



## ATTACHMENT 5.

### T6. COURSE SPECIFICATIONS (CS)

Course code: ENG-105  
College of Sciences



## Course Specifications

Institution: <u>Jazan University</u>	Date: <u>20/11/2017</u>
College/Department : College of Science, all college programs.	

### A. Course Identification and General Information

1. Course title and code: ENG-105			
2. Credit hours: 6	Work Load: 332.3	ECTS: 11.1	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)  College of Science, all college programs.			
4. Name of faculty member responsible for the course <u>ELC Faculty</u>			
5. Level/year at which this course is offered: Level 1/ Year 1			
6. Pre-requisites for this course (if any): None			
7. Co-requisites for this course (if any): <u>None</u>			
8. Location if not on main campus:			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input type="checkbox"/> Yes	What percentage?	<input type="text" value="100%"/>
b. blended (traditional and online)	<input type="checkbox"/> N/A	What percentage?	<input type="text" value="N/A"/>
c. e-learning	<input type="checkbox"/> N/A	What percentage?	<input type="text" value="N/A"/>
d. correspondence	<input type="checkbox"/> N/A	What percentage?	<input type="text" value="N/A"/>
f. other	<input type="checkbox"/> N/A	What percentage?	<input type="text" value="N/A"/>
Comments: N/A			



## B. Objectives

### 1. What is the main purpose for this course?

The course is designed to provide students a thorough foundation in the English language, which they can build on. It will help them develop their listening comprehension, oral and written communication and will equip them with basic vocabulary and grammar, thus it will improve students' proficiency level in English.

At the end of this course, students will be able to:

- predict a topic and guess the meaning of the most common new words in a text using contextual clues.
- skim for general ideas and scan for specific information.
- construct a paragraph about themselves, their friends, classmates, neighbor and family.
- apply the formalities of writing simple letters and e-mails.
- monitor their own error by correcting mistakes for example punctuation, spellings, prepositions, etc.
- start short informal conversations about a few limited topics.
- extract meaning from short conversations they hear about everyday topics.
- use appropriate linguistic structures and vocabulary to convey their ideas on a few general topics.

### 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Decreasing group sizes, max. 30 students.
- Improving the infrastructure that the course requires (see point F)
- Purchasing and using all the materials available with the textbooks (Workbooks, Teacher's Book, other Teaching Supplements).
- Encouraging teachers to use CLT (Communicative Language Teaching) methodology in the class to make the class more relevant to students and to increase Student Talking Time.
- Incorporating new ideas into the course based on course reports and student feedback.
- Offering extra online practice materials for motivated students.

## C. Course Description (Note: General description in the form used in Bulletin or handbook)

The Intensive English Language Course is designed to develop students' English language proficiency through the four language skills - Listening, Speaking, Reading, Writing - and Grammar.

Regarding READING SKILL, students will be dealing with different types of texts. They will learn how best to approach a text in the foreign language to guess the meaning of new words, to extract the main ideas and find specific information. They will realize the benefits of activating their background knowledge for comprehension.





As for WRITING SKILL, students will write brief compositions about various topics of their daily lives and find out about the rules of writing informal messages and e-mails. They will learn about the use of capital letters, titles, paragraph structure, signal words and simple conjunctions, e.g. 'and' or 'but'. They will learn the fundamental principles of prewriting, planning, drafting, revising, and editing as they move from sentence-level writing to guided paragraphs and email.

With regards to LISTENING AND SPEAKING SKILL, students will listen to audio tracks of daily conversations and practice comprehension with the help of context clues. They will be exposed to different accents at normal speed. They will also learn how to give reasons for argumentation, compare prices, start a conversation etc.

As for GRAMMAR, students will be able to use a few verb tenses, frequency adverbs, Yes-No and Wh- questions, time clauses, pronouns, prepositions of place and time etc. These will improve students' ability to express themselves.

#### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Unit-1 in books of Reading, Writing, Listening and Speaking in Interaction Access, Chapter-3, in Basic English Grammar <u>Reading:</u> Neighborhood, Cities and Towns, <u>Writing:</u> Introducing Yourself, Capital letters, What is paragraph? How to write a paragraph about yourself. <u>Listening and Speaking:</u> Neighborhood, Cities and Towns. <u>Grammar:</u> Simple Present, Frequency Adverbs, Irregular singular verbs, Simple present negative	1-4	60
Unit-2 in books of Reading, Writing, Listening and Speaking in Interaction Access, Chapter-4, in Basic English Grammar <u>Reading:</u> Shopping and E-Commerce Comprehension passages, vocabulary and other related content. <u>Writing:</u> Writing about a classmate, Writing about Family, Writing about your own family. Writing about a relative, (pronouns, possessive adjectives, object pronouns). <u>Listening and Speaking:</u> Shopping and E-Commerce. <u>Grammar:</u> Simple Present asking information questions, Present Progressive, Non-action verbs not used in the Present Progressive	5-7	45



Unit-3 in books Reading, Writing, Listening and Speaking in Interaction Access, Chapter-5, in Basic English Grammar  <u>Reading:</u> Family and Friends: Comprehension passages, vocabulary and other related content. <u>Writing:</u> Writing about a friend, Writing an email message, Writing about Activities You Like, Parts of a paragraph. <u>Listening and Speaking:</u> Family and Friends: Staying Connected. <u>Grammar:</u> Prepositions of time and place, Use of need and want, Difference between would like and like.	8-10	45
Unit-4 in books Reading, Writing, Listening and Speaking in Interaction Access, Chapter-8 and 9, in Basic English Grammar  <u>Reading:</u> Health Care: Comprehension passages, vocabulary and other related content. <u>Writing:</u> Writing about your free time, Writing about your group, Writing about your healthy activities, Real-life writing, Writing about how to make or do something,(count nouns and non-count nouns), Time-order signal words,( Imperative sentences), Writing a recipe card. <u>Grammar:</u> Expressing Past Time: Using be: past time, be negative, questions, Past time words, yesterday, last, ago, The simple past negative, Irregular verbs, The simple past: where, when, what time, and why, while vs. when simple past vs. past progressive.	11-14	60
PT 2 and Make-up PT and Final exam	15-16	

2. Course components (total contact hours and credits per semester):							210
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	140	N/A	N/A	70	N/A	210
	Actual	140	N/A	N/A	70	N/A	210
Credit	Planned	6	N/A	N/A	N/A	N/A	6
	Actual	6	N/A	N/A	N/A	N/A	6

3. Additional private study/learning hours expected for students per week.	7
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<p>4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy.</p> <p>All the 5 NQF Domains will be addressed during the course, however, the domain of Communication will be in focus to enable students to read, understand, speak and write, i.e. communicate in a foreign language.</p> <p>At the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>work in small groups to complete some simple tasks in case of small (max. 30 students) classes.</li> </ul>
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- predict a topic and guess the meaning of the most common new words in a text using contextual clues.
- skim for general ideas and scan for specific information.
- construct a paragraph about themselves, their friends, classmates, neighbor and family.
- apply the formalities of writing simple letters and e-mails.
- monitor their own error by correcting mistakes for example punctuation, spellings, prepositions, etc.
- start short informal conversations about a few limited topics.
- extract meaning from short conversations they hear about everyday topics.
- use appropriate linguistic structures and vocabulary to convey their ideas on a few general topics.

Teachers will use methods of the Communicative Language Teaching Approach.

Student assessment will be ongoing formally through quizzes and exams and informally during the classes.

