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| --- | --- |
| **Course Title:** | English Language |
| **Course Code:** | ENG 182 |
| **Program:** | Bachelor Degree Level 2 |
| **Department:** | Medical College |
| **College:** | Medical College |
| **Institution:** | ELI, Jazan University |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **6 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 2** | | | | |
| **4. Pre-requisites for this course** (if any)**: ENG 181** | | | | | | | | | | | | | | | | |
| **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** | 6 | 100% |
| **2** | **Blended** |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 90 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 90 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description The course covers academic vocabulary along with some more advanced grammatical structures. The approach of ‘introducing and practicing’ writing skill helps in involving the students to use the language spontaneously; it includes extensive materials for introducing academic texts and lectures (through reading and writing). The general academic writing framework is the basis for teaching writing skills (introduction, argument/ topic, conclusion/ opinion) along with the most common transitional phrases. Writing involves short paragraphs and essays of direct relevance to their life activities by using the given study material.  ***Benchmark:***  ENG 109, Common First Year, King Saud University (ref. <https://cfy.ksu.edu.sa/male/sites/py.ksu.edu.sa.male/files/images/109_0.pdf>); CEFR Level B2 & SAQF\* Level 7  \****Common European Framework of Reference for Languages*** ***\*Saudi Arabian Qualifications Framework*** |
|  |
| 2. Course Main Objective |
| The course is designed to help students improve upon their previously acquired language skills in order to accomplish academic writing. The main objectives of this course are: consolidating language learned in course ENG 181, in particular, vocabulary, grammar, reading & writing; building academic vocabulary & phrases, and to use them in writing; understanding and practicing different types of academic writing; introducing self-study skills so as to take responsibility for their own learning and improving cognitive skills, such as, analyzing, synthesizing, and evaluating, needed for academic discourse; practicing reading of different text types (esp. academic); participating in classroom discussions, pair and group work; developing ideas and topics to use them in writing, etc. |

## 

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Collecting information from primary and secondary sources and understanding the differences between primary and secondary sources. | *“To produce qualified health professionals who can provide care in hospital settings according to the highest academic and professional standards…”*  *“…Providing them with knowledge, modern and advanced skills in the light of the values of our Islamic religion, as well as scientific research work to address social demands…”*  *“Provide educational programs that prepare students for higher education and research, for the workforce, and for citizenship…”*  *“Conduct the researches…. needed for promoting community health.”* |
| 1.2 | Recognize and write- hook, thesis statement, and background information |
| 1.3 | Examine block style and point-by-point organization, rhetorical mode and the usage of signal words and transitions. |
| 1.4 | Produce researched essays on compare and contrast and cause and effect. |
| **2** | **Skills :** |  |
| 2.1 | Using search engines to collect information from primary and secondary sources. | *“Develop students' knowledge and skills through participation in seminars, conferences and scientific lectures inside and outside the Kingdom for the latest developments in this area…”* |
| 2.2 | Quote from a source. Using quotation marks to develop supporting details in researched essays. |
| 2.3 | Applying the knowledge of writing techniques learnt in class. |
| 2.4 | Use critical thinking and problem-solving techniques while reading and writing. | *Graduate outstanding students with leadership qualities and capabilities* |
| **3** | **Values:** |  |
| 3.1 | Develop a teamwork attitude as a responsible member of the team to aid fellow team members in developing transparent and open communication, peer editing and correction. | *Preparing a generation of medical professionals and researchers who cherish personal integrity and social responsibility.* |
| 3.2 | Uphold and practice good social behavior in terms of honesty, reliability, and trust maintaining consonance with Islamic traditions and values. |
|  |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Unit 1 – The Researched Essays | 23 |
| 2 | Unit 2 – Comparison Contrast Essays | 22 |
| 3 | Unit 3 – Cause-and-Effect Essays | 23 |
| 4 | Unit 4 – Argumentative Essays | 22 |
| **Total** | | 90 |

