p> <p>4. Review curriculum periodically and suggest improvements</p> <p>5. Apply students course evaluation survey</p> <p>6. External examiner</p>	

Faculty or Teaching Staff: _____

Signature: _____ Date Report Completed: _____

Received by: _____ Dean/Department Head : _____

Signature: _____ Date: _____