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| --- | --- |
| **Course Title:**  | Technical English |
| **Course Code:** | **ENG 193** |
| **Program:** | Associate of Science (AS): Three**-**year diploma programs**/**Level: 3 |
| **Departments:**  | Chemical Engineering Technology (CHET),Electrical Power Engineering Technology (EPET), Mechanical Maintenance Engineering Technology (MMET) |
| **College:** | **College of Applied Industrial Training (CAIT)** |
| **Institution:** | **Jazan University** |

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# A. Course Identification

|  |  |
| --- | --- |
| **1. Credit hours:** | **3 Credit hours**  |
| **2. Course type** |
| **a.** | University |  | College | **√** | Department |  | Others |  |  |
| **b.** | Required | **√** | Elective |  |  |
| **3. Level/year at which this course is offered:** | **Level: 3/ Year: 2nd**  |
| **4. Pre-requisites for this course** (if any)**: ENG 004** |
| **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** | 75 | 100 |
| **2** | **Blended**  |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning**  |  |  |
| **5** | **Other**  |  |  |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | **75** |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial**  |  |
| **4** | **Others** (specify) |  |
|  | **Total** | **75** |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description The *CAIT* program’s mission is to prepare students to study in English at a tertiary level in the fields of Mechanical, Electrical and Chemical Engineering. The program’s operational goal is to equip students with sufficient language skills to succeed in the college’s programs. Therefore, the operational goal of this course is to facilitate and improve oral and written proficiency of the students, corresponding to B1 on the *CEFR*.  |
| ***Benchmark:*** ENG 101, Common First Year, King Saud University (ref. <https://fac.ksu.edu.sa/sites/default/files/English_101_Course_Specification.pdf> ); CEFR\* Level: A2-B1 & SAQF\* Level: 5\****Common European Framework of Reference for Languages*** ***\*Saudi Arabian Qualifications Framework*** |
| 2. Course Main ObjectiveThe course is designed to improve students’ technical and general English ability. It focuses on vocabulary related to the oil and gas industry and also has sections devoted to the Electrical, Mechanical and Chemical specializations. The grammar points and vocabulary are introduced in an industrial/ technical context to add relevance and focus. Understanding the functioning of various tools and processes and developing language skills to present ideas and facts and any topic related constitute the core objectives of this course. |
|  |

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## 3. Course Learning Outcomes

| **CLOs** | **Aligned****PLOs** |
| --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Identify, name, and describe objects relating to student majors, i.e., electrical, mechanical and chemical engineering technology. | Show knowledge of English language.Recognize the concepts and legal requirements of risk management and safe operation in the workplace. |
| 1.2 | Develop a wide range of technical vocabulary in four areas: electrical, mechanical, chemical, oil and gas. |
| 1.3 | Discuss function and location: where people are, what an object does, etc. Give and follow both spoken and written instructions, referring to instruction manuals, etc. Expansion of the learned vocabulary and discussions relating to technical problems and solutions. |
| **2** | **Skills:** |  |
| 2.1 | Put learned vocabulary into context through readings and discussions, especially in the area of oil production. | Identify, formulate, and analyze technical problems using basic English language.Communicate effectively, both orally and in writing, using appropriate media, within the engineering community and society at large. |
| 2.2 | Use a flow chart to give basic explanations of how systems work, e.g., electrical circuits, cooling systems, fluid systems, etc. Expansion to discussions of industrial processes. |
| 2.3 | Use the conventions of communicative skills to speak in a generally appropriate way and communicate straightforward ideas. |
| **3** | **Values:** |  |
| 3.1 | Develop group participation and leadership qualities. | Prepare qualified graduates who are valued as members of the workforce in technical engineering related industries.Show commitment to professional and ethical responsibility. |
| 3.2 | Exhibit professional code of conduct and ethical values. |
| 3.3 | Act with responsibility in personal and professional situations. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Oil & Gas 1: Unit 1. An International Industry | 11 |
| 2 | Oil & Gas 1: Unit 2. Upstream | 11 |
| 3 | Oil & Gas 1: Unit 3. Downstream | 11 |
| 4 | Oil & Gas 1: Unit 4. Safety First  | 11 |
| 5 | Oil & Gas 1: Unit 5. Finding Oil and Gas | 11 |
| 6 | Oil & Gas 1: Unit 6. Drilling  | 10 |
| 7 | Oil & Gas 1: Unit 7. Pipes and Pipelines  | 10 |
| **Total** | 75 |