# 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 | Collecting information from primary and secondary sources and understanding the differences between primary and secondary sources. | Lectures, classwork and independent homework, groups and pair work, task-based activities, individual mentoring. | Classroom activities Quizzes, Visuals, Progress Tests, Final Exam |
| 1.2 | Recognize and write- hook, thesis statement, and background information | Lectures, classwork and independent homework. groups and pair work, task-based activities, individual mentoring | Classroom activities Quizzes, Visuals, Progress Tests, Final Exam |
| 1.3 | Examine block style and point-by-point organization, rhetorical mode and the usage of signal words and transitions. | Strategy-based lessons  with rigorous practice  of listening and reading worksheets, study guides, and grammar | Classroom activities Quizzes, Visuals, Progress Tests, Final Exam |
| 1.4 | Produce researched essays on compare and contrast and cause and effect. | Daily engagement with technological skills useful for learning English | Classroom activities Quizzes, Visuals, Progress Tests, Final Exam |
| **2.0** | **Skills** | | |
| 2.1 | Using search engines to collect information from primary and secondary sources. | Daily engagement with technological skills useful for learning English. | Group reports,  Graphic organizers,  Exercises, and Quizzes |
| 2.2 | Quote from a source. Using quotation marks to develop supporting details in researched essays. | Students will expand upon their speaking and writing strategies and will be exposed to a variety of preparatory exercises. | Assignments and speaking tests |
| 2.3 | Applying the knowledge of writing techniques learnt in class. | Lectures, classwork and independent homework, groups and pair work, task-based activities, individual mentoring. | Classroom Activities, Worksheets |
| 2.4 | Use critical thinking and problem-solving techniques while reading and writing. | Directed practice sessions to enable students to focus on task base activities | Assessments. Feedback forms |
| **3.0** | **Values** | | |
| 3.1 | Develop a teamwork attitude as a responsible member of the team to aid fellow team members in developing transparent and open communication, peer editing and correction. | Team and individual mentoring | Dramatization of situations, task-based assignments and group drills |
| 3.2 | Uphold and practice good social behavior in terms of honesty, reliability, and trust maintaining consonance with Islamic traditions and values. | Individual and group counseling focusing on ethics and good conduct conducting debates and seminars on social issues in the field of health sciences. | Assessments, Feedback forms |
|  |  |  |  |

## 

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | **Quiz 1:** Writing Techniques | 4 | 5% |
| **2** | **Assignment 1** (Posttest on Unit 2) | 8 | 5 % |
| **3** | **Progress Test (**Mid-Term**):**  Writing Techniques (24 marks) + 2 Essays (16 marks) | 9 | 20% |
| **4** | **Assignment 2** (Posttest on Unit 3) | 12 | 5% |
| **5** | **Quiz 2:** Essay | 14 | 5% |
| **6** | **Final Exam**  Writing Techniques (36 marks) + 2 Essays (24 marks) | 15/16 | 60% |
| **7** | 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 **10** hours per week for his/her group, apart from other 5 hours for administrative duties. |

# F. Learning Resources and Facilities

## Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | **Effective Academic Writing 3, second edition**  **Rhonda Liss, Jason Davis**  **Oxford** |
| **Essential References Materials** | Effective Academic Writing Intro, Oxford  Effective Academic Writing 1,Oxford  Effective Academic Writing 2,Oxford |
| **Electronic Materials** | [www.oup.com/elt/teacher/eaw](http://www.oup.com/elt/teacher/eaw)  <https://elt.oup.com/?cc=sa&selLanguage=en> |
| **Other Learning Materials** | <https://elt.oup.com/general_content/global/OALD_8_Search?cc=sa&selLanguage=en&mode=hub>  <https://elt.oup.com/teachersclub/?cc=sa&selLanguage=en&mode=hub> |

## 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 & 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 & 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 & Accreditation Unit, English Language Institute |
| **Reference No.** | ELI/QAU/ENG182 |
| **Date** | 20 October 2020 |