



Course Specifications

Course Title:	English Language
Course Code:	ENG 107
Program:	Bachelor Degree Level 1
Department:	College of Business Administration
College:	College of Business Administration
Institution:	Jazan University

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A. Course Identification

1. Credit hours: 3 (15 hours per week)
2. Course type
a. University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 1
4. Pre-requisites for this course (if any): NONE
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	15	100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	225
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	225

B. Course Objectives and Learning Outcomes

1. Course Description

The course is designed to promote basic linguistic competence incorporated with critical thinking which can engage students actively in the process of instruction by the help of an integrated syllabus extending towards common social and personal interface of situations. Graphical texts for reading activities are complemented with audio texts in order to assimilate the semantic encoding and syntactic processing at both auricular and cognitive levels. The texts reflect different common levels of practical milieu like articles, blogs, advertisements, descriptions etc. The enforcement of the process of learning instruction is further done in developing writing skills as well. The focus is to enable the learners to communicate about personal descriptions, places, tourist destinations, curriculum vitae, email etc. with precision and correctness. 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.

2. Course Main Objective

The main objective of the course is to inculcate proficiency of language skills among the first year students in order to enable them communicate without patina and to help them avoid inchoate and nonplussed expressions if not to make them martinet in the true sense of lingual competency. This shall be a step in furthering the academic competencies in terms of skills (LSRW) by the help of which students shall be able to discern semantic correspondence and syntactic intricacies. In lieu of these acquired skills supported by the innate philological aptitudes, the learner shall not only communicate successfully with members of speech community but also shall be able to infer contextual discourse and comprehend meanings of both denotation and connotation. On the higher periphery, the course shall aim towards inculcating such abilities among learners by which they not only understand a structure of meaning, evaluations and interpretations but also the principal of unity which comes from balancing and harmonizing connotations, attitudes and meanings. The result of the process of learning shall exhibit itself in the students' abilities to listen and extract meaning from a short conversation; make short simple conversations, and convey ideas on specific topics; use proper pronunciation while making discussions; scan, skim and comprehend the reading texts and articles while listening; read and analyze the expressions and short simple texts; write blogs, write short paragraphs; draft emails, write adverts; write reviews, short messages; and to introduce simple vocabulary and grammar rules.

3. Course Learning Outcomes

CLOs		Aligned-PLOs
1	Knowledge and Understanding	
1.1	<u>Knowledge of theories, models, and structures:</u> Recognize connotative patterns of vocabulary, identify contextual meanings, comprehend details of description, understand models of different genres of writings, and to understand the patterns of varied structures and forms of writings.	(a) Develop the ability to read, understand, and critically analyze the ideas, models and structures presented in published textbooks and journal articles.
1.2	<u>Knowledge of classifications and categories:</u> Inferring the main idea of the graphical and audio text, classifying comparison and contrast in the themes of a given text, comparing arguments in the text to objectify understanding, and summarizing the details of a given text.	(b) Develop professional craftsmanship, scholastic efficiency and entrepreneurship in the fields of business relationship, professions and crafts through an optimum level of academic success.
1.3	<u>Knowledge of subject-specific techniques and methods:</u> Generating different forms of writings like emails, description of tourist destinations, short messages, blogs and CVs; organizing meaningful paragraphs with suitable subject specific techniques;	
1.4	<u>Knowledge of specific details and elements:</u> Understanding basic sentence patterns and grammatical nuances; recognizing the standardized and acceptable lingual structures; exemplifying organic unity and coherence in writing.	
2	Skills :	
2.1	<u>Discerning Skills:</u> Understanding and recalling the effect of coordinate and subordinate conjunctions; Analyzing the impact of conditionals; Use of mind maps to create effective writing; Paraphrasing and distinguishing similar and different ideas.	(a) Enhance skill development of varied orders and degrees to understand, analyze and critically examine the world through a

CLOs		Aligned-PLOs
2.2	<u>Critical Thinking</u> : Inferring implied meaning of a text; understanding the tone and purpose of the writer; understanding the role of ambiguity, paradoxes and irony in a text and how these elements unite and subtract connotative meanings.	systemic lingual framework.
2.3	<u>Analyzing Skills</u> : Evaluating a text for common and specific errors; examining a passage for lack of unity and coherence; self-evaluation to understand errors inherent in the process of learning L2	(b) Associating and differentiating signifiers and the signified along with the signs that give meaning to communication
3	Values:	
3.1	<u>Importance of Moral Principles</u> : To inculcate forbearance in exhibiting moral courage as a disposition to do what is correct in difficult conditions; to avoid moral cowardice often vented out in the form of egoism and moral blindness.	(a) Achieve social moral and religious high grounds to integrate academic excellence and moral moorings by providing ethical framework and religious bindings to success achieve through educational merit.
3.2	<u>Focus on the Human Community</u> : To develop healthy human relationships based on trust among people through peer learning, teamwork, group tasks, role play and group discussions; to develop strong social responsibility and relationship by inculcating obligations towards neighborhood, friends, acquaintances, and strangers by encouraging them to evaluate and reproduce their role in social space through writing exercises on varied formats and themes; to harness the principle of reciprocity as a principle of fairness	(b) Preparing responsible individuals to perform positive and pro-active roles within religious paradigms to solve the problems of society.
3.3	<u>Focus on Fostering a Positive Sense of Ourselves</u> : To view oneself as an agent of positive change in bringing social emancipation, preserving environment, and perceiving world as a shared space belonging to one and all.	
3.4	<u>Focus on Islamic Traditions and Values</u> : Uphold and practice good social behavior in consonance with Islamic traditions and values.	

