|  |  |
| --- | --- |
| **Course Title:** | **English Language 1** |
| **Course Code:** | **505جنجل-3** |
| **Program:** | **Editing & Secretary Diploma** |
| **Department:** | **Editing & Secretary** |
| **College:** | **Deanship of Community Service & Continuing Education** |
| **Institution:** | **Jazan University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **First Level** | | | | |
| **4. Pre-requisites for this course** (if any)**: None** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**: None** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 42 | 100% |
| **2** | **Blended** |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 42 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 42 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description |
| This is an integrated course that focuses on teaching the four language skills in addition to grammar and vocabulary in order to increase students' English language proficiency. It is a Beginner course in English intended to provide students with the fundamentals of the language and a foundation for advancing through the four required levels of English proficiency. The course aims at helping learners to achieve an overall English language proficiency of beginner Basic User, equivalent to A1-A2 on the Common European Framework of Reference for Languages (CEFR), developing “generative language use” to interact in a simple way and ask and answer simple questions.  ***Benchmark:***  **CEFR Level A1-A2 & SAQF\* Level 6**  **\*Common European Framework of Reference for Languages \*Saudi Arabian Qualifications Framework** |
| 2. Course Main Objective |
| This course aims at enhancing students' English language competence through intensive practices of listening, speaking, reading, writing, grammar and vocabulary exercises. The course also aims to introduce students with little or no English to the basics of the English language. At the successful completion of this course, students will have attained sufficient basic English skills to understand sentences (recognize complete sentences, identify core vocabulary and components of the sentence, and identify basic punctuation functions). Another objective of this course is to provide teaching-learning activities, which should contribute to the development of the skill of understanding spoken English, particularly in an academic context, e.g. lectures and discussions. |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Read and reproduce basic expressions and short, simple texts. |  |
| 1.2 | Write very short, simple sentences about people they know, their name, age, job and phone number, using appropriate punctuation and capitalization. |  |
| 1.3 | Recall and use a few basic grammatical structures and sentence pattern in everyday language. |  |
| **2** | **Skills:** |  |
| 2.1 | Express and stimulate specific information, daily routines in slow, clearly articulated speech. |  |
| 2.2 | Recognize, say, and write a limited number of simple sentences and numbers for describing daily objects, places, people and situations. |  |
| 2.3 | Demonstrate limited control of essential grammatical forms in communication. |  |
| **3** | **Values:** |  |
| 3.1 | Develop group participation and teamwork qualities. |  |
| 3.2 | Exhibit professional code of conduct and ethical values. |  |
| 3.3 | Act responsibly in personal and social situations. |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Hello! | 3 |
| 2 | Hello! | 3 |
| 3 | Your world | 3 |
| 4 | Your world | 3 |
| 5 | All about you | 3 |
| 6 | All about you | 3 |
| 7 | Family and friends | 3 |
| 8 | Family and friends | 3 |
| 9 | The way I live | 3 |
| 10 | The way I live | 3 |
| 11 | Every day | 3 |
| 12 | Every day | 3 |
| 13 | My favorites | 3 |
| 14 | My favorites | 3 |
| **Total** | | 42 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Read and reproduce basic expressions and short, simple texts. | Brain storming  Task based activities  Record important information-note taking | Oral presentation  Quiz  Worksheets  Exams |
| 1.2 | Write very short, simple sentences about people they know, their name, age, job and phone number, using appropriate punctuation and capitalization. | Task based activities  Question and answer method.  Instructions  Role play | Classroom activities Quiz  Assignment |
| 1.3 | Recall and use a few basic grammatical structures and sentence pattern in everyday language. | Question and Answer method, Task based,  Brainstorming, Grammar rules and practice. | Classroom activities Quiz  Slip-Test  Exams |
| **2.0** | **Skills** | | |
| 2.1 | Express and stimulate specific information, daily routines in slow, clearly articulated speech. | Instructions  Role play  Listen and Talk activity | Oral presentation  Activities  Assessment- oral |
| 2.2 | Recognize, say, and write a limited number of simple sentences and numbers for describing daily objects, places, people and situations. | Brain storming  Picture identification  Picture -Description  Identify objects  Question and Answer method | Classroom activities Quiz  Slip-Test  Exams |
| 2.3 | Demonstrate limited control of essential grammatical forms in communication. | Instructions, Grammar rules and practice  Question and Answer method | Quiz  Slip-Test  Exams |
| **3.0** | **Values** | | |
| 3.1 | Develop group participation and teamwork qualities. | Instruction and  Guidance to learn and practice healthy attitudes and behavior | Assessment  Activities |
| 3.2 | Exhibit professional code of conduct and ethical values. | Guidance-Teamwork and individual responsibility | Assessment  Quizzes- pair work |
| 3.3 | Act responsibly in personal and social situations. | Guidance – Instruction  Ethical standard behavior | Group work - Participation grades |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Attendance + Participation + Assignments | Throughout the semester | 30 |
| **2** | Mid-term exam | 8 | 20 |
| **3** | Final exam | 15 | 50 |
| **4** | **Total** |  | **100** |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** |
| Students can meet teachers for consultation and advice during their office hours. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | **New Headway Plus SE Beginner Student's Book with Audio CD**  **Liz and John Soars. (2011) Oxford University Press. Units (1-7)**  **-**Teach practical, real life English that is relevant to students’ lives and topics grounded in today’s reality.  -Every unit includes thorough Grammar and Vocabulary presentation and practice, as well as extensive skills development.  -Everyday English lessons with functional vocabulary  - Extensive skills development in every unit  **New Headway Plus SE Beginner Student's Workbook with Audio CD**  **Liz and John Soars. (2011) Oxford University Press. Units (1-7)**  - |
| **Essential References Materials** | Longman Dictionary of Contemporary English |
| **Electronic Materials** | Online Practice with extensive language and skills practice, all the course audio and video, and extra learning resources  <http://www.headwayplusonline.com>  <https://elt.oup.com/student/headway/> |
| **Other Learning Materials** | CDs of listening material |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Large classroom equipped with whiteboards. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | Smart Board  Internet connectivity  Speakers (for audio)  Audio player and recorder |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Whiteboard of good quality (to be used as a screen for playing videos as well)  Whiteboard markers |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Effectiveness of teaching | Students and Faculty | Direct& Indirect |
| Effectiveness of evaluation | Students and Faculty | Direct& Indirect |
| Extent of achievement of course learning outcomes | Peer Reviewers | Indirect |
| Quality of learning resources | Students and Faculty | Direct& Indirect |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Quality Assurance & Accreditation Unit, English Language Institute |
| **Reference No.** | JU/ELI/QAU/CS/DCSCE/ 505 |
| **Date** | 20/11/2020 |