



# Course Specifications

<b>Course Title:</b>	<b>English (1)</b>
<b>Course Code:</b>	<b>11030115</b>
<b>Program:</b>	<b>Medical Colleges</b>
<b>Department:</b>	<b>English Language Center</b>
<b>College:</b>	<b>Deanship of Preparatory Year</b>
<b>Institution:</b>	<b>Albaha University</b>



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## A. Course Identification

<b>1. Credit hours:</b> 6
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> level 1- First Year
<b>4. Pre-requisites for this course (if any):</b> No
<b>5. Co-requisites for this course (if any):</b> No

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	180	70%
2	Blended		
3	E-learning	72	30%
4	Correspondence		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	252
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	252
<b>Other Learning Hours*</b>		
1	Study	84
2	Assignments	42
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	126

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times



## B. Course Objectives and Learning Outcomes

### 1. Course Description

It is a goals-based English language course which prepares first year students to interact successfully in real-life situations. It aims to provide them with rich, high-frequency vocabulary and explicit grammar syllabus to achieve such goals. It also builds cultural awareness and develops A2 and B1 level of proficiency across the four skills via explicit presentation of grammar, vocabulary, reading texts and social exchange in conversations and listening activities related to general topics.

### 2. Course Main Objective

This course is taught as part of the first year program for students majoring in business administration related fields. It is designed to provide students with a strong foundation in general English. Its main goal is to develop and to improve students' English language proficiency level A2 and B1: listening, reading, speaking and writing, vocabulary and grammar.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	<b>Knowledge of Grammar:</b> Recall A2 and B1 level grammar structures.	
1.2	<b>Knowledge of Vocabulary:</b> Recognize the meaning of A2 and B1 level words and expressions used in different real-life contexts.	
2	<b>Skills :</b>	
2.1	<b>Reading Comprehension:</b> Analyze A2 and B1 level reading passages to determine their main idea and details.	
2.2	<b>Listening Comprehension:</b> Understand short and medium-length talks about different topics covered in class.	
3	<b>Competence:</b>	
3.1	<b>Written Interaction</b> Compose very short and short paragraphs related to the covered topics	
3.2	<b>Spoken Interaction</b> Deliver short and medium-length talks about different topics covered in class.	

## C. Course Content

No	List of Topics	Contact Hours
<b>English Unlimited, Special Edition, Book (2)</b>		
1	Introduction Unit 1 – People in your life Unit 2- Away from how	18
2	Unit 3 – Your time Unit 4 – Change	18

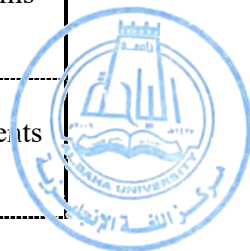


	Unit 5 – Your space (first part)	
3	Unit 5 – Your space (second part) Unit 6 – What would you like? Unit 7- Work life balance	18
4	Unit 8- What’s she like? Unit 9- Getting around	18
5	Unit 10- Getting together Unit 11- Journeys	18
6	Unit 12- Are you Ok? Unit 13- Experiences	18
7	Unit 14- Choices Midterm Exam	18
<b>English Unlimited, Special Edition, Book (3)</b>		
8	Introduction Unit 1 – Play Unit 2 – Work and studies	18
9	Unit 3 – How is your food? Unit 4 – Encounters Unit 5– Money (first part)	18
10	Unit 5– Money (second part) Unit 6 – Energy Unit 7 – City life	18
11	Unit 8 – Things Unit 9 - Feelings Unit 10 - Getting organized (first part)	18
12	Unit 10 - Getting organized (second part) Unit 11- Spaces Unit 12 – People and places	18
13	Unit 13 – Now and then Unit 14 –A Matter of opinion	18
14	Final Revision	18
<b>Total</b>		<b>252</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge</b>		
1.1	<b>Knowledge of Grammar:</b> Recall A2 and B1 level grammar structures.	Using both deductive and inductive approaches, as well as pair and group work	Assignments and midterm and final exams
1.2	<b>Knowledge of Vocabulary:</b> Recognize the meaning of A2 and B1 level words and expressions used in different real-life contexts.	Classroom discussions, reading texts, and	Assignments and