C. Course Content

No	List of Topics	Contact Hours
1	Unit:1 Lifestyle – Student Book and Workbook	25
2	Unit 2: Competitions – Student Book and Workbook	25
3	Unit 3: Transport – Student Book and Workbook	25
4	Unit 4: Challenges – Student Book and Workbook	25
5	Unit 5: The environment – Student Book and Workbook	25
6	Unit 6: Stages in life – Student Book and Workbook	25

7	Unit 7: Work – Student Book and Workbook	25
8	Unit 8: Technology – Student Book and Workbook	25
9	Unit 9: Holidays – Student Book and Workbook	25
Total		225

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	<u>Knowledge of theories, models, and structures:</u> Recognize connotative patterns of vocabulary, identify contextual meanings, comprehend details of description, understand models of different genres of writings, and to understand the patterns of varied structures and forms of writings.	Display exhibits of changing connotations, project work, lectures, classwork, dialogue discussions, discursive reasoning and homework.	Classroom activities Quizzes, Progress Tests, Final Exam
1.2	<u>Knowledge of classifications and categories:</u> Inferring the main idea of the graphical and audio text, classifying comparison and contrast in the themes of a given text, comparing arguments in the text to objectify understanding, and summarizing the details of a given text.	Independent and related tasks of skim, scan and intensive comprehension through extensive and intensive exercises and worksheets complemented with lectures and homework. Pair and group activity.	Classroom activities Quizzes, Progress Tests, Final Exam
1.3	<u>Knowledge of subject-specific techniques and methods:</u> Generating different forms of writings like emails, description of tourist destinations, short messages, blogs and CVs; organizing meaningful paragraphs with suitable subject specific techniques;	Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring.	Classroom activities Quizzes, Progress Tests, Final Exam
1.4	<u>Knowledge of specific details and elements:</u> Understanding basic sentence patterns and grammatical nuances; recognizing the standardized and acceptable lingual structures; exemplifying organic unity and coherence in writing.	Inductive and deductive method of teaching syntax through lectures, student participation and pair and group activity.	Classroom activities Quizzes, Progress Tests, Final Exam
2.0	Skills		
2.1	<u>Discerning Skills:</u> Understanding and recalling the effect	Juxtaposing exercise sheets of different conditionals and	Classroom activities Quizzes, Progress Tests, Final Exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	of coordinate and subordinate conjunctions; Analyzing the impact of conditionals; Use of mind maps to create effective writing; Paraphrasing and distinguishing similar and different ideas.	conjunctions to encourage students for self-learning aided by lectures, pair work classwork and homework.	
2.2	<u>Critical Thinking</u> : Inferring implied meaning of a text; understanding the tone and purpose of the writer; understanding the role of ambiguity, paradoxes and irony in a text and how these elements unite and subtract connotative meanings.	Students' presentation and symposium, project work, text analysis and creative writing aided by feedbacks and introductory lectures.	Classroom activities Quizzes, Progress Tests, Final Exam
2.3	Analyzing Skills: Evaluating a text for common and specific errors; examining a passage for lack of unity and coherence; self-evaluation to understand errors inherent in the process of learning L2	Lectures followed by class work and peer evaluation under controlled observation and proper feedback	Classroom activities Quizzes, Progress Tests, Final Exam
3.0	Values		
3.1	<u>Importance of Moral Principles</u> : To inculcate forbearance in exhibiting moral courage as a disposition to do what is correct in difficult conditions; to avoid moral cowardice often vented out in the form of egoism and moral blindness.	Role play, situation enactment, group task	Assessments, Feedback forms
3.2	<u>Focus on the Human Community</u> : To develop healthy human relationships based on trust among people through peer learning, teamwork, group tasks, role play and group discussions; to develop strong social responsibility and relationship by inculcating obligations towards neighbourhood, friends, acquaintances, and strangers by encouraging them to evaluate and reproduce their role in social space through writing exercises on varied formats and themes; to harness the principle of reciprocity as a principle of fairness	Lectures on leadership quality, stress management, group discussion and group activity	Assessments, Feedback forms and group drills
3.3	<u>Focus on Fostering a Positive Sense of Ourselves</u> : To view oneself as an agent of positive change in bringing social emancipation, preserving environment, and perceiving world as a shared space	Group discussions on related group tasks, writing exercises to for SWOT analysis, Role play, and motivating	Assessments, Feedback forms

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	belonging to one and all.	through life of world personalities	
3.4	<u>Focus on Islamic Traditions and Values:</u> Uphold and practice good social behaviour in consonance with Islamic traditions and values.	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	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	<p>Life Pre-Intermediate, Student's Book with DVD:</p> <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 Pre-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. <p>Life Pre-Intermediate, Teacher's Book with Class Audio CD:</p> <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	<p>Life Pre-Intermediate, Interactive Whiteboard CD-ROM:</p> <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
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<ul style="list-style-type: none"> • 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)
<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,	Faculty	Surveys designed by the

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Assessment Methods, Extent of achievement of course learning outcomes		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/ENG107
Date	23 December 2020