



Course Specification

— (Bachelor)

Course Title: Classroom Teaching Practices
Course Code: LANT1408
Program: English Language, BA
Department: Languages and Translation
College: Education and Arts
Institution: University of Tabuk
Version: 2023.10
Last Revision Date: 2022



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A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☐ Required ☒ Elective

3. Level/year at which this course is offered: (Year 3)

4. Course general Description:

This course is based on the assumption that the best teachers critically consider what to teach, how to teach, and how to assess students and their classes. In other words, the best teachers are equipped with a well-developed and thoughtful intellectual framework that helps them to make sound educational decisions based upon the myriad of factors that influence those decisions. This course will enable students to construct their own initial framework of ideas, skills, and dispositions that will help them make educational/teaching decisions and empower them to act on those decisions.

5. Pre-requirements for this course (if any):

LANT1310 English Language Teaching Methods

6. Pre-requirements for this course (if any):

None

7. Course Main Objective(s):

At the end of the course, students are expected to achieve the following learning targets:

- Identify the skills and personality traits of effective teachers and their importance;
- Identify the importance of using professional language to describe the elementary curriculum, instruction, and assessment.
- Recognize the principles of effective teaching to evaluate their own teaching and the teaching of others;
- Apply principles of effective teaching to make wise professional judgments.
- Develop general and specific strategies to address student diversity.
- Plan clear, coherent, and standards-based lessons.
- Describe and evaluate examples of research-based teaching strategies.
- Apply principles of assessment and classroom management to practical classroom situations.
- Teach a brief lesson consistent with principles of effective teaching and learning.





2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	--
3.	Field	--
4.	Tutorial	--
5.	Others (specify)	
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the skills and personality traits of effective teachers and their importance.	K2	Lectures Reading Class discussion	Exams Quizzes
1.2	Recognize the importance of using professional language to describe curriculum, instruction, and assessment.	K2	Lectures Reading Class discussion	Quizzes Presentation Homework





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.3	Demonstrate knowledge of the principles of effective teaching to evaluate their own teaching and the teaching of others.	K2	Lectures Class discussion	Exams
2.0	Skills			
2.1	Investigate and employ the principles of effective teaching to make wise professional judgments.	S3	Tutorials Class Activities Class discussion	Quizzes Presentation Homework
2.2	Develop general and specific strategies to communicate ideas and address student diversity.	S1		Exams Quizzes Homework
2.3	Plan clear, coherent, and standards-based lessons.	S4		Exams Quizzes Homework
2.4	Apply principles of assessment and classroom management to practical classroom situations.	S4		Research Paper Homework
3.0	Values, autonomy, and responsibility			
3.1	Adhere to academic and research values and ethics.	V1	Lectures Reading	Research Paper Homework
3.2	Complete autonomous tasks effectively.	V2	Class discussion	

C. Course Content

No	List of Topics	Contact Hours
1	Instructional Design: Who and What is it for	3
2	Objectives as the Foundation for Learning-Focused Instruction	3
3	A Closer Look at the Language of Objectives	3
4	Two Special Cases When Creating Objectives; <i>Read and Write</i>	3
5	Checking the Validity of Objectives	3
6	More on Checking the Validity of Objectives	3
7	Creating Instructional Objectives	3
8	More on Creating Instructional Objectives	3
9	Developing Assessments	3





10	More on Developing Assessments	3
11	Checklists and Rubrics	3
12	More on Checklists and Rubrics	3
13	Designing Learning Activities	3
14	More on Designing Learning Activities	3
15	Creating Plans for Learning	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Chapter Quizzes	5 + 10	10%
2.	Homework Assignments	8 + 11	10%
3.	Midterm Exam	9	20%
4.	Research Paper	13	10%
5.	Presentation of Research Paper Findings	14 + 15	10%
6.	Final Exam	16-17	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Reeves, A. R. (2011). Where great teaching begins. Alexandria, VA: ASCD.
Supportive References	<ul style="list-style-type: none"> Dean, C. B., et. al. (2012). Classroom instruction that works (2nd). Alexandria, VA: ASCD Wood, C. (1997). Yardsticks. Turners Fall, MA: Northeast Foundation for Children
Electronic Materials	
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Data show
Other equipment (depending on the nature of the specialty)	None





F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	<p>1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method:</p> <ul style="list-style-type: none"> Faculty-student meetings to get students' oral feedback. Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
Effectiveness of Students' assessment	<ul style="list-style-type: none"> Students Peer reviewers (course coordinator and other instructors teaching the course) 	<p>1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method (survey):</p> <ul style="list-style-type: none"> Regular meetings between the teachers and the course coordinator Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
Quality of learning resources	<ul style="list-style-type: none"> Department Chair Quality and Development Committee 	Regular meetings between the course coordinator and other faculty members teaching the same course
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> Department Chair Quality and Development Committee Peer reviewers (course coordinator and other instructors teaching the course) Curriculum Committee 	Regular meetings between the course coordinator and other faculty members teaching the same course
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

**COUNCIL
/COMMITTEE**

Council of the Department of Languages and Translation





REFERENCE NO.	Meeting No. 9/1445
DATE	15/04/1445

