

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS (CS)

**ENG 223**

**Speech and Academic Debate**

### Course Specifications

Institution <a href="#">King Saud University</a>	Date of Report <a href="#">30/1/2019</a>
College/Department <a href="#">College of Arts/Department of English Language and Literature</a>	

#### A. Course Identification and General Information

1. Course title and code: <a href="#">Speech and Academic Debate- ENG 223</a>			
2. Credit hours: <a href="#">2 hours</a>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <a href="#">B. A. in English</a>			
4. Name of faculty member responsible for the course <a href="#">Several Professors</a>			
5. Level/year at which this course is offered <a href="#">Fourth Level /Second Year</a>			
6. Pre-requisites for this course (if any) <a href="#">ENG 107- Listening &amp; Speaking Skills</a>			
7. Co-requisites for this course (if any) <a href="#">None</a>			
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="60%"/>
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="40%"/>
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 main purpose of the course is to enable students to:

- to enable students to develop critical thinking skills.
- be confident when expressing themselves in different situations and places.
- engage audience by properly maintaining eye-contact.
- use various tones to capture the audience attention whenever emphasis is needed.
- enhance their fluency as speakers.
- avoid distractions and be to the point.
- to present a topic objectively using the necessary evidence.

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)

Instruction and practice in the art of public speaking are provided, with an emphasis on debate. Students get training to compete in tournaments. 80% of the course focuses on students' debates of major political and ethical matters in class. Students are taught case-writing, rebuttals, cross-examination skills, analytical thinking, political and moral philosophy.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Introduction on the importance of public speaking	1	2
Training on balancing, body control and speech tone		

Practice: personal experience speech	2	4
Speech introduction and organization:		
Practice speaking about a current event	3	6
The different types of speech:	3	6
Practice persuasive and argumentative speech		
Debate history and terms	1	2
How to debate different propositions	2	4
How to use evidence in debate	1	2
Team debate	1	2
Argumentation ethics	1	2

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	28 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><b>On the table below are the five NQF Learning Domains, numbered in the left column.</b></p> <p><b>First</b>, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). <b>Second</b>, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. <b>Third</b>, 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	<b>Knowledge</b> Students should be able to:		
1.1	Recognize formal and non-formal speaking abilities,	Presentations Critically preparing and analyzing each presentation at the end of the presentation	1. Quizzes 2. Midterms 3. Final Exam
1.2	Debate and refute different points of views		
2.0	<b>Cognitive Skills</b> Students should be able to:		
2.1	Summarize the available information and present them in a coherent way	1. Class discussions: discussing students’ presentations critically. 2. Individual assessment of the students to discuss their weakness and strength 3. Engaging students to debate different topics.	1. Class participation 2. In-class performance when doing exercises 3. Periodic quizzes 4. Midterms and Final Exams
2.2	Discuss, negotiate and debate different topics		
3.0	<b>Interpersonal Skills &amp; Responsibility</b> Students should be able to:		
3.1	Illustrate comprehension of grammatical rules through in-class discussions	1. Assigning listening 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	<b>Communication, Information Technology, Numerical</b> 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	<b>Psychomotor</b>		
5.1	N/A	N/A	N/A

#### 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)  
4 hours per week; email

#### E. Learning Resources

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	1st presentation	4	20%
2	Midterm	7	20%
3	2nd presentation	10	20%
4	Final presentation	15	30%
5	Participation	Throughout	10%
1. List Required Textbooks Stephen Lucas. The Art of Public Speaking. 8th Ed. McGraw-Hill, 2004			
2. List Essential References Materials (Journals, Reports, etc.) 1. The website that supports the above textbook: <a href="http://highered.mcgraw-hill.com/sites/007256296x/student_view0/">http://highered.mcgraw-hill.com/sites/007256296x/student_view0/</a>  2. How to Speak: Lecture Tips from Patrick Winston <a href="http://isites.harvard.edu/fs/html/icb.topic58703/winston1.html">http://isites.harvard.edu/fs/html/icb.topic58703/winston1.html</a>  3. How To Conquer Public Speaking Fear. By Morton C. Orman, M.D. <a href="http://www.stresscure.com/jobstress/speak.html">http://www.stresscure.com/jobstress/speak.html</a>  4. How to Speak Clearly and Make Yourself Heard <a href="http://chetday.com/speakclearly.htm">http://chetday.com/speakclearly.htm</a>  5. Speaking Clearly - Clear Speech <a href="http://www.geocities.com/clrspch/index.html">http://www.geocities.com/clrspch/index.html</a>			
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://faculty.uccb.ns.ca/pmacintyre/apics/presentationtips.htm>

[http://www.washington.edu/doit/TeamN/present\\_tips.html](http://www.washington.edu/doit/TeamN/present_tips.html)

<http://www.englishclub.com/speaking/presentations.htm>

<http://www.thoracicrad.org/assets/downloads/education/presentation.pdf>

<http://www.englishclub.com/>

<http://www.english-at-home.com/>

[http://www.teachingenglish.org.uk/try/speaktry/speaking\\_activities.shtml](http://www.teachingenglish.org.uk/try/speaktry/speaking_activities.shtml)

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

## G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
1. <a href="#">Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor)</a>
2. <a href="#">End of term college evaluation of course by students (to be collected by the department)</a>
3. <a href="#">End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better</a>
4. <a href="#">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</a>
2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor
1. <a href="#">Peer evaluation to benefit from viewpoints of other faculty members</a>
2. <a href="#">Class observations by coordinators or Head of department</a>
3. Processes for Improvement of Teaching
1. <a href="#">Training sessions</a>
2. <a href="#">Workshops to facilitate the exchange of experiences amongst faculty members</a>

<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: \_\_\_\_\_