|  |  |
| --- | --- |
| **Course Title:** | English Language |
| **Course Code:** | **ENGL-1 203** |
| **Program:** | **Bachelor Degree Level 3** |
| **Department:** | **College of Applied Medical Sciences (CAMS)** |
| **College:** | **College of Applied Medical Sciences (CAMS)** |
| **Institution:** | **Jazan University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3 hours per week contact hours** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | | **√** | | College | | | **√** | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **3rd/ Second** | | | | |
| **4. Pre-requisites for this course** (if any)**: Pre 164-3/ ENG 182** | | | | | | | | | | | | | | | | |
| **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** | 45 | 100 |
| **2** | **Blended** |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 45 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 45 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description An extended & better-integrated syllabus, comprising of note-taking skills, extended writing exercises, & an authentic video in every unit will equip students with a wide range of vocabulary for academic success. Reading involves passages & comprehension tasks. Writing skills can be practiced through writing narratives, responses & analysis, cause/ effect & argumentative essay. iQ content is tested to fit the needs of learners. Vocabulary syllabus, based on Oxford 3000™ & Academic Word List, teaches the most relevant words for academic study. It is a list ideal for class or homework activities. iTools, classroom presentation tool increases engagement in lessons, providing up-to-date learning resources.  *Benchmark:*  ENG 115, Common First Year, King Saud University (ref. <https://cfy.ksu.edu.sa/male/sites/py.ksu.edu.sa.male/files/images/115_0.pdf>); CEFR Level B2 & SAQF\* Level 7 |
|  |
| 2. Course Main Objective |
| This is an integrated course which will help students to develop better understanding of English language. It is a General English Course for practicing LSRW skills suitable for students with background knowledge of English. The skills have been taken in accordance with the allotted hours for the prescribed course. The course will enable students to improve both their ability to communicate and their linguistic competence. A balance of receptive (reading & listening) and productive (speaking & writing) skills will be developed through communicative classes and self-study. It further aims at deepening students’ interest in English language by learning how to pen down their thoughts (easy to complex), by understanding cross cultural skills and understanding of perceptions, gestures, family, and community dynamics, etc. |

## 

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Enhance knowledge and understanding of a wide range of vocabulary, verbs, texts, article, and passages. | Prepare qualified graduates with proper knowledge and understanding of language pertaining to their desirable field.  To follow up all education improvements through self- learning process during university years and after graduation. |
| 1.2 | Comprehend a variety of texts and conversations with main ideas and specific information. |
| 1.3 | Develop better understanding of English language to identify mistakes and improve the process of writing and comprehension. |
| **2** | **Skills :** |  |
| 2.1 | Enhance Writing skill by practicing writing narratives, response & analysis, cause & effect and argumentative essay. | Developing research capabilities for students and encouraging them to continue their higher studies in various fields of Applied Medical Sciences.  Developing critical thinking and problem solving skill in the students. |
| 2.2 | Improve communicative skills and linguistic competence through a balance of receptive (reading & listening) and productive (speaking & writing) skills - developed through communicative classes. |
| 2.3 | Polish Reading skill and comprehension by paraphrasing ideas, inferring an author’s intention or opinion within a CEFR B2 reading passage and detect purpose by practicing self-study. |
| 2.4 | Develop critical thinking and problem solving skills while doing LSRW activities. |
| **3** | **Values :** |  |
| 3.1 | Learn academic values and ethics while working and learning in a communicative class. | The mission of the program is to prepare highly knowledgeable and responsible individuals, equipped with moral values and an attitude of life long self-learning and development. |
| 3.2 | Develop a balanced and responsible attitude both in individual capacity and teamwork through assignments and group projects. |
| 3.3 | Develop a good social behavior continuing self-learning and independence by understanding cross cultural skills, perceptions, gestures, family, and community dynamics from different texts and writing activities. |
| 3.4 | Display self-directed and collaborative learning in pairs or groups. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Unit 1 - Sociology (Listening and Speaking)  Unit 1 - Sociology (Reading and Writing) | 11 |
| 2 | Unit 2 - Nutritional Science (Listening and Speaking)  Unit 2 - Nutritional Science (Reading and Writing) | 11 |
| 3 | Unit 3 - Psychology (Listening and Speaking)  Unit 3 - Information Technology (Reading and Writing) | 11 |
| 4 | Unit 4 - Marketing (Listening and Speaking)  Unit 4 - Marketing (Reading and Writing) | 12 |
| **Total** | | **45** |