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		representations of new vocabulary (e.g. Photos and realia).	midterm and final exams
<b>2.0</b>	<b>Skills</b>		
2.1	<b>Reading Comprehension:</b> Analyze A2 and B1 level reading passages to determine their main idea and details	Reading activities done individually, in pairs, and in groups	Assignments, and midterm and final exams
2.2	<b>Listening Comprehension:</b> Understand short and medium-length talks about different topics covered in class.	Playing recorded lectures and dialogs	listening activities and quizzes
<b>3.0</b>	<b>Competence</b>		
3.1	<b>Written Interaction</b> Compose very short and short paragraphs related to the covered topics.	Writing activities done individually, in pairs, and in groups.	Assignments, midterm and final exams
3.2	<b>Spoken Interaction</b> Deliver short and medium-length talks about different topics covered in class	Oral presentation, pair work, group work, games, and role-play	speaking activities and quizzes

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm (Grammar, Vocabulary, Reading and Writing)	Week Seven	40%
2	Activities (Oral Skills)	Weekly	20%
3	Final Exam (Grammar, Vocabulary, Reading and Writing)	Week Fifteen	40%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Six office hours per week.



## F. Learning Resources and Facilities

### 1. Learning Resources

<p><b>Required Textbooks</b></p>	<p><b>List Required Textbooks</b></p> <p>1- Tilbury, A, Clementson, T, Hendra, L. A, &amp; Rea, D. (2017). <i>English Unlimited Series, Special Edition, Book (2)</i>. Cambridge: Cambridge University Press.</p> <p>2- Tilbury, A, Clementson, T, Hendra, L. A, &amp; Rea, D. (2017). <i>English Unlimited Series, Special Edition, Book (3)</i>. Cambridge: Cambridge University Press.</p>
<p><b>Essential References Materials</b></p>	<ul style="list-style-type: none"> <li>• <i>English Unlimited E-Portfolio DVDs.</i></li> </ul>
<p><b>Electronic Materials</b></p>	<ul style="list-style-type: none"> <li>• Web sites, digital book version, My English Lab</li> <li>• <a href="https://www.englishclub.com">https://www.englishclub.com</a></li> <li>• <a href="https://www.englishlive.ef.com/ar-sa/learn-english-online/">https://www.englishlive.ef.com/ar-sa/learn-english-online/</a></li> <li>• <a href="https://www.esl-lab.com/">https://www.esl-lab.com/</a></li> <li>• <a href="https://www.podcastsinenglish.com/">https://www.podcastsinenglish.com/</a></li> <li>• Cambridge :LMS.</li> </ul>
<p><b>Other Learning Materials</b></p>	<ul style="list-style-type: none"> <li>• Reader's Digest Magazine</li> <li>• Sunset Magazine</li> <li>• British Council Magazine</li> </ul>

### 2. Facilities Required

Item	Resources
<p><b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<ul style="list-style-type: none"> <li>• <i>Spacious classrooms to accommodate 25 students per class with traditional and smart whiteboards.</i></li> </ul>
<p><b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)</p>	<ul style="list-style-type: none"> <li>• <i>Smart boards.</i></li> <li>• <i>Internet connection</i></li> </ul>
<p><b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	<p>N/A</p>



## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	<ul style="list-style-type: none"> <li>Students</li> <li>Quality and Development Unit</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing students' marks of the midterm exam and the final exam.</li> <li>Students' surveys to collect their feedback about the course materials and instructors</li> <li>Formal classroom observation</li> </ul>
Effectiveness of Assessment	Quality and Development Unit	<ul style="list-style-type: none"> <li>Item Analysis Data</li> <li>Teacher Feedback</li> <li>Student Feedback</li> <li>Course Reports</li> </ul>
Extent of Achievement of Course Learning Outcomes	Quality and Development Unit	<ul style="list-style-type: none"> <li>Item Analysis Data</li> <li>Course Reports</li> <li>Annual Program Review</li> </ul>

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

..Council / Committee	Quality and Development Unit
Reference No.	
Date	1 <sup>st</sup> March 2020

