



## Course Specifications

|                      |                             |
|----------------------|-----------------------------|
| <b>Course Title:</b> | English Language            |
| <b>Course Code:</b>  | ENG 101                     |
| <b>Program:</b>      | Bachelor Degree Level 1     |
| <b>Department:</b>   | College of Computer Science |
| <b>College:</b>      | College of Computer Science |
| <b>Institution:</b>  | Jazan University            |



## Table of Contents

|   |          |
|---|----------|
| <b>A. Course Identification.....</b>  | <b>3</b> |
| 6. Mode of Instruction (mark all that apply) .....  | 3        |
| <b>B. Course Objectives and Learning Outcomes.....</b>  | <b>3</b> |
| 1. Course Description .....   | 3        |
| 2. Course Main Objective.....   | 4        |
| 3. Course Learning Outcomes .....   | 4        |
| <b>C. Course Content .....</b>  | <b>5</b> |
| <b>D. Teaching and Assessment .....</b>   | <b>5</b> |
| 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment<br>Methods ..... | 5        |
| 2. Assessment Tasks for Students .....  | 6        |
| <b>E. Student Academic Counseling and Support .....</b>   | <b>7</b> |
| <b>F. Learning Resources and Facilities.....</b>  | <b>7</b> |
| 1. Learning Resources .....   | 7        |
| 2. Facilities Required.....   | 8        |
| <b>G. Course Quality Evaluation .....</b>   | <b>8</b> |
| <b>H. Specification Approval Data .....</b>   | <b>9</b> |

## A. Course Identification

|   |  |                                   |                                     |
|---|--|-----------------------------------|-------------------------------------|
| <b>1. Credit hours: 3 (18 contact hours per week)</b>         |  |                                   |                                     |
| <b>2. Course type</b>   |  |                                   |                                     |
| a.  | University <input checked="" type="checkbox"/> | College <input type="checkbox"/>  | Department <input type="checkbox"/> |
| b.  | Required <input checked="" type="checkbox"/>   | Elective <input type="checkbox"/> | Others <input type="checkbox"/>     |
| <b>3. Level/year at which this course is offered: Level 1</b> |  |                                   |                                     |
| <b>4. Pre-requisites for this course (if any): None</b>       |  |                                   |                                     |
| <b>5. Co-requisites for this course (if any):</b><br>None     |  |                                   |                                     |

### 6. Mode of Instruction (mark all that apply)

| No | Mode of Instruction   | Contact Hours | Percentage |
|----|-----------------------|---------------|------------|
| 1  | Traditional classroom | 18            | 100%       |
| 2  | Blended               |               |            |
| 3  | E-learning            |               |            |
| 4  | Distance learning     |               |            |
| 5  | Other                 |               |            |

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

| No |                   | Contact Hours |
|----|-------------------|---------------|
| 1  | Lecture           | 270           |
| 2  | Laboratory/Studio |               |
| 3  | Tutorial          |               |
| 4  | Others (specify)  |               |
|    | <b>Total</b>      | <b>270</b>    |

## B. Course Objectives and Learning Outcomes

### 1. Course Description

A broad and improved syllabus, promoting critical thinking, actively engages students in their language learning. Reading texts are followed by interactive reading comprehension activities; a recording of the text to listen to. Reading involves articles and blogs. Writing skills can be practised through writing about personal descriptions, places, describing tourist destinations, writing adverts, messages, short stories, emails, short descriptions, typing CVs, writing a paragraph, etc. Each learning module follows an Engage-Explore-Task-Reflect activity sequence to help students practice and learn effectively. Critical thinking provides the tools needed to generate individual ideas and opinions.

