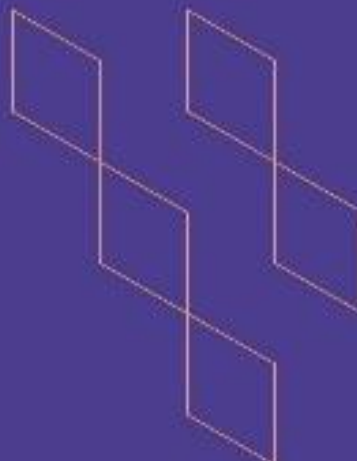




T-104
2022

Course Specification



Course Title:	English Language
Course Code:	ENG 105-3
Program:	Bachelors in Science
Department:	Sciences
College:	College of Science
Institution:	Jazan University
Version:	1
Last Revision Date:	26/03/2023



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A. General information about the course:

Course Identification

1. Credit hours: **3** (Contact hours: 10 hours/ week)

2. Course type

a. University ☒ College ☐ Department ☐ Track ☐ Others ☐

b. Required ☒ Elective ☐

3. Level/year at which this course is offered:

Level 2/ Trimester 2

4. Course general Description

An updated 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 CVs, 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.

Benchmark: CEFR Level A2 & SAQF* Level 7

**Common European Framework of Reference for Languages*

**Saudi Arabian Qualifications Framework*

5. Pre-requirements for this course (if any): ENG 104-3

6. Co- requirements for this course (if any): None

7. Course Main Objective(s)

The course aims to build upon the core English language skills of first year JU students to enable them to communicate successfully in present competitive world. To develop their academic language skills – Listening, Speaking, Reading & Writing (LSRW), where students will be able 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. Learners would develop their ability to think critically and communicate effectively in the global community.



1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	10	100
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	100
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	100

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Retrieve detail, identify vocabulary, main idea in a Reading and Listening passage.	K1	Lectures, classwork, independent homework. Communicative approach, group/ pair work, task-based activities, mentoring, etc.	Classroom activities Quizzes, Progress Tests, Final Exam
1.2	Describe details and speak on different topics.	K2	Lectures, classwork, independent homework. Communicative approach, group/ pair work, task-based activities, mentoring, etc.	Classroom activities Quizzes, Progress Tests, Final Exam
1.3	Identify main ideas and listen to specific information. Reproduce it on real familiar topics.	K2, K3	Strategy-based lessons with rigorous practice of listening and reading worksheets, study	Classroom activities Quizzes, Progress Tests,





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			guides, and grammar	Final Exam
1.4	Be able to write paragraphs, reports, CVs, News report, short descriptions, etc. Recall grammar rules and vocabulary learnt while writing.	K2, K1	Daily engagement with technological skills useful for learning English	Classroom activities Quizzes, Progress Tests, Final Exam
2.0	Skills			
2.1	Analyze language to find patterns in the language and to identify their own mistakes in their performance, use study skill knowledge to improve understanding and recall, draw a mind map to help process writing, review their language production.	S4	Daily engagement with technological skills useful for learning English.	Classroom activities Quizzes, Progress Tests, Final Exam
2.2	Express themselves in daily situations, using phrases, sharing opinions, using notes for short talks.	S4	Students will expand upon their speaking/ writing strategies & will be exposed to a variety of preparatory exercises.	Classroom activities Quizzes, Progress Tests, Final Exam
2.3	Paraphrase ideas, infer an author's intention or opinion within a CEFR A2 reading passage and detect purpose	S4	Lectures, classwork, independent homework. Communicative approach, group/ pair work, task-based activities, mentoring, etc.	Classroom Activities, Worksheets
2.4	Use critical thinking and problem-solving techniques while reading, writing, listening and speaking.	S4	Directed practice sessions to enable students to focus on technological skills useful for learning English.	Classroom activities, Assignments, Final exam
3.0	Values, autonomy, and responsibility			
3.1	Develop a teamwork attitude as a responsible member of the team to aid peer editing/ correction.	V1	Team and individual mentoring	Task-based assignments and group drills





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Uphold and practice good social behaviour in consonance with Islamic traditions and values.	V2	Individual and group counseling focusing on ethics and good conduct	Assessments, Feedback forms

C. Course Content

No	List of Topics	Contact Hours
1.	Academic Progress 2: Reading & Writing, Unit 6. The Deep Sea Academic Progress 2: Listening & Speaking, Unit 6. The Deep Sea	20
2.	Academic Progress 2: Reading & Writing, Unit 7. Pop Culture Academic Progress 2: Listening & Speaking, Unit 7. Pop Culture	20
3.	Academic Progress 2: Reading & Writing, Unit 8. Food Around the World Academic Progress 2: Listening & Speaking, Unit 8. Food Around the World	20
4	Academic Progress 3: Reading & Writing, Unit 1. Green Spaces Academic Progress 3: Listening & Speaking, Unit 1. Unique Homes	20
5	Academic Progress 3: Reading & Writing, Unit 2. Art for Everyone Academic Progress 3: Listening & Speaking, Unit 2. Making Unusual Art	20
Total		100

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	4	10%
2.	Progress Test (Mid-Term Exam)	6	20%
3.	Quiz 2	8	10%
4	Formative Assessment (Through the trimester)		10%
5	Final Exam	11	50%
6	Total		100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)





E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<ol style="list-style-type: none"> Academic Progress 2: Reading & Writing (CEFR: A2) David Bonamy, <i>Pearson</i> Academic Progress 2: Listening & Speaking (CEFR: A2) David Bonamy, <i>Pearson</i> Academic Progress 3: Reading & Writing (CEFR: A2+) John Beaumont & A. Judith Yancey, <i>Pearson</i> Academic Progress 3: Listening & Speaking (CEFR: A2+) Polly Merdinger & Laurie Barton, <i>Pearson</i>
Supportive References	Academic Progress 2 & Academic Progress 3. <i>Pearson</i> Online learning resources, with access code inside the book.
Electronic Materials	https://www.pearson.com/english/portal.html
Other Learning Materials	MyEnglishLab, with access code inside the book. https://www.pearson.com/english/myenglishlab.html

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Spacious classrooms to accommodate 35 students per class with traditional & smart whiteboards/ smart touch screens connected to a high-quality sound system. Internet connection for students to work on their projects, assignments. (if applicable)
Technology equipment (projector, smart board, software)	Smart Board Sound system Internet Speakers (for audio) Laptop (with internet connectivity) Microphone (for recording speaking skills) Audio player Audio recorder OHP
Other equipment (depending on the nature of the specialty)	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



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Quality Assurance and Accreditation Unit, ELI	Classrooms visits and observation. Direct
Effectiveness of students assessment	Faculty	Marking and remarking of sample of Progress Test and Final Test papers between teachers. Direct
Quality of learning resources	Faculty	Surveys designed by the English Language Institute (ELI)/ University – distributed among the course instructors. Direct/Indirect
The extent to which CLOs have been achieved	Program Leaders	Statistical analysis of students' marks in Progress Test and Final Tests. Direct
Course effectiveness	Quality Assurance and Accreditation Unit, ELI	Reviewed bi-annually, improvements are planned and implemented

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	QUALITY ASSURANCE & ACCREDITATION UNIT (QAU), ENGLISH LANGUAGE INSTITUTE
REFERENCE NO.	JU/ELI/QAU/CS/SCIE/ENG105-3/ T2
DATE	26 TH MARCH 2023

