T-104
2022

Course Specification
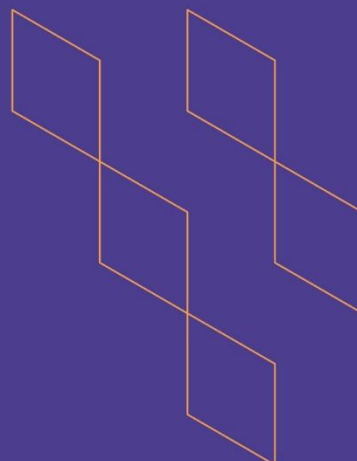
Course Title:	**English Language**
Course Code:	**ENG 109-3**
Program:	**Bachelors**
Department:	**Sharia, Journalism & Tourism**
College:	**College of Arts & Humanities**
Institution:	**Jazan University**
Version:	**1**
Last Revision Date:	**26/03/2023**

Table of Contents:

A. General information about the course:

Course Identification				
1. **Credit hours:**	**3** (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 1/ Trimester 1**

4. Course general Description

An up-to-date course which actively engages students in English language learning and one that promotes critical thinking. The syllabus evolves around a comprehensive English language curricula that help students acquire the basics of English language. Reading texts are followed by interactive reading comprehension activities. Reading involves articles and blogs. Writing skills can be practiced 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. Promoting independent thinking, the course is designed to support self-study and collaborative learning.

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): None

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

7. Course Main Objective(s)

The purpose of this course is to improve students' English language skills as critical readers and writers, enabling students to acquire English language proficiency. The course is designed to meet the needs of the students at Journalism, Sharia' & Law, Arts College, and build a foundation to develop generative language use. It further aims at developing academic Reading and Writing, where students will learn to: scan, skim and comprehend the reading texts and articles; read and analyze the expressions and short simple texts; write short paragraphs; draft emails, and CVs; 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. While learning English language, the focus is on how to make the students good, independent learners.

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	**30**
2.	Laboratory/Studio	
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	Retrieve simple vocabulary and can read, recall, recollect and produce.	K2	Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring.	Classroom activities Quizzes, Progress Tests, Final Exam
1.2	Identify main idea and specific information from reading passages.	K1	Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring.	Classroom activities Quizzes, Progress Tests, Final Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.3	Connect and use a few basic grammatical structures and sentence pattern in everyday language.	K2	Strategy-based lessons with rigorous practice of listening and reading worksheets, study guides, and grammar	Classroom activities Quizzes, Progress Tests, Final Exam
1.4	Be able to write paragraphs, about places, short descriptions, emails, etc.	K2	Daily engagement with technological skills useful for learning English	Classroom activities Quizzes, Progress Tests, Final Exam
2.0	Skills			
2.1	Use critical thinking and problem-solving techniques while reading, writing.	S1	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 messages.	S2	Students will expand upon their speaking and writing strategies and will be exposed to a variety of preparatory exercises.	Classroom activities Quizzes, Progress Tests, Final Exam
2.3	Analyze simple grammatical patterns; correct own mistakes.	S2	Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring.	Classroom Activities, Worksheets
2.4	Demonstrate communication skills in written contexts reflecting the learned vocabulary and grammatical structures.	S1	Directed practice sessions to enable students to focus on technological skills useful for learning English.	Classroom activities, Assignments, Final exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.0	Values, autonomy, and responsibility			
3.1	Develop a teamwork attitude as a responsible member of the team to aid peer editing, correction, and group activities.	V1	Team and individual mentoring	Task-based assignments and group drills
3.2	Uphold and practice good social behaviour in consonance with the 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 1: Reading & Writing, Unit 1. Meeting People	8
2.	Academic Progress 1: Reading & Writing, Unit 2. University Life	7
3.	Academic Progress 1: Reading & Writing, Unit 3. The World We Live In	8
4.	Academic Progress 1: Reading & Writing, Unit 4. Careers	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: 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	**Academic Progress 1: Reading & Writing (*CEFR: A2*)** Christen L. Savage & Alice Watson, *Pearson*
Supportive References	Academic Progress 1. *Pearson* 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**

Assessment Areas/Issues	Assessor	Assessment Methods
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/ARTS/ENG109-3/ T1
DATE	26TH MARCH 2023