

## **COURSE SPECIFICATION**

### **Communication Skills (LRSK 142)**

# Course Specification

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

Institution: University of Dammam
College/Department : Deanship or Preparatory Year and Supporting Studies / Self Development

## A Course Identification and General Information

1. Course title and code: <b>Communication Skills (LRSK 142).</b>
2. Credit hours: 2Hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)  <b>Preparatory Year Program</b>
4. Name of faculty member responsible for the course: Dr. Yousry Osman Dr. Malek Turki Dr. Feras Talafha
5. Level/year at which this course is offered: Preparatory Year/ First Level
6. Pre-requisites for this course: None
7. Co-requisites for this course: None
8. Location if not on main campus: <b>Preparatory Year Building</b>

## B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.
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) <ul style="list-style-type: none"> <li>• Review the latest published and non-published articles and papers in the local and international journals and books.</li> <li>• Provide students with new knowledge in communication skills.</li> </ul>

## C. Course Description

This subject aims to assist students to acquire new concepts in communication field, as well as to identify the basic skills in communication with oneself and with others through using effective teaching methods which depends on the student's attitude and his/her motivation by practice and self-learning, as well as learning skills through teamwork and interaction methods. Another objective is to develop student's verbal, listening and non-verbal skills through learning speaking and listening skills and its foundations. In addition, to develop students ability to communicate and interact with others through focusing on (dialogue, persuasion, negotiation, personal interview, presentation skills and writing a curriculum vita C.V skills).		
1 Topics to be Covered		
Topic	No of Weeks	Contact hours
<ul style="list-style-type: none"> <li>• Communication Definition, the communication in Islam, the importance of communication, purposes, elements, characteristics, and communication types.</li> </ul>	1	2
<ul style="list-style-type: none"> <li>• Communication methods, verbal and non- verbal communication, and communication barriers.</li> </ul>	1	2
<ul style="list-style-type: none"> <li>• Presentation concept, the principles of active presenter, presentation stages, main elements of presentation skills.</li> </ul>	1	2
<ul style="list-style-type: none"> <li>• The characteristics of active presentation, Ice breaking skills.</li> </ul>	1	2
<ul style="list-style-type: none"> <li>• Dialogue skills and persuasion skills.</li> </ul>	1	2
<ul style="list-style-type: none"> <li>• Negotiation skills and leadership skills.</li> </ul>	1	2
<ul style="list-style-type: none"> <li>• Electronic communications, importance, characteristics, internet, and positive and negative consequences of internet usage.</li> </ul>	1	2

<ul style="list-style-type: none"> <li>Protection from the harmful information on the internet, internet addiction, the areas of the internet addiction, symptoms of the internet addiction, health, psycho-social consequences of internet addiction.</li> </ul>	1	2
<ul style="list-style-type: none"> <li>Self-concept, self-disclosure, self-awareness and its dimensions.</li> </ul>	1	2
<ul style="list-style-type: none"> <li>Self-appraisal and its levels, Methods of self-communication, and personal relationship.</li> </ul>	1	2
<ul style="list-style-type: none"> <li>Social intelligence and its dimensions, and measuring social intelligence.</li> </ul>	1	2
<ul style="list-style-type: none"> <li>The development of social intelligence, social intelligence in Islam,</li> </ul>	1	2
<ul style="list-style-type: none"> <li>Human patterns and its classifications.</li> </ul>	1	2
<ul style="list-style-type: none"> <li>Personal interview and writing curriculum vita.</li> </ul>	1	2
<ul style="list-style-type: none"> <li>Writing report</li> </ul>	1	2
<ul style="list-style-type: none"> <li>Volunteerism concept and its importance and purposes.</li> <li>Fields of volunteer works, and teamwork communication.</li> </ul>	1	2

<b>2 Course components (total contact hours per semester):</b>			
Lecture: 16	Tutorial: 2	Practical/Fieldwork/Inte rnship:	Other:

<p>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)</p> <p>32 hours</p>
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<p><b>4. Development of Learning Outcomes in Domains of Learning</b></p> <p>For each of the domains of learning shown below indicate:</p> <ul style="list-style-type: none"> <li>A brief summary of the knowledge or skill the course is intended to develop;</li> <li>A description of the teaching strategies to be used in the course to develop that knowledge or skill;</li> <li>The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.</li> </ul>
<p><b>a. Knowledge</b></p> <p>(i) Description of the knowledge to be acquired</p>

