|  |  |
| --- | --- |
| **Course Title:** | **English Language** |
| **Course Code:** | **PHC-1 322** |
| **Program:** | **Bachelor Degree Level 5** |
| **Department:** | **College of Pharmacy** |
| **College:** | **College of Pharmacy** |
| **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 5** | | | | |
| **4. Pre-requisites for this course** (if any)**: ENG 203-1** | | | | | | | | | | | | | | | | |
| **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 enhance students’ understanding and knowledge of English language. At the end of the course, students are expected to acquire the sub-skills such as reading or listening for gist or specific information, and use vocabulary in a meaningful context. The course provides new note-taking skills and an extended writing syllabus. The authentic video in every unit would further equip students with a wide range of vocabulary for academic success. It clearly states unit objectives to motivate students in order to achieve their language learning goals, while online tools enable teachers to track class progress. The units are taken in accordance with the allotted hours for the prescribed course.   |  | | --- | | Benchmark: Similar course at King Saud University; CEFR Level B2 & SAQF\* Level 6 | |
|  |
| 2. Course Main Objective |
| The course aims to help students in improving LSRW skills. It aims further at including all the language functions essential for a student in being fully able to understand the language, rules and use them effectively for study purpose across the curriculum of Pharmacy. |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Students will be able to use multiple skills for reading and comprehension. They will be able to skim, scan, recognize texts, article, passages etc. To use most useful verbs and vocabulary. | The College of Pharmacy aims to prepare qualified graduates with proper knowledge of language pertaining to their desirable field. |
| 1.2 | Take notes, identify and use vocabulary, main idea in a reading and listening passage, and will be expressing themselves freely. |
| 1.3 | Comprehend variety of texts for main ideas and specific information. |
| **2** | **Skills :** |  |
| 2.1 | Identify mistakes, using study skill knowledge to improve the process of writing. | Developing critical thinking and problem-solving techniques for the students of College of Pharmacy. |
| 2.2 | Develop critical thinking and problem-solving techniques while doing LSRW. |
| 2.3 | Paraphrase ideas, infer an author’s intention or opinion within a reading passage and detect purpose by practicing self-study. |
| **3** | **Values:** |  |
| 3.1 | Display a professional commitment to ethical practice. | The mission of the program is to graduate highly qualified students of the College of Pharmacy. |
| 3.2 | Participate in class discussions with colleagues and with teachers. |
| 3.3 | Work independently and with others under time constraints. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Unit: 5 - Nutrition (Listening and Speaking)  Unit: 5 – Nutritional Science (Reading and Writing) | 11 |
| 2 | Unit: 6 - Education (Listening and Speaking)  Unit: 6 - Education (Reading and Writing) | 11 |
| 3 | Unit: 7- Anthropology (Listening and Speaking)  Unit: 7- Anthropology (Reading and Writing) | 11 |
| 4 | Unit: 8 - Social Psychology (Listening and Speaking)  Unit: 8 - Psychology (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 | Students will be able to use multiple skills for reading and comprehension. They will be able to skim, scan, recognize texts, article, passages etc. To use most useful verbs and vocabulary. | Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring.  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. | Assessing students’ vocabulary and comprehension through variety of question patterns e.g. complete the sentences, match the words with their meanings, fill in the blanks, write the main idea, summary of a text, 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 | Take notes, identify and use vocabulary, main idea in a reading and listening passage, and will be expressing themselves freely. |
| 1.3 | Comprehend variety of texts for main ideas and specific information. |
| **2.0** | **Skills** | | |
| 2.1 | Identify mistakes, using study skill knowledge to improve the process of writing. | Paragraph writing, group discussions and language learning games. | Formative assessments e.g. classroom activities, Quizzes, Progress Test and summative assessment i.e. Final Exam |
| 2.2 | Develop critical thinking and problem-solving techniques while doing LSRW. |
| 2.3 | Paraphrase ideas, infer an author’s intention or opinion within a reading passage and detect purpose by practicing self-study. | Reading and listening activities  Pair work and group work. |
| **3.0** | **Values** | | |
| 3.1 | Display a professional commitment to ethical practice. | Team and individual mentoring, | Task-based  assignments and  group drills |
| 3.2 | Participate in class discussions with colleagues and with teachers. | Individual and group counseling focusing on ethics and good conduct |
| 3.3 | Work independently and with others under time constraints. |  | Assessments, Feedback forms |

## 

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Quiz 1 | 6 | **10%** |
| **2** | Progress Test | 7 | **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.)

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# 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:4 Skills for Success: Reading & Writing  Q:4 Skills for Success: Listening & Speaking  (Unit: 5 to 8 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** |
| --- | --- | --- |
| 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)

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# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Quality Assurance and Accreditation Unit, English Language Institute |
| **Reference No.** | ELI/QAU/cs/PHC-1 322 |
| **Date** | 20 October 2020 |