#### Benchmark:

ENG 101, Common First Year, King Saud University

(ref. [https://fac.ksu.edu.sa/sites/default/files/English\\_101\\_Course\\_Specification.pdf](https://fac.ksu.edu.sa/sites/default/files/English_101_Course_Specification.pdf))

CEFR Level A2 & SAQF\* Level 7

\*Common European Framework of Reference for Languages

\*Saudi Arabian Qualifications Framework

## 2. Course Main Objective

The purpose of this course is to improve students' skills as critical readers and writers, enabling students to acquire English language proficiency. The course is designed to meet the needs of the students of Computer Science and Engineering and build a foundation to develop generative language use. It further aims at developing academic Reading and Writing, where students will learn to: scan, skim and comprehend the reading texts and articles; read and analyze the expressions and short simple texts; write short paragraphs; draft emails, and CVs; write reviews, short messages; and to introduce simple vocabulary and grammar rules. Learners would develop their ability to think critically and communicate effectively in the global community.

## 3. Course Learning Outcomes

| CLOs     |   | Aligned-PLOs   |
|----------|---|--|
| <b>1</b> | <b>Knowledge and Understanding</b>  |  |
| 1.1      | Retrieve detail, identify vocabulary, main idea in a reading and Listening passage.   | “Provide students with a high level of communicational knowledge in the field of Industrial Engineering and the ability to comprehend appropriate lexical terminology related to engineering tools in the classroom and language labs.   |
| 1.2      | Describe details and speak on different topics.   |  |
| 1.3      | Identifying main ideas and listen to specific information. Reproduce it on real familiar topics.  |  |
| 1...     | Will be able to write paragraphs, reports, CVs, News report, short descriptions, etc. Recall grammar rules and vocabulary learnt while writing.                                       |  |
| <b>2</b> | <b>Skills :</b>   |  |
| 2.1      | Use critical thinking and problem-solving techniques while reading, writing.  | Progress in effective technical writing skills and verbal communication in order to acquire effective technical writing and oral communication.<br>Enable students to understand and apply scientific principles and Engineering and computational tools to analyze and solve problems of importance to society. |
| 2.2      | Express themselves in daily situations, using phrases, sharing opinions, using notes for short talks.   |  |
| 2.3      | Analyze simple grammatical patterns and can correct their own mistakes.   |  |
| 2...     | Demonstrate students' communication skills in oral and written contexts reflecting the learned vocabulary and grammatical structures.   |  |
| <b>3</b> | <b>Values:</b>  |  |
| 3.1      | Develop an active team member attitude as a responsible member of the team to assist and if necessary develop hands - on trainings for peers in the field of Science and Engineering. | Preparing a generation of committed and excellence oriented researchers in the various fields of Industrial Engineering.<br>Prepare a culturally rooted generation that is also open to the positive aspects of the world civilization   |
| 3.2      | Sustain a good command of technical, ethical based and communicational values in the Engineering industry.  |  |
| 3.3      | Uphold and practice good social behaviour in accordance with religious and cultural realities of their areas of operation.  |  |

## C. Course Content

| No           | List of Topics                                      | Contact Hours |
|--------------|---|---------------|
| 1            | Unit:1 Lifestyle – Student Book and Workbook        | 27            |
| 2            | Unit 2: Competitions – Student Book and Workbook    | 27            |
| 3            | Unit 3: Transport – Student Book and Workbook       | 27            |
| 4            | Unit 4: Challenges – Student Book and Workbook      | 27            |
| 5            | Unit 5: The environment – Student Book and Workbook | 27            |
| 6..          | Unit 6: Stages in life – Student Book and Workbook  | 27            |
| 7            | Unit 7: Work – Student Book and Workbook            | 27            |
| 8            | Unit 8: Technology – Student Book and Workbook      | 27            |
| 9            | Unit 9: Holidays – Student Book and Workbook        | 27            |
| 10           | Unit 10: Products – Student Book and Workbook       | 27            |
| <b>Total</b> |   | <b>270</b>    |

