

**Republic of Yemen**

**Alandalus University**



الجمهورية اليمنية  
جامعة الاندلس

Quality Assurance Unit

للعلوم والتقنية

وحدة ضمان الجودة والاعتماد

توصيف مقرر: Speaking 4

**University of : Alandalus**  
**Faculty of: Arts & Humanities**  
**Department: English & Translation**  
**Title of the Program: BA in English**

**Template for Course Specification**

<b>I. Course Identification and General Information:</b>					
<b>1</b>	<b>Course Title:</b>	<b>Speaking 4</b>			
<b>2</b>	<b>Course Code &amp;Number:</b>	3402122			
<b>3</b>	<b>Credit hours:</b>	C.H			TOTAL
		Th.	Seminar	Pr	
		theory	Seminars, exercises..	practical	Field, training
<b>4</b>	<b>Study level/ semester at which this course is offered:</b>	<i>Level One / Semester One</i>			
<b>5</b>	<b>Pre –requisite (if any):</b>	<b>Speaking 3</b>			
<b>6</b>	<b>Co –requisite (if any):</b>	<b>None</b>			
<b>8</b>	<b>Program (s) in which the course is offered:</b>	<b>BA in English</b>			
<b>9</b>	<b>Language of teaching the course:</b>	<b>English</b>			
<b>10</b>	<b>Location of teaching the course:</b>	<b>Alandalus University</b>			
<b>11</b>	<b>Prepared By:</b>				
<b>12</b>	<b>Date of Approval</b>				

## II. Course Description:

The course aims to train the students to develop their speaking and listening skills so that at the end of the course they will be able to handle specific communicative tasks. The focus of the course will be on practical language use. Every student will perform these tasks numerous times within the class. Extensive use will be made of audio and visual materials to train the students to listen to language used in different situations. Intonation drills will be covered so that students can produce language that approximates native language rhythms.

## III. Intended learning outcomes (ILOs) of the course:

1. Improve students' developmental skills approach that encourages speaking, listening, writing, and reading abilities through a wide variety of exercises.
2. Taking notes on specific information and discern subtle differences of ideas and shades of meanings.
3. Introduce students to a wide range of exercises designed to get students to talk about their ideas, their everyday lives, and their environment.
4. Identifying stated illocutionary force and differentiate fact from opinion.
5. Inferring main idea and perceiving implicit as well as explicit relationships between words, sentences and ideas.

### (A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
<b>A1-</b> Introduce students to a wide range of exercises designed to get students to talk about their ideas, their everyday lives, and their environment.	Use predicting skills.	Home Assignments
<b>A2-</b> Reference text expands students understanding of the well-organized and abundant core of material.	Collaborative learning/Team work	Midterms/open ended and objective type questions
<b>A3-</b> Improve students' developmental skills approach that encourages sentence writing skills and grammar related abilities through a wide variety of exercises	Class discussion	Quizzes
<b>A4-</b> Introduce students to various situation of practical oral skills.	Communicative drills	Class presentations based on outside reading activities to be covered

### (B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
<b>B1-</b> enhance vocabulary via speaking and listening English	Lectures and discussions	Quizzes
<b>B2-</b> improve the ability to think critically about different topics	Class discussion	Homework
<b>B3-</b> - improve the ability to use English in daily life events	Communicative drills	Single and on-group oral tests
<b>B4-</b> enhance the basic knowledge of English	Collaborative learning/Team work	Tests and quizzes

**© Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies:**

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
<b>C1-</b> Students can participate in class discussion and could think independently	Discussions	The habit of doing home work will certify to the student's ability to fulfill assignments and respect deadlines
<b>C2-</b> Students can act responsibly in carrying out individual as well as group assignments	Individual counseling	Performance on midterm and final exams are evidence of the student's ability
<b>C3-</b> Students have the important skills to communicate, listen, negotiate, and evaluate their strengths	Group work and pair work	Instructor's assessment
<b>C4-</b> Stimulate the free expression of ideas in structured as well as open discussion	Group work and pair work	Instructor's assessment

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

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
<b>D1-</b> Using his knowledge to work effectively with different people in his society	Lectures, Class discussion, Collaborative learning/Team work, portfolio	Class participation, Quizzes, Midterms/Essay questions, Research papers, Final written exam
<b>D2-</b> Connecting the acquired knowledge and	Class discussions/teaching	Class participation,

experience in different aspect of English uses	students to think independently and engage in group discussions	Presentations, Research papers, Midterms and Final exams, Group assignments
<b>D3-</b> Reflecting his confidence in the ability of interacting through English language	Role plays, pair work and group work discussions, collaborative learning	Assessing presentations, group assignments, exams
<b>D4-</b> Interacting positively with his local, regional surrounding keeping in mind his Islamic bases.	Role plays, pair work and group work discussions, collaborative learning	Assessing presentations, group assignments, exams

