

## Course Specifications

<b>Course Title:</b>	English Language 1
<b>Course Code:</b>	ENGL1001
<b>Program:</b>	Programs of the colleges of Medicine, Dentistry, Clinical Pharmacy, Applied Medical Sciences, Engineering, and Computer Science & Information Technology.
<b>Department:</b>	English Language Center
<b>College:</b>	Deanship of the Preparatory Year
<b>Institution:</b>	Al-Baha University



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## A. Course Identification:

<b>1. Credit hours: 0 (Non-Credit)</b>
<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> Year 1/ Level 1
<b>4. Pre-requisites for this course (if any):</b> None
<b>5. Co-requisites for this course (if any):</b> None

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom (contact hours)	192	80%
2	Blended		
3	E-learning	48	20%
4	Distance learning		
5	Other		
	<b>Total</b>	<b>240</b>	<b>100%</b>

\* 16 contact hours per week for traditional classroom teaching.

\* 4 hours per week for e-learning (Rafid).

### 7. Contact Hours: (based on academic semester)

No	Activity	Contact Hours
1	Lecture	192
2	Laboratory/Studio	
3	Tutorial	
4	Others	
	<b>Total</b>	<b>192</b>

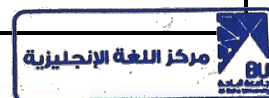
## B. Course Objectives and Learning Outcomes:

### 1. Course Description:

This course prepares first-year students to communicate, exchange information, and interact successfully in real-life situations. It also builds cultural awareness and develops A1 & A2 levels of proficiency. This student-centered course covers all language skills and focuses on the most effective ways to progress in English.

### 2. Course Main Objective:

The course main objective is to develop students' English language proficiency targeting CEFR A1 & A2 levels in all language skills.



### 3. Course Learning Outcomes:

CLOs		Aligned-PLOs
<b>1</b>	<b>Knowledge and Understanding:</b>	
K1	Demonstrate understanding of A2-level grammatical structures.	
K2	Demonstrate the ability to appropriately use A2-level vocabulary words and expressions of familiar themes.	
<b>2</b>	<b>Skills:</b>	
S1	Use appropriate reading comprehension strategies to identify the main ideas and supporting details of A2-level passages.	
S2	Formulate A2-level written forms using correct grammar, vocabulary, spelling and punctuation.	
S3	Communicate properly in natural contexts using A2-level listening & speaking skills.	
<b>3</b>	<b>Values:</b>	
V1	Demonstrate a sense of responsibility by accomplishing tasks in a timely manner.	
V2	Demonstrate interest in knowledge sharing, collaboration and teamwork.	

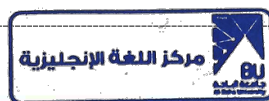
### C. Course Content:

No	List of Topics	Contact Hours
<b>Cambridge, Evolve (1)</b>		
1	Unit 1- I am... Unit 2- Great people	16
2	Unit 3- Come in Unit 4- I love it	16
3	Unit 5- Busy days Unit 6- Zoom in, zoom out	16
4	Unit 7- Now is good Unit 8- You're good	16
5	Unit 9- Places to go Unit 10- Get ready	16
6	Unit 11- Colorful memories Unit 12- Stop, eat, go	16
<b>Cambridge, Evolve (2)</b>		
7	Unit 1- Connections Unit 2- Work and study	16
8	Unit 3- Let's move Unit 4- Good times	16
9	Unit 5- Firsts and lasts Unit 6- Buy now, pay later	16
10	Unit 7- But first, food Unit 8- Trips	16
11	Unit 9- Looking good Unit 10- Risky business	16
12	Unit 11- Me, online Unit 12- Outdoors	16
<b>Total</b>		<b>192</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
<b>1 Knowledge and Understanding:</b>			
K1	Demonstrate understanding of A2-level grammatical structures.	Deductive and inductive approaches, as well as individual, pair and group work.	- Midterm exam. - Final exam. - Online activities.
K2	Demonstrate the ability to appropriately use A2-level vocabulary words and expressions of familiar themes.	-Representation of new vocabulary (e.g., photos, elicitation and realia). -Individual, pair and group work.	- Midterm exam. - Final exam. - Online activities.
<b>2 Skills:</b>			
S1	Use appropriate reading comprehension strategies to identify the main ideas and supporting details of A2-level passages.	- Reading activities done individually, in pairs, and in groups. - Skimming, scanning and summarizing strategies.	- Midterm exam. - Final exam. - Online activities.
S2	Formulate A2-level written forms using correct grammar, vocabulary, spelling and punctuation.	- Writing skills and mechanisms. - Writing activities done individually, in pairs and in groups. - Feedback on writing tasks done in class.	- Midterm exam. - Final exam. - Online activities.
S3	Communicate properly in natural contexts using A2-level listening & speaking skills.	- Listening and speaking tasks done individually, in pairs and in groups. - Class discussions. - Role-play & games. - Oral presentations.	In-class and online listening & Speaking activities.
<b>3 Values:</b>			
V1	Demonstrate a sense of responsibility by accomplishing tasks in a timely manner.	Raising awareness during orientation.	Checklist and observation.
V2	Demonstrate interest in knowledge sharing, collaboration and teamwork.	Group projects and presentations.	Rubric and observation.