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| Code       | Course Learning Outcomes  | Teaching Strategies  | Assessment Methods                                       |
|------------|---|--|--|
| <b>1.0</b> | <b>Knowledge and Understanding</b>  |  |  |
| 1.1        | Retrieve simple vocabulary and can read, recall, recollect and produce.                       | Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring. | Classroom activities Quizzes, Progress Tests, Final Exam |
| 1.2        | Identify main idea and specific information from reading passages.                            | Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring. | Classroom activities Quizzes, Progress Tests, Final Exam |
| 1.3        | Connect and use a few basic grammatical structures and sentence pattern in everyday language. | Strategy-based lessons with rigorous practice of listening and reading worksheets, study guides, and grammar                                 | Classroom activities Quizzes, Progress Tests, Final Exam |
| 1.4        | Will be able to write paragraphs, about places, short descriptions, emails, etc.              | Daily engagement with technological skills   | Classroom activities Quizzes, Progress                   |

| Code       | Course Learning Outcomes  | Teaching Strategies  | Assessment Methods  |
|------------|---|--|---|
|            |   | useful for learning English  | Tests, Final Exam   |
| <b>2.0</b> | <b>Skills</b>   |  |   |
| 2.1        | Use critical thinking and problem-solving techniques while reading, writing.  | Daily engagement with technological skills useful for learning English.  | Classroom activities<br>Quizzes, Progress Tests, Final Exam |
| 2.2        | Express themselves in daily situations, using phrases, sharing opinions, using notes for short talks.   | Students will expand upon their speaking and writing strategies and will be exposed to a variety of preparatory exercises.                   | Classroom activities<br>Quizzes, Progress Tests, Final Exam |
| 2.3        | Analyze simple grammatical patterns and can correct their own mistakes.   | Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring. | Classroom Activities, Worksheets                            |
| 2.4        | Demonstrate students' communication skills in oral and written contexts reflecting the learned vocabulary and grammatical structures.   | Directed practice sessions to enable students to focus on technological skills useful for learning English.                                  | Classroom activities, Assignments, Final exam               |
| <b>3.0</b> | <b>Values</b>   |  |   |
| 3.1        | Develop an active team member attitude as a responsible member of the team to assist and if necessary develop hands - on trainings for peers in the field of Science and Engineering. | Team and individual mentoring  | Task-based assignments and group drills                     |
| 3.2        | Sustain a good command of technical, ethical based and communicational values in the Engineering industry.  | Individual and group counseling focusing on ethics and good conduct  | Assessments, Feedback forms                                 |
| 3.3        | Uphold and practice good social behaviour in accordance with religious and cultural realities of their areas of operation.  | Individual and group counseling focusing on ethics and good conduct  | Task-based assignments                                      |

## 2. Assessment Tasks for Students

| # | Assessment task*   | Week Due | Percentage of Total Assessment Score |
|---|--|----------|--------------------------------------|
| 1 | <b>Quiz 1</b> (Reading + Vocabulary) & (Writing + Grammar) | 4        | 5%                                   |
| 2 | <b>Quiz 2</b> (Reading + Vocabulary) & (Writing + Grammar) | 6        | 5 %                                  |
| 3 | <b>Progress Test (Mid Term Test)</b>                       | 8        | 20%                                  |
| 4 | <b>Quiz 3</b> (Reading + Vocabulary) & (Writing + Grammar) | 10       | 5%                                   |
| 5 | <b>Formative Assessment</b>                                | 12       | 5%                                   |
| 6 | <b>Final Exam</b>  | 15/16    | 60%                                  |
| 7 | <b>Total</b>   |          | <u>100%</u>                          |
| 8 |  |          |                                      |

\*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 :**

**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 **15** hours per week for his/her group, apart from other 5 hours for administrative duties.

