



Course Specification

(Bachelor)

Course Title: English Language

Course Code: ENG 182

Program: Bachelor in Health Sciences

Department: Health Sciences

College: College of Health Sciences (Medical)

Institution: Jazan University

Version: 1

Last Revision Date: 22 May 2024





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A. General information about the course:

1. Course Identification

1. Credit hours: (3 Hours); Contact Hours: 6 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, First Year)

4. Course General Description:

The course covers academic writing as relevant to various medical and applied medical programs at Jazan University. This 3-credit hours course provides a continuum to the students successfully completing ENG 181, offered in the first semester. With some advanced grammatical structures, the approach of introducing and practicing writing skill helps in involving the students to use the language spontaneously; it includes extensive materials for introducing academic texts and lectures (through reading and writing). The general academic writing framework is the basis for teaching writing skills (introduction, argument/ topic, conclusion/ opinion, etc.) along with the most common transitional phrases. Writing involves short paragraphs and essays of direct relevance to their life and professional activities by using the given study material. The courses emphasizes on giving students ample training in academic writing.

Benchmark: CEFR Level B1+ & SAQF* Level 7

*Common European Framework of Reference for Languages

*Saudi Arabian Qualifications Framework

5. Pre-requirements for this course (if any): **ENG 181**

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

7. Course Main Objective(s):

The course is designed to help students improve upon their previously acquired language skills in order to accomplish academic writing. The main objectives of this course are: consolidating language learned in course ENG 181, offered in semester 1, in particular, vocabulary, grammar, reading & writing; building academic vocabulary and phrases, and to use them in writing; understanding and practicing different types of academic writing; introducing self-study skills so as to take responsibility for their own learning and improving cognitive skills, such as, analyzing, synthesizing, and evaluating, needed for academic discourse; practicing reading of different text types (esp. academic); participating in classroom discussions, pair and group work; developing ideas and topics to use them in writing, etc.

2. Teaching mode (mark all that apply)





No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	6	100
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	90
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		90

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Collecting information from primary and secondary sources and understanding the differences between primary and secondary sources.	K1	Lectures, classwork and independent homework, groups and pair work, task-based activities, individual mentoring.	Classroom activities, Quizzes, Visuals, Progress Tests, Final Exam
1.2	Recognize and write-hook, thesis statement, and background information.	K1	Lectures, classwork and independent homework. groups and pair work, task-based activities, individual mentoring	Classroom activities, Quizzes, Visuals, Progress Tests, Final Exam
1.3	Examine block style and point-by-point organization, rhetorical mode and the usage of	K1	Strategy-based lessons with rigorous practice of listening and reading	Classroom activities, Quizzes, Visuals,



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	signal words and transitions.		worksheets, study guides, and grammar	Progress Tests, Final Exam
1.4	Produce researched essays on compare and contrast and cause and effect.	K1	Daily engagement with technological skills useful for learning English	Classroom activities Quizzes, Visuals, Progress Tests, Final Exam
2.0	Skills			
2.1	Using search engines to collect information from primary and secondary sources.	S1	Daily engagement with technological skills useful for learning English.	Group reports, Graphic organizers, exercises, Quizzes
2.2	Quote from a source. Using quotation marks to develop supporting details in researched essays.	S2	Students expand upon their speaking/ writing strategies, be exposed to a variety of preparatory exercises.	Assignments and speaking tests
2.3	Applying the knowledge of writing techniques learnt in class.	S2	Lectures, classwork, homework, group/ pair work, task-based activities, mentoring.	Classroom Activities, Worksheets
2.4	Use critical thinking and problem-solving techniques while reading and writing.	S1	Directed practice sessions to enable students to focus on task base activities	Assessments. Feedback forms
3.0	Values, autonomy, and responsibility			
3.1	Develop a teamwork attitude as a responsible member of the team to aid researching, peer editing, and correction.	V1	Team and individual mentoring	Dramatization of situations, task-based assignments and group drills
3.2	Uphold and practice good social behavior in terms of honesty, reliability, and trust maintaining consonance with Islamic traditions and values.	V2	Individual and group counseling focusing on ethics and good conduct conducting debates and seminars on social issues in the field of health sciences.	Assessments, Feedback forms



C. Course Content

No	List of Topics	Contact Hours
1.	Academic Writing for Health Professions, Intermediate: Unit 1 – Accuracy	١١
2.	Academic Writing for Health Professions, Intermediate: Unit 2 – Conjunctions	١١
3.	Academic Writing for Health Professions, Intermediate: Unit 3 – Giving Instructions	١١
4.	Academic Writing for Health Professions, Intermediate: Unit 4 – Telling What Happened: Accurate Reporting	١١
5.	Academic Writing for Health Professions, Intermediate: Unit 5 – Classifying	١١
6.	Academic Writing for Health Professions, Intermediate: Unit 6 – Cause and Effect	١١
7.	Academic Writing for Health Professions, Intermediate: Unit 7 – Comparing and Contrasting	12
8.	Academic Writing for Health Professions, Intermediate: Unit 8 – Describing a Mechanism or a Process	12
Total		90

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	4	5%
2.	Quiz 2	6	5 %
3.	Progress Test (Mid-Term Exam)	8	20%
4.	Quiz 3	10	5%
5.	Formative Assessment (Through the semester)	12	5%
6.	Final Exam	15/16	60%
V	Total		<u>100%</u>

*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	Academic Writing for Health Professions, Intermediate, Fourth Edition (ISBN: 978-603-04-5641-3)
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Supportive References	As provided by the teacher
Electronic Materials	As provided by the teacher
Other Learning Materials	As provided by the teacher

2. Required Facilities and equipment

Items	Resources
Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Spacious classrooms to accommodate 35 students per class with connected digital smartboards, equipped with touchscreen and high-quality sound system. Internet connection for students to work on their projects, assignments, etc. Digital and physical libraries
Technology equipment (projector, smart board, software)	High resolution state-of-the-art connected digital SmartBoards, equipped with touchscreen and audio-video recording
Other equipment (depending on the nature of the specialty)	Photocopying and printing facilities for teachers and students

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Quality Assurance and Accreditation Unit	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 college/ 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	Reviewed bi-annually, improvements are planned and implemented

Assessors (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))





Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	QUALITY ASSURANCE & ACCREDITATION UNIT, DEPARTMENT OF FOREIGN LANGUAGES, COLLEGE OF ARTS & HUMANITIES
REFERENCE NO.	JU/CAH/DFL/QAU/CS/MEDI/ENG182/L2
DATE	20 MARCH 2024