**On the table below are the five NQF Learning Domains, numbered in the left column.**

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	<b>Knowledge</b>	Teacher uses different methods according to the needs, conditions, environment and level of the students.	
1.1	Students will have a basic vocabulary repertoire of isolated words and simple phrases related to their personal details, family and particular concrete situations. (CEF A1)	Teachers can use the following strategies: ___ semantic maps, ___ using picture prompts, illustration, contextual clues, synonyms and antonyms for conveying meaning of new words, ___ presenting picture dictionaries to learn sets of words. ___ using guided questions to elicit answers with the new words, ___ discussing open-ended questions to practise new	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam



		words, ___ recycling tasks to help memorization.	
1.2	Students will have a limited control of a few simple grammatical structures and sentence patterns, such as the present tense, in a learned repertoire.(CEF A1)	Teachers can use the following strategies: ___ analyzing language for grammatical patterns, ___ inductive and deductive methods, ___ using guided questions to elicit answers with the new structure, ___ discussing open-ended questions to practise new structures,	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam
1.3	Students will be able to identify different stress and intonation patterns.	Listening Strategy: Listen-Think-Pair-Share, Questioning, Role-Play. Speaking Strategy: Student will speak in the classroom.	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam
2.0	<b>Cognitive Skills</b>		
2.1	Students will apply the following strategies to improve their study skills and critical thinking. ___ group new words according to similar meaning (classify), ___ memorize new words in semantic groups by using illustrations and picture dictionaries (buildings and food) and by using opposites, ___ analyze language to find patterns in the language and to identify their own mistakes in their performance ___ use prior knowledge to improve understanding and recall, ___ draw a mind map to help organize writing, ___ self-evaluate their language production.	Compare and Contrast Group work for discussion; Language games for practice all skills	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Students will be able to give feedback to peers on language performance.	Teacher organizes pair work, group work and peer observation.	Informally during class and teacher's office hours, No formal assessment
3.2	Students will be able to share ideas in pairs and groups		
3.3	Students will be able to present simple arguments.		
4.0	<b>Communication, Information Technology, Numerical</b>		
4.1	Students will be able to give a few slide-long presentation in English with the help of audio-visual aids.	Students do PowerPoint presentations in groups	Self and Peer evaluation; Quiz mark.
4.2.	Communication:- <u>Pronunciation</u> - Students will be able to pronounce learned words and phrases in a way that they can be understood by expert speakers used to	Teachers can use the following strategies: drawing attention to	Informally during class and teacher's office hours,





	dealing with speakers of their language group. (CEF A1)	pronunciation while listening to audio or video materials, ___ teacher demonstrating pronunciation, students repeat.	Formally: Speaking Quiz
4.3.	Communication - <u>Reading</u> : learners can understand single phrases at a time, picking up familiar names, words and basic phrases and rereading as required. Can recognise familiar names, words, and very basic phrases on simple notices in the most common everyday situations. They can get an idea of the content of simple personal messages and short simple descriptions, especially if there is visual support.(CEF A1)	Teachers can use the following strategies: ___ activating prior knowledge, ___ asking questions to raise interest, ___ discussing contextual clues, ___ pre-teaching and reviewing key vocabulary ___ practising skimming and scanning to find information, ___ practising skimming and scanning using key vocabulary.	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam
4.4.	Communication - <u>Writing</u> : learners can use isolated phrases and sentences. Ask for or pass on personal details in written form. Can write simple isolated words and phrases. Can complete a form with their personal details. Can link words or groups of words with very basic linear connectors like and, but or then.(CEF A1)	Teachers can use the following strategies: ___ providing scaffolding for writing, ___ reviewing key vocabulary and structures, ___ using graphic organizers, ___ using tables to organize ideas, ___ checklists to self-check and reflect, ___ guided writing.	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam
4.5.	Communication - <u>Speaking</u> : students can interact in a simple way provided the other person is prepared to repeat or rephrase; ask and answer simple questions in areas of immediate need or on very familiar topics; use simple phrases or words in their answers (CEF A1)	Teachers can use the following strategies: ___ using guided questions to elicit answers, ___ using picture prompts, ___ surveys, ___ information exchanges, ___ matching, labeling and re-ordering activities, ___ number games and quizzes, ___ flashcard games.	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam
4.6.	Communication: <u>Listening</u> : students can recognise familiar words and very basic phrases concerning themselves, their families, and numbers and prices, when people speak slowly and clearly.(CEF A1)	Teachers can use the following strategies: ___ thorough pre-listening tasks and activation of prior knowledge, ___ pre-teaching key vocabulary, ___ listening to track several	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam





		times, _____ optional: follow up work with the tapescript.	
5.0	<b>Psychomotor</b>		
5.1	Students can write capital and small letters correctly.	Teachers can use the following strategies: _____ writing and copying tasks _____ giving homework in writing.	Informally during class and teacher's office hours, Formally: Quizzes, Progress Tests.