# 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 | Identify, name, and describe objects relating to student majors, i.e., electrical, mechanical and chemical engineering technology. | Lectures, classwork, and independent homework  | Oral presentationQuizWorksheetsExams |
| 1.2 | Develop a wide range of technical vocabulary in four areas: electrical, mechanical, chemical, oil and gas. | Task based activities,question and answer method, instructions, role play, etc. | Classroom activities QuizAssignment |
|  1.3 | Discuss function and location: where people are, what an object does, etc. Give and follow both spoken and written instructions, referring to instruction manuals, etc. Expansion of the learned vocabulary and discussions relating to technical problems and solutions. | Question and answer method, task based activities, brainstorming, practice, etc. | Classroom activities QuizSlip-Test Exams  |
| **2.0** | **Skills** |
| 2.1 | Put learned vocabulary into context through readings and discussions, especially in the area of oil production. | Directed lab sessions to enable students to focus on technological skills useful for learning English | Oral presentationActivitiesAssessment - oral |
| 2.2 | Use a flow chart to give basic explanations of how systems work, e.g., electrical circuits, cooling systems, fluid systems, etc. Expansion to discussions of industrial processes. | Brain storming, task-based assignments, identification and description, question and answer method | Classroom activities QuizSlip-Test Exams |
|  2.3 | Use the conventions of communicative skills to speak in a generally appropriate way and communicate straightforward ideas. | Individual mentoring, checking each other’s works, pair work and group work activities promoting interpersonal skills and preparing for assessments | Quiz, Slip-Test Exams  |
| **3.0** | **Values** |
| 3.1 | Develop group participation and leadership qualities. | Counseling and instruction to learn and practice healthy attitudes and behavior | FeedbackAssessmentActivities |
| 3.2 | Exhibit professional code of conduct and ethical values. | Guidance - teamwork and individual responsibility | ObservationAssessmentQuizzes - pair work |
| 3.3 | Act with responsibility in personal and professional situations. | Guidance – instruction on ethical standard behavior  | Group work participationObservation |

##

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** |  **Six Weekly Quizzes** (Integrated Skills) | Alternate weeks | **20** |
| **2** | **Continuous Assessment** (Integrated Skills) | Throughout | **10** |
| **3** | **Progress Test (Mid Term Exam)** | 8 | **20** |
| **4** | **Final Exam** | 16 | **50** |
| **5** | **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 6 hours per week for his/ her group.  |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | **Oil and Gas 1: Lewis Lansford & D'Arcy Vallance, Oxford University Press (Unit 1 to 7) with Class Audio CD*** An integrated course LSRW added with vocabulary, number talk and project.
* Reading includes information, specialist knowledge about subject.
* 'It's my job' includes real people talk about their work such as workshop operations and repairs and maintenance.
* Writing bank- extra practice in writing reports, notes, and emails.
* Number talk –activities using numbers and measurements.
* British and American English terms defined throughout.
* Grammar: need to know approach.
* Listening activities expose students to a variety of situations and accents, from both native and non-native English speakers.
 |
| **Essential References Materials** | [www.oup.com/elt/oefc](http://www.oup.com/elt/oefc)[www.oup.com/elt/teacher/oefc](http://www.oup.com/elt/teacher/oefc) |
| **Electronic Materials** | [www.oup.com/elt/oefc](http://www.oup.com/elt/oefc) |
| **Other Learning Materials** | **Oil and Gas 1** ***Teacher's Resource Book:*** * Supports teachers in the vocational teaching situation, providing them with specialist background information for the industry.
* Provides specialist background to the industry for every unit, as well as industry tips to support non-expert teachers.
* An integrated key to give quick access to the answers.
* Additional activities to help cope with the demands of mixed-ability groups.
* Photocopiable tests and communication activities to facilitate extra practice and support.
 |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**(Classrooms, laboratories, demonstration rooms/labs, etc.) | * Spacious classrooms to accommodate students per class with traditional and smart whiteboards.
 |
| **Technology Resources** (AV, data show, Smart Board, software, etc.) | * Smart Board
* Internet connectivity
* Speakers (for audio)
* Microphone (for recording speaking skills)
* Audio player and 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
* Paper for photocopying
* 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 | Survey 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 Accreditation 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 Accreditation 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 & Accreditation Unit, English Language Institute |
| **Reference No.** |  ELI/QAU/CS/ENG 193 |
| **Date** | 15 October 2020 |