|  |  |
| --- | --- |
| **Course Title:** | English Language |
| **Course Code:** | **PHC 325** |
| **Program:** | **Bachelor Degree Level 6** |
| **Department:** | **College of Pharmacy** |
| **College:** | **College of Pharmacy** |
| **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:** | | | | | | | | | | | | **Level 6** | | | | |
| **4. Pre-requisites for this course** (if any)**: PHC-1 322** | | | | | | | | | | | | | | | | |
| **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' English language skills as necessary for a successful career in pharmacy and applied medical fields. The course focuses on improving the knowledge and understanding of English to deal aptly with real life and professional situations. It is an integrated course dealing with all the language skills as required to evolve as a good pharmacist. The book prescribed focuses on all the skills while dealing with the topics like: case reports, observation, gastroscopy, encouraging patients and making suggestions, empathizing, communicating, and other related topics. A limited number of units have been taken in accordance with the contact hours prescribed for the course.  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 to C1 & SAQF\* Level 6 |
|  |
| 2. Course Main Objective |
| This course aims at teaching students about their career in pharmacy. Students will enhance their knowledge and understanding of English language to be able to work efficiently in the field of pharmacy and applied medical sciences, and will grasp the right vocabulary for communicating effectively with patients and peers. |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Understand specific context of vocabulary to increase comprehension. | The assigned program aims to prepare qualified graduates with proper knowledge of English language and the knowledge of medical related topics pertaining to the field of pharmacy |
| 1.2 | Memorize and recall terms related to pharmacy in a health care setting. |
| 1.3 | Reproduce information competently to determine clinical diagnosis and medication. |
| **2** | **Skills :** |  |
| 2.1 | Communicate effectively in written and spoken English. | Developing multiple capabilities for students and encouraging them to continue their higher studies in the field of pharmacy. |
| 2.2 | Demonstrate the ability to deal with patients and their families in difficult circumstances. | Developing critical thinking and problem-solving techniques for the senior level students of Pharmacy. |
| 2.3 | Exchange medical information appropriately, using verbal and writing skills (e.g. patient records, referrals, medical reports). |
| **3** | **Values:** |  |
| 3.1 | Display a professional commitment to ethical practice. | The mission of the program is to graduate highly qualified pharmacists committed to serve the humanity. |
| 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: 1 – Presenting complaints | 6 |
| 2 | Unit: 2 – Working in general practice | 5 |
| 3 | Unit: 3 – Instructions and procedures | 5 |
| 4 | Unit: 4 – Explaining and reassuring | 5 |
| 5 | Unit: 5 – Dealing with medication | 6 |
| 6 | Unit: 6 – Lifestyle | 6 |
| 7 | Unit: 7 – Parents and young children | 6 |
| 8 | Unit: 8 – Communication | 6 |
| **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 specific context of vocabulary to increase 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 and comprehension 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 | Memorize and recall terms related to pharmacy in a health care setting. |
| 1.3 | Reproduce information competently to determine clinical diagnosis and medication. | Sub skills-based lessons  with rigorous practice  of reading, writing, listening, speaking and grammar. |
| **2.0** | **Skills** | | |
| 2.1 | Communicate effectively in written and spoken English. | Communicative practice of language skills, independent homework, pair work, group work in the class. | 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 | Demonstrate the ability to deal with patients and their families in difficult circumstances. | 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 | Exchange medical information appropriately, using verbal and writing skills (e.g. patient records, referrals, medical reports). | Mentoring students to write on the related topics, exchange information in pairs or in small groups. |  |
| **3.0** | **Values** | | |
| 3.1 | Display a professional commitment to ethical practice. | Project work,  Team and individual mentoring, | Presentation, Task-based  assignments and  group drills |
| 3.2 | Participate in class discussions with colleagues and with teachers. |
| 3.3 | Work independently and with others under time constraints. | 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** | Quiz1 | 6 | 10% |
| **2** | Mid term | 9 | 20% |
| **3** | Quiz2 | 11 | 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** | Medicine 1: Oxford English for Careers  (Unit 1 to 8) Sam McCarter |
| **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)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Quality Assurance and Accreditation Unit, English Language Institute |
| **Reference No.** | ELI/QAU/CS/PHC 325 |
| **Date** | 20 October 2020 |