<b>IV. Course Content:</b>					
<b>A – Theoretical Aspect:</b>					
<b>Order</b>	<b>Units/Topics List</b>	<b>Learning Outcomes</b>	<b>Sub Topics List</b>	<b>Number of Weeks</b>	<b>contact hours</b>
<b>1</b>	Chapter 1 Part 1-2	C1, C2, C3, C4	Academic Life Around the World	2	6
<b>2</b>	Chapter One Part 3-4	C1, C2, C3, C4	Academic Life Around the World	1	3
<b>3</b>	Chapter 2 Part 1-2	B1, B2, B3, B4	Experiencing Nature	1	3
<b>4</b>	Chapter Two Part 3-4	B1, B2, B3, B4	Experiencing Nature	1	3
<b>5</b>	Chapter 3 Part 1-2	A1, A2, A3, A4	Living to Eat or Eating To Live?	1	3
<b>6</b>	Chapter Three Part 3-4	A1, A2, A3, A4	Living to Eat or Eating To Live?	1	3
<b>7</b>	Chapter 4 Part 1-2	D1, D2, D3, D4	In the Community	1	3
<b>8</b>	Chapter 4 Part 3-4	D1, D2, D3, D4	In the Community	1	3
<b>9</b>	Chapter 5 Part 1-2	A1, A2, A3, A4	Home	1	3
<b>10</b>	Chapter 5 Part 3-4	A1, A2, A3, A4	Home	2	6
<b>Number of Weeks /and Units Per Semester</b>				<b>12</b>	<b>36</b>

<b>B - Practical Aspect: (if any)</b>				
Order	Tasks/ Experiments	Number of Weeks	contact hours	Learning Outcomes
1				
2				
3				
Number of Weeks /and Units Per Semester				

<b>V. Teaching strategies of the course:</b>
Use predicting skills, Collaborative learning/Team work, Class discussion, Communicative drills, Individual counseling, Role plays, pair work and group work discussions, etc.

<b>VI. Assignments:</b>				
No	Assignments	Aligned CILOs(symbols)	Week Due	Mark
1				
2				
3				

<b>VII. Schedule of Assessment Tasks for Students During the Semester:</b>					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes
1	Midterm Test	Middle of term	20	20 %	A1, A2, A3, A4
2	Participation	All along	5	5 %	B1, B2, B3, B4
3	Quizzes	All along	10	10 %	C1, C2, C3, C4
4	Home Assignments	All along	5	5 %	D1, D2, D3, D4

5	Final Test	Week 14	60	60 %	A-A4, B1-B4
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VIII. Learning Resources:	
<ul style="list-style-type: none"> <li>• <i>Written in the following order: ( Author - Year of publication – Title – Edition – Place of publication – Publisher).</i></li> </ul>	
<b>1- Required Textbook(s) ( maximum two ).</b>	
	1- Interactions 2 Listening and Speaking by Judith Tanaka and Linda R. Baker
<b>2- Essential References.</b>	
	1- Emily A., Thrush R., Baldwin L. 2007. Improve your IELTS Listening and Speaking Skills CD2. McGraw-Hill Higher Education.
<b>3- Electronic Materials and Web Sites etc.</b>	
	<ul style="list-style-type: none"> <li>• <a href="http://www.io.com">www.io.com</a></li> <li>• <a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a></li> <li>• <a href="http://www.better.english.com">www.better.english.com</a></li> </ul>

IX. Course Policies:	
<b>1</b>	<b>Class Attendance:</b> Follows the program and the university general policy.
<b>2</b>	<b>Tardy:</b> Subject to the regulations of the program and the general policy of the university.
<b>3</b>	<b>Exam Attendance/Punctuality:</b> Follows the policies of the program and university.
<b>4</b>	<b>Assignments &amp; Projects:</b> Assignments tasks and submission to be assigned by the instructor.
<b>5</b>	<b>Cheating:</b> Subject to the regulations and rules of the university as directed by the systems of the Ministry of Higher Education.
<b>6</b>	<b>Plagiarism:</b> Such matter is ruled by the general regularities of the university and MHE.
<b>7</b>	<b>Other policies:</b> Detailed in the general policy of the program.

