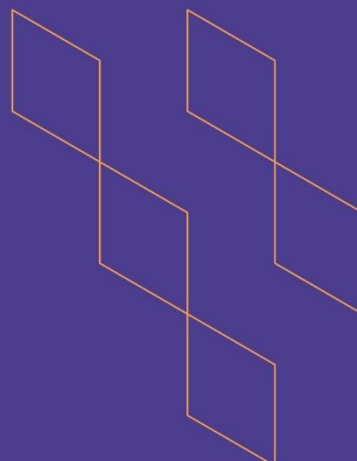




T-104
2022

Course Specification



Course Title: **English Language**

Course Code: **ENG 106-3**

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 3/ Trimester 3

4. Course general Description

An extended and better-integrated syllabus, promoting critical thinking, actively engages students in their English 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, and the skills mandatory to achieve an overall English language competence..

Benchmark: CEFR Level A2+ to B1 & SAQF* Level 7

**Common European Framework of Reference for Languages*

**Saudi Arabian Qualifications Framework*

5. Pre-requirements for this course (if any): ENG 105-3

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

7. Course Main Objective(s)

The course is aimed at furthering the learning outcomes of ENG 105-3, offered in Trimester 2, 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 and reading texts; recognize descriptions in narratives and events; initiate and interact in social exchanges; provide detailed descriptions and explanations; construct connected text on familiar topics with sustained fluency and control; develop conversational skills, expressing ideas, and dealing with problems and situations where they meet unpredictable language. The course develops academic skills in Listening, Speaking, Reading and Writing (LSRW), where students will be able to: listen and extract meaning from conversations; give opinions, compare and contrast ideas, convey ideas on specific topics; use proper pronunciation; scan, skim and comprehend reading texts and articles while listening; read and analyze expressions and texts; write short paragraphs, emails, text

messages, reviews; and to introduce simple vocabulary and grammar rules. Learners would develop their ability to think critically and communicate effectively.

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	10	100
2.	E-learning	0	0
3.	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 	0	0
4.	Distance learning	0	0

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	100
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	0
	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	Listen & extract meaning from conversations; give opinions, compare & contrast ideas, convey ideas on a range of topics.	K1	Lectures, classwork, independent homework, group/ pair work, task-based activities, mentoring.	Classroom activities Quizzes, Progress Tests, Final Exam
1.2	Initiate & interact in social exchanges; provide detailed descriptions & explanations; construct connected text on familiar topics with sustained fluency & control.	K2	Lectures, classwork, independent homework, group/ pair work, task-based activities, mentoring.	Classroom activities Quizzes, Progress Tests, Final Exam



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.3	Identify the main points of reading/ listening texts on familiar matters regularly encountered in work, college, leisure, etc.	K2, K3	Strategy-based lessons with rigorous practice of listening and reading worksheets, study guides, and grammar	Classroom activities Quizzes, Progress Tests, Final Exam
1.4	Write on a range of topics like formal letters, business letters, blogs, cover letters, descriptions of a place etc.	K2, K1	Daily engagement with practicing writing skills. Work in pair/ group task-based activities, project in group, individual mentoring	Classroom activities Quizzes, Progress Tests, Final Exam
2.0	Skills			
2.1	Analyze language to find patterns in the language & to identify their own mistakes in their performance, use study skill knowledge to improve understanding & recall, draw a mind map to help process writing, review their language production.	S4	Lectures, classwork and independent homework., groups and pair work, task-based activities, individual mentoring.	Classroom activities Quizzes, Progress Tests, Final Exam
2.2	Compare and contrast the given situation and express those using phrases, sharing opinions, on given topics.	S4	Students expand upon speaking/ writing strategies & get exposed to a variety of preparatory exercises.	Classroom activities Quizzes, Progress Tests, Final Exam
2.3	Analyze texts, news articles, interviews to practice critical thinking to speculate, predict and infer meaning/summarize information.	S4	Lectures, classwork, independent homework, group/ pair work, task-based activities, mentoring.	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 task base activities	Classroom activities, Assignments, Final exam
3.0	Values, autonomy, and responsibility			
3.1	Develop a teamwork attitude as a responsible member of	V1	Team and individual mentoring	Task-based assignments



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	the team to aid peer editing and correction.			and group drills
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 3: Reading & Writing, Unit 3. What's It Worth to You?	20
2.	Academic Progress 3: Listening & Speaking, Unit 3. Interesting Collections Academic Progress 3: Reading & Writing, Unit 4. Open for Business	20
3.	Academic Progress 3: Listening & Speaking, Unit 4. Creativity in Business Academic Progress 3: Reading & Writing, Unit 5. What are You Afraid of?	20
4.	Academic Progress 3: Listening & Speaking, Unit 5. Understanding Fears and Phobias Academic Progress 3: Reading & Writing, Unit 6. What an Adventure!	20
5.	Academic Progress 3: Listening & Speaking, Unit 6. Risks and Challenges Academic Progress 3: Reading & Writing, Unit 7. What Number are You?	20
	Academic Progress 3: Listening & Speaking, Unit 7. Only Child – Lonely Child?	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%



No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
...	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 3: Reading & Writing (CEFR: B1) John Beaumont & A. Judith Yancey, <i>Pearson</i> Academic Progress 3: Listening & Speaking (CEFR: B1) Polly Merdinger & Laurie Barton, <i>Pearson</i>
Supportive References	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 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)
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/ENG106-3/ T3
DATE	26 TH MARCH 2023