|  |  |
| --- | --- |
| **Course Title:** | **English Language** |
| **Course Code:** | **ENG 105** |
| **Program:** | **Bachelor Degree Level 1** |
| **Department:** | **College of Science** |
| **College:** | **College of Science** |
| **Institution:** | **Jazan University** |

Table of Contents

[A. Course Identification 3](#_Toc951372)

[6. Mode of Instruction (mark all that apply) 3](#_Toc951373)

[B. Course Objectives and Learning Outcomes 3](#_Toc951374)

[1. Course Description 3](#_Toc951375)

[2. Course Main Objective 4](#_Toc951376)

[3. Course Learning Outcomes 4](#_Toc951377)

[C. Course Content 4](#_Toc951378)

[D. Teaching and Assessment 5](#_Toc951379)

[1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods 5](#_Toc951380)

[2. Assessment Tasks for Students 6](#_Toc951381)

[E. Student Academic Counseling and Support 6](#_Toc951382)

[F. Learning Resources and Facilities 6](#_Toc951383)

[1.Learning Resources 6](#_Toc951384)

[2. Facilities Required 7](#_Toc951385)

[G. Course Quality Evaluation 8](#_Toc951386)

[H. Specification Approval Data 8](#_Toc951387)

# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3 (15 hours/ week contact hours)** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | | **√** | | College | | |  | Department | | | |  | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level 1** | | | | |
| **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** | 15 | 100% |
| **2** | **Blended** |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 225 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | **225** |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description An extended and better-integrated syllabus, promoting critical thinking, actively engages students in their language learning. Reading texts are followed by interactive reading comprehension activities; a recording of the text to listen to. Reading involves articles and blogs. Writing skills can be practised through writing about personal descriptions, places, describing tourist destinations, writing adverts, messages, short stories, emails, short descriptions, typing CVs, writing a paragraph, etc. Each learning module follows an Engage-Explore-Task-Reflect activity sequence to help students practice and learn effectively. Topic-based videos engage students to focus on speaking as well as listening skills. Critical thinking provides the tools needed to generate individual ideas and opinions.  ***Benchmark:*** ENG 104, Common First Year (CFY), English Language Skills Department (ELSD), King Saud University (KSU) (ref. <https://cfy.ksu.edu.sa/male/sites/py.ksu.edu.sa.male/files/images/101_0.pdf>); CEFR Level A2 to B1 & SAQF\* Level 7.  ***\*Common European Framework of Reference for Languages*** ***\*Saudi Arabian Qualifications Framework*** |
|  |
| 2. Course Main Objective |
| The course aims to develop core language skills of first year JU students to enable them to communicate successfully in present competitive world. To develop their academic skills – Listening, Speaking, Reading & Writing (LSRW), where students will be able to: listen and extract meaning from a short conversation; make short simple conversations, and convey ideas on specific topics; use proper pronunciation while making discussions; scan, skim and comprehend the reading texts and articles while listening; read and analyze the expressions and short simple texts; write blogs, write short paragraphs; draft emails, write adverts; write reviews, short messages; and to introduce simple vocabulary and grammar rules. Learners would develop their ability to think critically and communicate effectively in the global community. |

## 

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Retrieve detail, identify vocabulary, main idea in a reading and  Listening passage. | The mission of the program is to prepare under graduates in Applied Sciences via a sophisticated and integrated educational system.  To keep abreast with up-to-date developments and approaches in Community Service and Scientific research. |
| 1.2 | Describe details and speak on different topics. |
| 1.3 | Identifying main ideas and listen to specific information. Reproduce it on real familiar topics. |
| 1.4 | Will be able to write paragraphs, reports, CVs, News report, short descriptions, etc. Recall grammar rules and vocabulary learnt while writing. |
| **2** | **Skills :** |  |
| 2.1 | Analyze language to find patterns in the language and to identify their own mistakes in their performance, use study skill knowledge to improve understanding and recall, draw a mind map to help process writing, review their language production. | To prepare capable scientists and researchers in order to carry out community development and to fulfill the market’s needs. |
| 2.2 | Express themselves in daily situations, using phrases, sharing opinions, using notes for short talks. |
| 2.3 | Paraphrase ideas, infer an author’s intention or opinion within a CEFR A2 reading passage and detect purpose |
| 2.4 | Use critical thinking and problem-solving techniques while reading, writing, listening and speaking. | To contribute to the technical and educational research development and consolidation in field of Applied Sciences |
| **3** | **Values:** |  |
| 3.1 | Develop a teamwork attitude as a responsible member of the team to aid peer editing and correction. | Preparing a generation of researchers in the field of art education. |
| 3.2 | Uphold and practice good social behaviour in consonance with Islamic traditions and values. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Unit:1 Lifestyle – Student Book and Workbook | 25 |
| 2 | Unit 2: Competitions – Student Book and Workbook | 25 |
| 3 | Unit 3: Transport – Student Book and Workbook | 25 |
| 4 | Unit 4: Challenges – Student Book and Workbook | 25 |
| 5 | Unit 5: The environment – Student Book and Workbook | 25 |
| 6 | Unit 6: Stages in life – Student Book and Workbook | 25 |
| 7 | Unit 7: Work – Student Book and Workbook | 25 |
| 8 | Unit 8: Technology – Student Book and Workbook | 25 |
| 9 | Unit 9: Holidays – Student Book and Workbook | 25 |
| **Total** | | 225 |

