|  |  |
| --- | --- |
| **Course Title:** | English Language |
| **Course Code:** | **ENGL-1 204** |
| **Program:** | **Bachelor Degree Level 4** |
| **Department:** | **College of Nursing and Health Sciences** |
| **College:** | **College of Nursing and Health Sciences** |
| **Institution:** | **Jazan University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3 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 4** | | | | |
| **4. Pre-requisites for this course** (if any)**: ENGL-1 203** | | | | | | | | | | | | | | | | |
| **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** | NA | NA |
| **3** | **E-learning** | NA | NA |
| **4** | **Distance learning** | NA | NA |
| **5** | **Other** | NA | NA |

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

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

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description The course is intended to provide realistic and communicative practice of English language skills needed in nursing career. Students meet a large amount of specialist vocabulary during the course. Reading part gives specific skills practice in reading. Writing skill enables them to write summary, reports; email; job application; describing a procedure; writing an experiment. Listening skill prepares learners with a variety of questions based on listening tracks. Speaking topics focus upon talking personally; admitting a patient; emergency helpline; filling in a pain chart; asking questions on a helpline, transfer to a care home, hygiene inspection, patient’s life history, vital signs, patient medication, etc.  Benchmark: Similar course at King Saud University; CEFR Level B2 & SAQF\* Level 7 |
|  |
| 2. Course Main Objective |
| The course aims to build up students’ communicative competence as nurses. At the end of the course, the students will be able to communicate in English effectively with their fellow health care colleagues and patients. They will also be able to convey instructions to patients conforming to ethical values while dealing with difficult or sensitive matters of the patients. |

## 

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Understand the context of vocabulary to produce or check comprehension. | The program aims to prepare qualified graduates with proper knowledge of language and the knowledge of the topics related to the field of nursing. |
| 1.2 | Recall terms related to nursing in a health care setting. |
| 1.3 | Record and reproduce information competently to maintain patient care facilities. |
| **2** | **Skills :** |  |
| 2.1 | Demonstrate communication skills in oral and written contexts reflecting the learned vocabulary and grammatical structures. | Developing subject related capabilities for students and encouraging them to continue their higher studies in field of nursing.  Developing critical thinking and problem-solving attitude in the beginner level students of nursing. |
| 2.2 | Give directions and instructions concerning patient care. |
| 2.3 | Describe nursing procedures and medical equipment. |
| **3** | **Values:** |  |
| 3.1 | Develop a teamwork attitude as a responsible member of nursing team to aid peer editing and correction focusing on different case studies. | The mission of the program is to prepare competent nurses committed to serve the humanity. |
| 3.2 | Display a professional commitment to ethical practice. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Unit: 8 - Nutrition and obesity | 7 |
| 2 | Unit: 9 – Blood | 7 |
| 3 | Unit: 11 – Hygiene | 7 |
| 4 | Unit: 12 - Mental health nursing | 8 |
| 5 | Unit: 13 - Monitoring the patient | 8 |
| 6 | Unit: 14 – Medication | 8 |
| **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 | Understand the context of vocabulary to produce or check comprehension. | Using multimedia (pictures/audio/video), and flashcards to help students recognize new words.  Mind maps, graphic organizers, fill in the blanks etc. through pair work and group work. | Assessing students’ vocabulary through variety of question patterns e.g. complete the sentences, match the words with their meanings, fill in the blanks, find odd one out, etc. during classroom activities as well as in other formative assessments e.g. Quizzes, Progress Test and in the summative assessment i.e. Final Exam |
| 1.2 | Recall terms related to nursing in a health care setting. | Mentoring students doing activities like using the words in a sentence, mind maps, fill in the blanks, graphic organizers, etc. through pair work and group work. | Make sentences with the given specialist vocabulary, complete the sentences, match the words with their meanings, etc. during classroom activities as well as in other formative assessments e.g. Quizzes, Progress Test and in the summative assessment i.e. Final Exam |
| 1.3 | Record and reproduce information competently to maintain patient care facilities. | Sub skills-based lessons  with rigorous practice  of reading, writing, listening, speaking and grammar. | Classroom activities, Quizzes, Progress Tests and Final Exam |
| **2.0** | **Skills** | | |
| 2.1 | Demonstrate communication skills in oral and written contexts reflecting the learned vocabulary and grammatical structures. | Communicative practice of language skills, independent home work | Comprehension questions on reading texts, writing without syntactic errors on special topics during classroom activities as well as in Quizzes, Progress Test and Final Exam |
| 2.2 | Give directions and instructions concerning patient care. | Students will expand upon their speaking and writing strategies and will be exposed to a variety of preparatory exercises. | Classroom activities Quizzes, Progress Tests, Final Exam |
| 2.3 | Describe nursing procedures and medical equipment. | Mentoring students to write on the related topics, exchange information in pairs or in small groups. |
| **3.0** | **Values** | | |
| 3.1 | Develop a teamwork attitude as a responsible member of nursing team focusing on different case studies. | Project work,  Team and individual mentoring, | Presentation, Task-based  assignments and  group drills |
| 3.2 | Display a professional commitment to ethical practice. | 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 1 | 5 | 10 % |
| **2** | Progress Test | 9 | 20 % |
| **3** | Quiz 2 | 12 | 10 % |
| **4** | Final Exam | 15-16 | 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** | Nursing 1: Oxford English for Careers  (Unit 8, 9, and 11 to 14) Tony Grice |
| **Essential References Materials** | Additional worksheets and activities from teacher’s resource book |
| **Electronic Materials** | Smart board, OHP |
| **Other Learning Materials** | Handouts and 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) * 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 & Accreditation Unit, English Language Institute |
| **Reference No.** | ELI/QAU/ CS/ ENG-1 204 |
| **Date** | 20 October 2020 |