University of: Alandalus  
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 Department: English and Translation  
 Title of the Program: BA in English

**Template for Course Plan (Syllabus)**

I. - Information about Faculty Member Responsible for the Course:							
Name of Faculty Member		Office Hours					
Location & Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							

II. Course Identification and General Information:					
1-	Course Title:	Speaking 4			
2-	Course Number & Code:	3402122			
3-	Credit hours:	C.H			Total
		Th.	Seminar	Pr.	
		Theory	Seminars, exercises..	practical	Field, training
4-	Study level/year at which this course is offered:	Level One			
5-	Pre –requisite (if any):	Speaking 3			
6-	Co –requisite (if any):	None			
7-	Program (s) in which the course is offered	BA in English			
8-	Language of teaching the course:	English			
9-	System of Study:	Full Time			
10-	Mode of delivery:	Lecturing			
11-	Location of teaching the course:	Alandalus University			



### III. Course Description:

The course aims to train the students to develop their speaking and listening skills so that at the end of the course they will be able to handle specific communicative tasks. The focus of the course will be on practical language use. Every student will perform these tasks numerous times within the class. Extensive use will be made of audio and visual materials to train the students to listen to language used in different situations. Intonation drills will be covered so that students can produce language that approximates native language rhythms.

### IV. Intended learning outcomes (ILOs) of the course:

- Brief summary of the knowledge or skill the course is intended to develop:
  1. Improve students' developmental skills approach that encourages speaking, listening, writing, and reading abilities through a wide variety of exercises.
  2. Taking notes on specific information and discern subtle differences of ideas and shades of meanings.
  3. Introduce students to a wide range of exercises designed to get students to talk about their ideas, their everyday lives, and their environment.
  4. Identifying stated illocutionary force and differentiate fact from opinion.
  5. Inferring main idea and perceiving implicit as well as explicit relationships between words, sentences and ideas.

### V. Course Content:

- Distribution of Semester Weekly Plan of Course Topics/Items and Activities.

#### A – Theoretical Aspect:

Order	Topics List	Week Due	Contact Hours
1	Academic Life Around the World	1,2	6
2	Academic Life Around the World	3	3
3	Experiencing Nature	4	3
4	Experiencing Nature	5	3
5	Living to Eat or Eating To Live?	6	
6	Living to Eat or Eating To Live?	7	3
7	In the Community	8	3
8	In the Community	9	3

9	Home	10	3
10	Home	11,12	6
<b>Number of Weeks /and Units Per Semester</b>		<b>12</b>	<b>36</b>

<b>B– Practical Aspect: (if any)</b>			
Order	Topics List	Week Due	Contact Hours
1			
2			
3			
<b>Number of Weeks /and Units Per Semester</b>			

<b>VI. Teaching strategies of the course:</b>
Use predicting skills, Collaborative learning/Team work, Class discussion, Communicative drills, Individual counseling, Role plays, pair work and group work discussions, etc.

<b>VII. Assignments:</b>				
No	Assignments	Aligned CILOs(symbols)	Week Due	Mark
1				
2				
3				

<b>VIII. Schedule of Assessment Tasks for Students During the Semester:</b>				
Assessment	Type of	Week Due	Mark	Proportion of Final Assessment

	Assessment Tasks			
1	Midterm Test	Middle of term	20	20 %
2	Participation	All along	5	5 %
3	Quizzes	All along	10	10 %
4	Home Assignments	All along	5	5 %
5	Final Test	Week 14	60	60 %

## IX. Learning Resources:

- Written in the following order: ( Author – Year of publication – Title – Edition – Place of publication – Publisher).

### 1- Required Textbook(s) ( maximum two ).

1- Interactions 2 Listening and Speaking by Judith Tanaka and Linda R. Baker

2-

### 2- Essential References.

1- Emily A., Thrush R., Baldwin L. 2007. Improve your IELTS Listening and Speaking Skills CD2. McGraw-Hill Higher Education.

### 3- Electronic Materials and Web Sites etc.

- www.io.com
- <http://owl.english.purdue.edu/>
- www.better.english.com

## X. Course Policies:

Unless otherwise stated, the normal course administration policies and rules of the Faculty of ----- apply. For the policy, see: -----

1	<b>Class Attendance:</b> Follows the program and the university general policy.
2	<b>Tardy:</b> Subject to the regulations of the program and the general policy of the university.
3	<b>Exam Attendance/Punctuality:</b> Follows the policies of the program and university.
4	<b>Assignments &amp; Projects:</b> Assignments tasks and submission to be assigned by the instructor.
5	<b>Cheating:</b> Subject to the regulations and rules of the university as directed by the systems of the Ministry of Higher Education.

6	<b>Plagiarism:</b> Such matter is ruled by the general regularities of the university and MHE.
7	<b>Other policies:</b> Detailed in the general policy of the program.