# 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 | Retrieve detail, identify vocabulary, main idea in a reading and  Listening passage. | Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring. | Classroom activities Quizzes, Visuals, Progress Tests, Final Exam |
| 1.2 | Describe details and speak on different topics. | Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring | Classroom activities Quizzes, Visuals, Progress Tests, Final Exam |
| 1.3 | Identifying main ideas and listen to specific information. Reproduce it on real familiar topics. | Strategy-based lessons  with rigorous practice  of listening and reading worksheets, study guides, and grammar | Classroom activities Quizzes, Visuals, Progress Tests, Final Exam |
| 1.4 | Will be able to write paragraphs, reports, CVs, News report, short descriptions, etc. Recall grammar rules and vocabulary learnt while writing. | Daily engagement with technological skills useful for learning English | Classroom activities Quizzes, Visuals, Progress Tests, Final Exam |
| **2.0** | **Skills** | | |
| 2.1 | Analyze language to find patterns in the language and to identify their own mistakes in their performance use study skill knowledge to improve understanding and recall, draw a mind map to help process writing, Review their language production | Daily engagement with technological skills useful for learning English. | Group reports  Graphic  organizers’  exercises  Quizzes |
| 2.2 | Express themselves in daily situations, using phrases, sharing opinions, using notes for short talks | Students will expand upon their speaking and writing strategies and will be exposed to a variety of preparatory exercises. | Assignments and  speaking tests |
| 2.3 | Paraphrase ideas, infer an author’s intention or opinion within a CEFR A2 reading passage and detect purpose | Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring. | Classroom  Activities,  Worksheets |
| 2.4 | Use critical thinking and problem-solving techniques while reading, writing, listening and speaking. | Directed practice sessions to enable students to focus on task base activities | Assessments. Feedback forms |
| **3.0** | **Values** | | |
| 3.1 | Develop a teamwork attitude as a responsible member of the team to aid peer editing and correction. | Team and individual mentoring, | Task-based  assignments and  group drills |
| 3.2 | Uphold and practice good social behaviour in consonance with Islamic traditions and values. | Individual and group counseling focusing on ethics and good conduct | Assessments, Feedback forms |

## 

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Quiz 1Integrated (Reading Writing) (Listening Speaking) | 4 | 5% |
| **2** | Quiz 2 Integrated (Reading Writing) (Listening Speaking) | 6 | 5 % |
| **3** | Progress Test | 8 | 20% |
| **4** | Quiz 3 Integrated (Reading Writing) (Listening Speaking) | 10 | 5% |
| **5** | Indirect Assessment: Classroom Performance | 12 | 5% |
| **6** | Final Exam | 15/16 | 60% |
| **7** | 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:**  Each group is assigned a teacher for individual guidance, consultation and academic advice. Every teacher is supposed to allocate a minimum of **15**hours per week for his/her group, apart from other 5 hours for administrative duties. |
|  |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | **Life Pre-Intermediate, Student’s Book with DVD:**  - Engaging tasks with fascinating National Geographic content.  - Fully integrated National Geographic video for each unit.  - Review at the end of each unit.  - Grammar reference with practice activities **Life Pre-Intermediate, Workbook with Audio CD:**  - Further practice and linear progression of Student’s Book contents.  - Focus on learning skills.  - Sample IELTS tests allow learners to benchmark their learning.  **Life Pre-Intermediate, Teacher’s Book with Class Audio CD:**  Detailed teaching notes with lead-ins, additional activities and answer key.  - Notes on vocabulary, grammar, pronunciation and useful background information.  - Photocopiable communicative activities and tests |
| **Essential References Materials** | <http://www.ngllife.com/content/course-overview-0> |
| **Electronic Materials** | <http://www.facebook.com/NGLearningUK>  <http://www.twitter.com/NGLearningUK>  <http://www.youtube.com/NGLearningUK> |
| **Other Learning Materials** | **Life Pre-Intermediate, Interactive Whiteboard CD-ROM:**  - Includes IWB tools, ‘zoomable’ pages and easy-to-access audio and video.  - Create your own interactive tasks with the easy-to-use content creation tool.  - Show or hide the key.  - Show justification for the answers to the reading and listening comprehension activities*.* |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Spacious classrooms to accommodate 35 students per class with traditional and smart whiteboards as well as smart touch screens connected to a high-quality sound system. * Internet connection for students to work on their projects, assignments. (if applicable) |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Board * Sound system * Internet * Speakers (for audio) * Laptop (with internet connectivity) * Microphone (for recording speaking skills). * Audio player * Audio recorder * OHP |
| **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 (a total of 5 sets of 4 pens for the course per group) * Paper for photocopying quizzes and extra practice materials (4 packets per group) * Photocopying and printing facilities for the teachers and the students |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Quality of learning resources,  Effectiveness of teaching, Assessment Methods | Students | Surveys designed by the English Language Institute (ELI)/ University – distributed among the students. **Direct** |
| Quality of learning resources, Assessment Methods, Extent of achievement of course learning outcomes | Faculty | Surveys designed by the English Language Institute (ELI)/ University – distributed among the course instructors. **Direct/Indirect** |
| Effectiveness of teaching | Quality Assurance and Curriculum Unit, ELI | Classrooms visits and observation. **Direct** |
| Extent of achievement of course learning outcomes | Program Leaders | Statistical analysis of students’ marks in Progress Test and Final Tests.  **Direct** |
| Course effectiveness | Quality Assurance and Curriculum Unit, ELI | Reviewed bi-annually, improvements are planned and implemented. |
| Student assessment  (Summative Test) | Faculty | Marking and remarking of sample of Progress Test and Final Test papers between teachers. **Direct** |
|  |  |  |

**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 and Accreditation Unit, English Language Institute |  |
| **Reference No.** | ELI/CS/QAU/ENG105 |  |
| **Date** | 23 December 2020 |  |