#### 5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quizz-1 and 2	4, 6	5%
2	Quizz- 3 and 4/ Assignment-1 and 2	11,13	5%
3	Progress Test-1	8	15%
4	Progress Test-2	15	15%
5	Final Exam	16-18	60%
	Total		100%

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Each group is assigned a teacher for individual guidance, consultation and academic advice. Every teacher is supposed to allocate a minimum of 6 hours per week for his/her group, apart from other 6 hours for administrative duties.

#### E Learning Resources

##### 1. List Required Textbooks

- Access Interactions Diamond (Edition) Reading and Writing (Units 1-4).
- Access Interactions Diamond (Edition) Listening and Speaking (Units 1-4).
- Basic English Grammar (Third Edition) (Chapter -3, 4, 5, 8, 9)
- Ready to Write (Unit1-4).

##### 2. List Essential References Materials (Journals, Reports, etc.)

- Soft Skill journal

##### 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- Facebook Language Community



4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Students are encouraged to use various computer-based language learning programs online and using CDs. They may also make the effective use of YouTube for watching English learning programs. They may consult English learning software like ELLIS, Side by Side, Berlitz English Premier, Rosetta Stone English, Instant Immersion English, WordSmart, EyeSpeak English, EF Englishtown Transparent Language and Tell Me More English.

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Lecture desk.
- Desks for students.
- Language Lab is necessary for the listening classes with desktops, speakers and internet facilities.

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Internet and OHP
- speakers (For Listening & Speaking Class)
- Smart Board
- laptops (with internet facilities), .

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

The minimum requirements:

- Whiteboard of good quality (to be used as a screen for video viewing as well)
- Whiteboard markers (a total of 3 sets of 4 pens for the course per group)
- Paper for photocopying quizzes and extra practice materials (a total of 5 packets per group)
- Photocopying and printing facilities for the teachers and the students.

Scheduling:

- single or double lessons per subject in 5 days per week at the beginning of the day.

## G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Student Survey,
- Student Questionnaire,
- Occasional student-faculty meetings to get students' feedback,
- Informal verbal feedback during the teaching and in the office hours.





## 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Analysis of quiz and test results by the instructor,
- Analysis of test results by the ELC team coordinator,
- Analysis of test results by ELC.
- Coordinator or an unbiased expert may evaluate teaching through class observations planned and unplanned.

## 3. Processes for Improvement of Teaching

- By organizing different workshops on innovative teaching strategies in ESL learning abilities
- Skill teachers' meetings with the skill coordinators, (Grade Level Collaboration and Cooperation), sharing extra teaching materials.
- Arrangement of professional development conferences for creating a better work environment.
- Departmental meetings and workshops to share good practices

### Recommended:

- Increasing student involvement by initiating events for showcasing student achievement (e.g. student projects) and encouraging students to use the online materials.
- Improving teaching and learning conditions.

## 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- ELC Evaluation and Re-evaluation Committee revise sample exams.
- Analysis of examination results (Grade- Maximum, Minimum, Average mode).
- The exam papers are checked, rechecked and reviewed by the faculties to maintain impartiality and accuracy in marking.
- Students, who believe that they have been undergraded, can get their papers re-evaluated by the department committee.

## 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Meeting will be arranged to discuss the effectiveness of the course plan.
- Evaluation and guidance to students who show weak performance.
- Benchmarking of course content and student performance with other similar programs at other universities.
- ELC's Curriculum Committee reviews the teaching methods and updates course syllabus to meet the students' changing needs.

Name of Course Coordinator: AQM Khairul Basher

Signature: [Signature]

Date Specification Completed: 20-11-2017

ELC Director: Majid Mohammed Gharawi

Signature: [Signature]

Date Received: 20/11/17