<ul style="list-style-type: none"> <li>• Communication skills concept and its importance and types.</li> <li>• Self-communication.</li> <li>• Personal communication and how to apply it.</li> <li>• Verbal and non-verbal communication.</li> </ul>
<p>(ii) Teaching strategies to be used to develop that knowledge</p> <ul style="list-style-type: none"> <li>• Presentation, group discussion, teamwork, cooperative learning, active learning, and brain storm.</li> </ul>
<p>(iii) Methods of assessment of knowledge acquired</p> <ul style="list-style-type: none"> <li>• Individual assignment, group assignments, and exams.</li> </ul>
<p><b>b. Cognitive Skills</b></p>
<p>(i) Cognitive skills to be developed</p> <ul style="list-style-type: none"> <li>• Improving active speaking and listening skills.</li> <li>• Mastering active dialogue skills.</li> <li>• Enable students to use presentation skills.</li> <li>• Practicing communication skills within a group.</li> <li>• Participating in a variety of volunteer work.</li> </ul>
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ul style="list-style-type: none"> <li>• Presentation, group discussion, teamwork, cooperative learning, active learning, and brain storm.</li> </ul>
<p>(iii) Methods of assessment of students cognitive skills</p> <ul style="list-style-type: none"> <li>• Student ability to differentiate between the fact and opinion.</li> <li>• Acquired advantages from information sources.</li> <li>• Provide evidences for a certain ideas.</li> </ul>
<p><b>c. Interpersonal Skills and Responsibility</b></p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p>

<ul style="list-style-type: none"> <li>• Enabling students to use modern and developed methods and techniques that would help them implementing this skill in the class.</li> <li>• Enabling students to play the role within a group.</li> </ul>
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ul style="list-style-type: none"> <li>• Group discussion, cooperative learning, active learning, and brain storm.</li> </ul>
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ul style="list-style-type: none"> <li>• Positive interaction within a group.</li> <li>• Participating in a variety of activities within a group.</li> </ul>
<p><b>d. Communication, Information Technology and Numerical Skills</b></p>
<p>(i) Description of the skills to be developed in this domain.</p> <ul style="list-style-type: none"> <li>• Communicate with the lecturer and colleagues verbally and physically.</li> <li>• Enabling students to use modern learning techniques.</li> <li>• Enabling students to use electronic learning techniques.</li> <li>• Enabling students to differentiate between the fact and opinion.</li> </ul>
<p>(ii) Teaching strategies to be used to develop these skills</p> <ul style="list-style-type: none"> <li>• Students presentations.</li> <li>• Role play.</li> <li>• Cooperative learning.</li> <li>• Observation.</li> <li>• Active learning.</li> </ul>
<p>(iii) Methods of assessment of students numerical and communication skills</p> <ul style="list-style-type: none"> <li>• Relying on new active methods based on training and active evaluation.</li> <li>• Play the role within a group.</li> <li>• Participating in a variety of the activities and projects within a group.</li> </ul>
<p><b>e. Psychomotor Skills (if applicable)</b></p>

(i) Description of the psychomotor skills to be developed and the level of performance required None
(ii) Teaching strategies to be used to develop these skills None
(iii) Methods of assessment of students psychomotor skills None

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	Experimental Activities	1-17	5%
2	Attendance	1-17	5%
3	Individual Assignments	5-13	20%
4	Group Assignments	8-15	30%
5	Final Exam	18	40%
6			
7			
8			

## D. Student Support

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

- Office Hours (8 hours) Per-Week
- Communication via University Website.
- Social Media Communication.

