هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

Course Specification

Course Title:	**Technical English**
Course Code:	**NGD 204-2**
Program:	**Associate of Science (AS): 3-year Diploma**
Department:	**Chemical Engineering Technology (CHET), Electrical Power Engineering Technology (EPET), Mechanical Maintenance Engineering Technology (MMET)**
College: College of Applied Industrial Technology (CAIT)	
Institution:	**Jazan University**
Version:	**1**
Last Revision Date:	**11/01/2023**

Table of Contents:

A. General information about the course:

Course Identification					
1. Credit hours:	2 (Contact hours: 3 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

The *CAIT* program's mission is to prepare students to study in English at a tertiary level in the fields of Mechanical, Electrical and Chemical Engineering. The program's operational goal is to equip students with sufficient language skills to succeed in the college's programs. Therefore, the operational goal of this 2 Credit, Trimester course is to facilitate and improve oral and written proficiency of the students, corresponding to B1 on the *CEFR*. The course focusses on all the aspects of English language equally, providing the students with a creative framework to think critically and to make the most of the English language curricula.

Benchmark: CEFR Level B1 & SAQF* Level 5. ENG 127, Technical English 2, College of Computer Science, Majmaah University (ref. https://www.mu.edu.sa/sites/default/files/2021-02/L4%20-%20ENG127%20-%20Technical%20English%20%282%29.pdf)

****Common European Framework of Reference for Languages***
****Saudi Arabian Qualifications Framework***

5. Pre-requirements for this course (if any): NGD 203-2

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

7. Course Main Objective(s)

One of the prime objectives of this Trimester course is to improve students' technical and general English ability. It focuses on vocabulary related to the oil and gas industry and also has sections devoted to the Electrical, Mechanical and Chemical specializations. The grammar points and vocabulary are introduced in an industrial/ technical context to add relevance and focus. Understanding the functioning of various tools and processes and developing language skills to present ideas and facts on any topic related constitute the core objectives of this course.

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	3	100
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	**15**
2.	Laboratory/Studio	**15**
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	**30**

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	Identify, name, and describe objects relating to student majors, i.e., electrical, mechanical, and chemical engineering technology	K1.2	Lectures, classwork, and independent homework	Oral presentation, Quiz, Worksheets, Exams
1.2	Develop a wide range of technical vocabulary in four areas: electrical, mechanical, chemical, oil, and gas	K1.2	Task based activities, question and answer method, instructions, role play, etc.	Classroom activities, Quiz, Assignment
1.3	Find location and comprehend function: where people are, what an object does, etc. from both spoken and written instructions, referring to instruction	K1.2	Question and answer method, task-based activities, brainstorming, practice, etc.	Classroom activities, Quiz, Slip-Test, Exams

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	manuals			
2.0	Skills			
2.1	Apply learned vocabulary into contexts through discussions, debates and writing, especially in the area of oil production	S1.1	Directed lab sessions to enable students to focus on technological skills useful for learning English	Oral presentation, Activities Assessment – oral
2.2	Use flow charts to give basic explanations of how systems work, e.g., electrical circuits, cooling systems, fluid systems, etc. and discuss industrial processes	S3.2	Brain storming, task-based assignments, identification and description, question and answer method	Classroom activities, Quiz, Slip-Test, Exams
2.3	Use the conventions of communicative skills to speak in a generally appropriate way and communicate straightforward ideas	S3.2	Individual mentoring, checking each other's works, pair work and group work activities promoting interpersonal skills and preparing for assessments	Oral presentation, Quiz, Slip-Test, Exams
3.0	Values, autonomy, and responsibility			
3.1	Act responsibly in both personal and professional settings, exhibit leadership traits, and adhere to a code of behaviour for professionals	V1.2	Counseling and instruction to learn and practice healthy attitudes and behavior	Feedback, Assessment, Activities

C. Course Content

No	List of Topics	Contact Hours
1.	Oil & Gas 1: Unit 1. An International Industry	8
2.	Oil & Gas 1: Unit 2. Upstream	7

3.	Oil & Gas 1: Unit 3. Downstream	8
4	Oil & Gas 1: Unit 4. Safety First	7
Total		30

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, Values: 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	**Oil and Gas 1: Lewis Lansford & D'Arcy Vallance, Oxford University Press (Unit 1 to 6) with Class Audio CD** • An integrated course LSRW added with vocabulary, number talk & project. • Reading includes information, specialist knowledge about subject. • 'It's my job' includes real people talk about their work such as workshop operations and repairs and maintenance. • Writing bank- extra practice in writing reports, notes, and emails. • Number talk –activities using numbers and measurements. • British and American English terms defined throughout. • Grammar: need to know approach. • Listening activities expose students to a variety of situations and accents, from both native and non-native English speakers.
Supportive References	www.oup.com/elt/oefc www.oup.com/elt/teacher/oefc
Electronic Materials	www.oup.com/elt/oefc
Other Learning Materials	**Oil and Gas 1 *Teacher's Resource Book:*** • Supports teachers in the vocational teaching situation, providing them with specialist background information for the industry. • Provides specialist background to the industry for every unit,

	as well as industry tips to support non-expert teachers. • An integrated key to give quick access to the answers. • Additional activities to help cope with the demands of mixed-ability groups. • Photocopiable tests and communication activities to facilitate extra practice and support.

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

Assessment Areas/Issues	Assessor	Assessment Methods
		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/CAIT/NGD204-2/ T3
DATE	21ST NOVEMBER 2022