# 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 | Enhance knowledge and understanding of a wide range of vocabulary, verbs, texts, article, and passages. | Lectures, classwork and independent homework. The communicative approach, groups and pair work, task based activities, individual mentoring. | Quizzes, Midterm Exam and Final Exam |
| 1.2 | Comprehend a variety of texts and conversations with main ideas and specific information. | Lectures, classwork and independent homework. The communicative approach, groups and pair work, task based activities, individual mentoring. | Quizzes, Midterm Exam and Final Exam |
| 1.3 | Develop better understanding of English language to identify mistakes and improve the process of writing. | Lectures, classwork and independent homework. The communicative approach, groups and pair work, task based activities, individual mentoring. | Quizzes, Midterm Exam and Final Exam |
| **2.0** | **Skills** | | |  |
| 2.1 | Enhance Writing skill by practicing writing narratives, response & analysis, cause & effect and argumentative essay. | Paragraph and essay writing and practicing hook, understanding background information and creating thesis statement. | Quizzes, Midterm Exam and Final Exam |
| 2.2 | Improve communicative skills and linguistic competence through a balance of receptive (reading & listening) and productive (speaking & writing) skills - developed through communicative classes. | Group discussions, presentations, group projects and pair work. | Quizzes, Midterm Exam and Final Exam |
| 2.3 | Polish Reading skill and comprehension by paraphrasing ideas, inferring an author’s intention or opinion within a CEFR B2 reading passage and detect purpose by practicing self-study. | Lectures, classwork and independent homework, task based activities, individual mentoring. | Quizzes, Midterm Exam and Final Exam |
| 2.4 | Develop critical thinking and problem solving skills while doing LSRW activities. | Games, challenges  and class activities | Quizzes, Midterm Exam and Final Exam |
| **3.0** | **Values** | | |
| 3.1 | Learn academic values and ethics while working and learning in a communicative class. | Team and individual mentoring and maintaining a positive atmosphere in class | Task-based Assignments and group drills |
| 3.2 | Develop a balanced and responsible attitude both in individual capacity and teamwork. | Team and individual mentoring and defusing responsibilities | Assignments and group projects |
| 3.3 | Develop a good social behavior continuing self-learning and independence by understanding cross cultural skills, perceptions, gestures, family, and community dynamics from different texts and writing activities. | individual and group mentoring and counselling | Assessments and Feedback forums |
| 3.4 | Display self-directed and collaborative learning in pairs or groups. | Pair work and group projects | Assignments and group drills |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Quiz-1 | 4 | **10%** |
| **2** | Progress Test | 8 | **20%** |
| **3** | Quiz-1 | 9 | **10%** |
| **4** | Final Exam | 15 or 16 | **60%** |
| **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 03 hours per week for his/her group, along with the other 10 hours for administrative duties. |

# F. Learning Resources and Facilities

## 1. Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Q:3 Skills for Success: Reading & Writing  Q:3 Skills for Success: Listening & Speaking  (Unit: 1 to 4 in both the books) |
| **Essential References Materials** | Dictionaries |
| **Electronic Materials** | Smart board, OHP |
| **Other Learning Materials** | Handouts and the website link |

## 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) * Audio player * Audio recorder * OHP * Internet connection |
| **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 ( 2 packets per group) * Photocopying and printing facilities for the teachers and the students. |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Students’ personal introspection | Students | Surveys designed by the English Language Institute (ELI)/ University – distributed among the students. **Direct** |
| Classroom visits and observation | Faculty | Surveys designed by the English Language Institute (ELI)/ University – distributed among the course instructors. **Direct/ Indirect** |
| Professional development workshops and training courses by the ELI. | Resource persons  (national/ international) | The course effectiveness is reviewed bi-annually by the ELI and improvements are planned and implemented.  Meetings will be arranged to discuss the effectiveness of the course plan.  Evaluation and guidance to students who show weak performance.  Benchmarking of course content and student performance with other similar programs. |
| 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/QAU/CS/ENGL-1 203 |  |
| **Date** | 20 October 2020 |  |