## F. Learning Resources and Facilities

### 1. Learning Resources

|                                       |  |
|---------------------------------------|--|
| <b>Required Textbooks</b>             | <p><b>Life Elementary, Student's Book with DVD: John Hughes, Helen Stephenson, Paul Dummett</b></p> <ul style="list-style-type: none"> <li>- Engaging tasks with fascinating National Geographic content.</li> <li>- Fully integrated National Geographic video for each unit.</li> <li>- Review at the end of each unit.</li> <li>- Grammar reference with practice activities</li> </ul> <p><b>Life Elementary, Workbook with Audio CD:</b></p> <ul style="list-style-type: none"> <li>- Further practice and linear progression of Student's Book contents.</li> <li>- Focus on learning skills.</li> <li>- Sample IELTS tests allow learners to benchmark their learning.</li> </ul> <p><b>Life Elementary, Teacher's Book with Class Audio CD:</b></p> <p>Detailed teaching notes with lead-ins, additional activities and answer key.</p> <ul style="list-style-type: none"> <li>- Notes on vocabulary, grammar, pronunciation and useful background information.</li> <li>- Photocopiable communicative activities and tests</li> </ul> |
| <b>Essential References Materials</b> | <p><a href="http://www.ngllife.com/content/course-overview-0">http://www.ngllife.com/content/course-overview-0</a></p>   |
| <b>Electronic Materials</b>           | <p><a href="http://www.facebook.com/NGLearningUK">http://www.facebook.com/NGLearningUK</a></p> <p><a href="http://www.twitter.com/NGLearningUK">http://www.twitter.com/NGLearningUK</a></p> <p><a href="http://www.youtube.com/NGLearningUK">http://www.youtube.com/NGLearningUK</a></p>   |
| <b>Other Learning Materials</b>       | <p><b>Life Pre-Intermediate, Interactive Whiteboard CD-ROM:</b></p> <ul style="list-style-type: none"> <li>- Includes IWB tools, 'zoomable' pages and easy-to-access audio and video.</li> <li>- Create your own interactive tasks with the easy-to-use content creation tool.</li> <li>- Show or hide the key.</li> </ul>   |



|  |   |
|--|---|
|  | - Show justification for the answers to the reading and listening comprehension activities. |
|--|---|

## 2. Facilities Required

| Item   | Resources   |
|--|---|
| <b>Accommodation</b><br>(Classrooms, laboratories, demonstration rooms/labs, etc.)   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Internet connection for students to work on their projects, assignments.(if applicable)</li> </ul>   |
| <b>Technology Resources</b><br>(AV, data show, Smart Board, software, etc.)  | <ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Sound system</li> <li>• Internet</li> <li>• Speakers (for audio)</li> <li>• Laptop ( with internet connectivity)</li> <li>• Microphone (for recording speaking skills).</li> <li>• Audio player</li> <li>• Audio recorder</li> <li>• OHP</li> </ul>   |
| <b>Other Resources</b><br>(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | <ul style="list-style-type: none"> <li>• Whiteboard of good quality ( to be used as a screen for playing videos as well)</li> <li>• Whiteboard markers ( a total of 5 sets of 4 pens for the course per group)</li> <li>• Paper for photocopying quizzes and extra practice materials ( 4 packets per group)</li> <li>• Photocopying and printing facilities for the teachers and the students</li> </ul> |

## G. Course Quality Evaluation

| Evaluation Areas/Issues  | Evaluators                                 | Evaluation Methods   |
|--|--|--|
| 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.<br><b>Direct/Indirect</b> |
| Effectiveness of teaching  | Quality Assurance and Curriculum Unit, ELI | Classrooms visits and observation. <b>Direct</b>   |
| Extent of achievement of course learning outcomes  | Program Leaders                            | Statistical analysis of students' marks in Progress Test and Final Tests. <b>Direct</b>  |
| Course effectiveness   | Quality Assurance and Curriculum Unit, ELI | Reviewed bi-annually, improvements are planned and implemented.  |
| Student assessment   | Faculty                                    | Marking and remarking of   |



| Evaluation Areas/Issues | Evaluators | Evaluation Methods  |
|-------------------------|------------|---|
| (Summative Test)        |            | sample of Progress Test and Final Test papers between teachers. <b>Direct</b> |
|                         |            |   |
|                         |            |   |

**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

|                            |  |
|----------------------------|--|
| <b>Council / Committee</b> | Quality Assurance & Accreditation Unit, English Language Institute |
| <b>Reference No.</b>       | ELI/QAU/CS/ENG101  |
| <b>Date</b>                | 20 October 2020  |