



Course Specifications

Course Title:	English Language
Course Code:	ENG 102
Program:	Bachelor Degree Level 2
Department:	College of Computer Science
College:	College of Computer Science
Institution:	Jazan University



Table of Contents

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

A. Course Identification

1. Credit hours: 3			
2. Course type			
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"/>
3. Level/year at which this course is offered: Level 2			
4. Pre-requisites for this course (if any): ENG 101			
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	18	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	270
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	270

B. Course Objectives and Learning Outcomes

1. Course Description <p>An extended and better-integrated 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 cover letter writing a paragraph, etc. Each learning module follows an Engage-Explore-Task-Reflect activity sequence to help students practice and learn effectively. Topic-based videos engage students to focus on speaking as well as listening skills. Critical thinking provides the tools needed to generate individual ideas and opinions.</p> <p>Benchmark: ENG 102, Common First Year (CFY), English Language Skills Department (ELSD), King Saud University (KSU) (ref. https://cfy.ksu.edu.sa/male/sites/py.ksu.edu.sa/male/files/images/102_0.pdf); CEFR Level A2 to B1 & SAQF* Level 7</p> <p style="text-align: right;">*Common European Framework of Reference for Languages *Saudi Arabian Qualifications Framework</p>
--

2. Course Main Objective

The course is aimed at furthering the learning outcomes of ENG 101, building upon the language skills learnt earlier, in order to develop more advanced language functions and communicative competence. Students will be able to: identify the main points in a range of listening & reading texts; recognize descriptions in narratives & events; initiate & interact in social exchanges; provide detailed descriptions & explanations; construct connected text on familiar topics with sustained fluency & control; develop conversational skills, expressing ideas, & dealing with problems/ situations where they meet unpredictable language. The course develops academic skills in Listening, Speaking, Reading & Writing (LSRW), where students will be able to: listen & extract meaning from conversations; give opinions, compare & contrast ideas, convey ideas on specific topics; use proper pronunciation; scan, skim & comprehend reading texts/ articles while listening; read & analyze expressions/ texts; write short paragraphs, emails, text messages, reviews; & to introduce simple vocabulary & grammar rules. Learners would develop their ability to think critically and communicate effectively in the global community

3. Course Learning Outcomes

CLOs		Aligned-PLOs
1	Knowledge and Understanding	
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.	
2	Skills :	
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. Enable students to understand and apply scientific principles of 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.	
3	Values:	
3.1	Develop an active team member attitude in perfect accordance with the teamwork rules and regulations. If necessary prepare or attend professional development in the field of Science and Engineering.	Prepare a professionally committed and excellence oriented generation of researchers in the various fields of Industrial Engineering. 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 as regard to religious and cultural realities of his areas of operation.	

C. Course Content

No	List of Topics	Contact Hours
1	Unit 1: Culture and Identity – Student Book and Workbook	27
2	Unit 2: Performing – Student Book and Workbook	27
3	Unit 3: Water – Student Book and Workbook	27
4	Unit 4: Opportunities – Student Book and Workbook	27
5	Unit 5: Wellbeing – Student Book and Workbook	27
6	Unit 6: Mysteries – Student Book and Workbook	27
7	Unit 7: Living Space – Student Book and Workbook	27
8	Unit 8: Travel – Student Book and Workbook	27
9	Unit 9: Shopping – Student Book and Workbook	27
10	Unit 10: No Limits – Student Book and Workbook	27
Total		270

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	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
2.0	Skills		
2.1	Use critical thinking and problem-solving	Daily engagement with	Classroom activities

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	techniques while reading, writing.	technological skills useful for learning English.	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 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
3.0	Values		
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	Quiz 1 Integrated (Reading Writing) (Listening Speaking)	4	5%
2	Quiz 2 Integrated (Reading Writing) (Listening Speaking)	6	5 %
3	Progress Test	8	20%
4	Quiz 3 Integrated (Reading Writing) (Listening Speaking)	10	5%
5	Indirect Assessment: Classroom Performance	12	5%
6	Final Exam	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 **15** hours per week for his/her group, apart from other 5 hours for administrative duties.

F. Learning Resources and Facilities

1. Learning Resources

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

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration)	<ul style="list-style-type: none">• Spacious classrooms to accommodate 35 students per class with traditional and smart whiteboards as well

Item	Resources
rooms/labs, etc.)	<p>as smart touch screens connected to a high-quality sound system.</p> <ul style="list-style-type: none"> Internet connection for students to work on their projects, assignments.(if applicable)
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<ul style="list-style-type: none"> Smart Board Sound system Internet Speakers (for audio) Laptop (with internet connectivity) Microphone (for recording speaking skills). Audio player Audio recorder OHP
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	<ul style="list-style-type: none"> 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	Reviewed bi-annually,

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	Curriculum Unit, ELI	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/ENG102
Date	20 October 2020