## 2. Assessment Tasks for Students:

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Online activities (Grammar, Vocabulary, Reading, Writing, Listening and Speaking).	Weekly	12%
2	In-class conversation/oral skills (Listening & Speaking) activities.	Fortnightly	20%
3	Midterm exam (Grammar, Vocabulary, Reading, Writing).	Week Seven	20%
4	Submitting tasks in a timely manner, as well as group project and presentation.	Ongoing Observation	8%
5	Final exam (Grammar, Vocabulary, Reading, Writing).	Week Thirteen	40%
	<b>Total</b>		<b>100 %</b>

\*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:

Students receive academic counseling in their respective colleges. However, if they have English-related queries, they refer to the Academic Unit for guidance and support. They may also receive:

- 1- Academic advising/counseling from their teachers during office hours.
- 2- English club activities designed by the Students' Affairs Unit to enhance using English outside classrooms.

## F. Learning Resources and Facilities:

### 1. Learning Resources:

<b>Required Textbooks</b>	1- Hendra, L. N., Ibboston, M., O'Dell, K. & Tilbury. A. (2021). <i>Evolve, Special Edition, Student's Book (1)</i> . Cambridge: Cambridge University Press. 2- Eckstut, S. & Hendra, L. A. (2021). <i>Evolve Special Edition, Workbook (1)</i> . Cambridge: Cambridge University Press. 3- Clandfield, L., Goldstein, B., Jones, C., Kerr, P., Hendra, L. A. & Tilbury. A. (2021). <i>Evolve, Special Edition, Student's Book (2)</i> . Cambridge: Cambridge University Press. 4- Esponisa. O. R. & Hendra, L. A. (2021). <i>Evolve, Special Edition, Workbook (2)</i> . Cambridge: Cambridge University Press.
<b>Essential References Materials</b>	1- Student's Book with Digital Pack. 2- Workbook with audio. 3- Teacher's Edition with Test Generator.
<b>Electronic Materials</b>	1- www.cambridgeone.org 2- Student's eBook with Digital Pack. 3- Presentation Plus classroom software.
<b>Other Learning Materials</b>	Rafid: <a href="https://rafid.bu.edu.sa/">https://rafid.bu.edu.sa/</a>



## 2. Facilities Required:

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms that accommodate 35 students per class.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Smart boards, whiteboards, course book software, laptops for teachers, Internet connection, overhead projector, speakers, printers, photocopiers.
<b>Other Resources</b> (Specify, e.g., if specific laboratory equipment is required, list requirements or attach a list)	Teacher's Resource Room.

## G. Course Quality Evaluation:

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	- Development & Quality Unit. - Academic Supervision Unit.	1- Formal classroom observation. 2- Survey for students.
Effectiveness of Assessment	- Testing Unit. - Development & Quality Unit.	1- Item analysis data. 2- Survey for students. 3- Survey for teachers. 4- Course reports.
Extent of achievement of course learning outcomes	- Testing Unit. - Development & Quality Unit.	1- Survey for students. 2- Survey for teachers. 3- Course reports. 4- Annual program review.
Quality of learning resources	- Academic Supervision Unit. - Students' Affairs Unit.	1- Survey for teachers. 2- Survey for students.

**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	Council of the Deanship of the Preparatory Year.
Reference No.	
Date	12/6/2022