## E Learning Resources

1. Required Text(s) Communication Skills- University of Dammam
2. Essential References
<ul style="list-style-type: none"><li>● عازة سلام, (2007): مهارات الاتصال, مشروع الطرق المؤدية إلى التعليم العالي, جامعة القاهرة, مصر.</li><li>● محمد الجبوسي, (2002): أنت و أنا . مقدمه في مهارات التواصل الإنساني , مكتب التربية العربي لدول الخليج .</li><li>● عطية , سحر عبد الرحمن . (2011م) . مهارات الاتصال .الرياض : شركة الراشد العالمية</li><li>● مهارات الاتصال . (2012 م ) . الطبعة الأولى . عمادة السنة التحضيرية , الجامعة السعودية الالكترونية: النظم الخبيرة .</li><li>● الجوادى , رياض بن على . (2011م) . تطوير الذات . السنة التحضيرية , جامعة الأميرة نورة بنت عبد الرحمن.</li><li>● الحبيب , طارق على . (1426 هـ) . كيف تحاور , ط 14 , الرياض .</li><li>● عابد, زهير(2012). دور شبكات التواصل الاجتماعي في تعبئة الرأي العام الفلسطيني نحو التغيير الاجتماعي والسياسي - دراسة وصفية تحليلية (6 مجلة جامعة النجاح للأبحاث) العلوم الإنسانية(, مجلد ٢٦).</li><li>● العباجي, عمر .(2007) الإدمان والإنترنت , ط1, دار مجدلاوي للنشر والتوزيع, عمان.</li><li>● فاديه كامل حمامة (2010): الاغتراب النفسي وتقدير الذات لدى خريجات الجامعة العاملات والعاطلات عن العمل", مجلة جامعة أم القرى للعلوم التربوية والنفسية, المجلد الثاني, العدد 2.</li><li>● الروبي , سليمان (2006): طريقك الى النجاح والتميز , سلسلة البرامج الإدارية وتحسين الاداء, دار عالم الثقافة ,عمان.</li></ul>
<ul style="list-style-type: none"><li>● Ciarrochi, J., Chan, A., Caputi, P., &amp; Roberts, R .(2001). Measuring emotional intelligence. In Ciarrochi , J., Forgas, J. P., &amp; Mayers , J . (Eds) Emotional intelligence in everyday life (pp 25-45). Philadelphia: Psychology Press.</li><li>● Goleman, D (2001). An Ei-Based theory of performance , In Cherness, C. and Goleman, D. The emotionally intelligence work place, San Francisco : Jossey-Bass.</li></ul>



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

- كمال كامل, (2007): مهارات الاتصال, المركز القومي للبحوث الاجتماعية والجنائية, القاهرة.
- فريق تحسين الاداء . (2010) .مهارات الاتصال .المملكة العربية السعودية ،وزارة التعليم العالي ،جامعة الملك سعود ،عمادة السنة التحضيرية،قسم تطوير الذات.
- الحبيب ، طارق على . (1426 هـ) . كيف تحاور، ط 14 ، الرياض .
- الموسى ، ن . (1423هـ). الفتاة السعودية وممارسة العمل التطوعي الدعوي ( دراسة وصفية على طالبات جامعة الملك سعود بمدينة الرياض )، رسالة ماجستير غير منشورة ، ، جامعة الملك سعود ، كلية الاداب . الرياض.
- القثمي ، ح .(2002). التطوع في المنظمات الخيرية . كتاب المنال الثالث يصدر عن مدينة الشارقة للخدمات ، ط1. الامارات العربية المتحدة .

### 4-Electronic Materials, Web Sites etc

- [http:// www. Pitt.edu/, Ksy/ survey. Htm.](http://www.Pitt.edu/Ksy/survey.Htm)
- <http://www.youtube.com/watch?v=K4fx1-FCZxo>
- <http://www.passia.org/seminars/2008/october/Seminar%2024%20Oct/LunaCommunication%20Skills.pdf>
- <http://www.reefnet.gov.sy/Arab%20Encyclopedia/practicalsiences/technology/communication.htm>

### 5- Other learning material such as computer-based programs/CD, professional standards/regulations

- CD consists of a variety of activities related to units topics.
- Students' notebook.
- Individual and group assignment.

## 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.)

<ul style="list-style-type: none"> <li>Equipped classrooms, where available chairs and equipment's in order to activate a variety of teaching methods.</li> </ul>
<p>2. Computing resources</p> <ul style="list-style-type: none"> <li>Data Show.</li> <li>Videos.</li> </ul>
<p>3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)</p> <p>None</p>

## G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> <li>Exploratory study to evaluate students' attitudes towards teaching activities and methods within the semester.</li> </ul>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> <li>Regular seminar for department lecturers to evaluate the course.</li> <li>Lecturers' opinions' who teach the course.</li> </ul>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <li>Regular meeting for department lecturers.</li> <li>Regular workshops.</li> </ul>
<p>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)</p> <p>None</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> <li>Access to the national and international researches related to course.</li> <li>Using students' assessment results in the development of the course.</li> <li>Consult colleagues who are teaching the course about the distribution of subjects and calendar methods used and other methods.</li> </ul>