



## Course Specifications

<b>Course Title:</b>	<b>English (1)</b>
<b>Course Code:</b>	<b>ELC10103</b>
<b>Program:</b>	<b>Business Administration</b>
<b>Department:</b>	<b>English Language Center</b>
<b>College:</b>	<b>Deanship of Preparatory Year</b>
<b>Institution:</b>	<b>Al-Baha University</b>



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## A. Course Identification

<b>1. Credit hours:</b> 3			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input checked="" type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <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	120	70%
2	Blended		
3	E-learning	48	30%
4	Distance learning		
5	Other		

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

No	Activity	Contact Hours
1	Lecture	168
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	168

## 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 A1 and A2 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 A1 and A2: listening, reading, speaking and writing, vocabulary and grammar.



### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
K.1	<b>Knowledge of Grammar:</b> Recall A1 and A2 level grammar structures.	
K.2	<b>Knowledge of Vocabulary:</b> Recognize the meaning of A1 and A2 level words and expressions used in different real-life contexts.	
2	<b>Skills :</b>	
S.1	<b>Reading Comprehension:</b> Analyze A1 and A2 level reading passages to determine their main idea and details.	
S.2	<b>Listening Comprehension:</b> Comprehend very short and short talks about different topics covered in class.	
S.3	<b>Written Interaction</b> Compose simple phrases and sentences, as well as very short paragraphs related to the covered topics	
S.4	<b>Spoken Interaction</b> Deliver very short and short talks about different topics covered in class.	
3	<b>Values:</b>	
V.1	Demonstrate interest in sharing knowledge and learning with classmates	

### C. Course Content

No	List of Topics	Contact Hours
<b>Evolve, Special Edition, Book (1)</b>		
1	Introduction Unit 1 – I am	12
2	Unit 2 – Great People Unit 3 – Come (first part)	12
3	Unit 3 – Come (second part) Unit 4 – I love it	12
4	Unit 5 – Mondays and fun days Unit 6 – Zoom in, zoom out (first part)	12
5	Unit 6 – Zoom in, zoom out (second part) Unit 7 – Now is good	12
6	Unit 8 – You're good Unit 9 – Places to go (first part)	12
7	Unit 9 – Places to go (second part) Revision Midterm Exam	12
8	Unit 10 – Get ready Unit 11 – Colorful memories (first part)	12
9	Unit 11 – Colorful memories (second part) Unit 12 – Stop, eat, go	12



Evolve, Special edition, Book (2)		
10	Unit 1 – Connections Unit 2– Work and study (first part)	12
11	Unit 2– Work and study (second part) Unit 3 – Let's move	12
12	Unit 4 – Good times Unit 5 – Firsts and lasts (first part)	12
13	Unit 5 – Firsts and lasts (second part) Unit 6- Buy now, pay later	12
14	Final Revision	12
<b>Total</b>		<b>168</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>1.0</b>	<b>Knowledge and Understanding</b>		
K.1	<b>Knowledge of Grammar:</b> Recall A1 and A2 level grammar structures.	Using both deductive and inductive approaches, as well as pair and group work	Midterm and final exams
K.2	<b>Knowledge of Vocabulary:</b> Recognize the meaning of A1 and A2 level words and expressions used in different real-life contexts.	Classroom discussions, reading texts, and representations of new vocabulary (e.g. Photos and realia).	Midterm and final exams
<b>2.0</b>	<b>Skills</b>		
S.1	<b>Reading Comprehension:</b> Analyze A1 and A2 level reading passages to determine their main idea and details	Reading activities done individually, in pairs, and in groups	Midterm and final exams
S.2	<b>Listening Comprehension:</b> Comprehend very short and short talks about different topics covered in class.	Playing recorded lectures and dialogs	listening activities and quizzes
S.3	<b>Written Interaction</b> Compose simple phrases and sentences, as well as very short paragraphs related to the covered topics.	Writing activities done individually, in pairs, and in groups.	Midterm and final exams
S.4	<b>Spoken Interaction</b> Deliver very short and short talks about different topics covered in class	Oral presentation, pair work, group work, games, and role-play	speaking activities and quizzes
<b>3.0</b>	<b>Values</b>		
V.1	Demonstrate interest in sharing knowledge and learning with classmates;	Presentations and team-based learning	Observation



## 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 :

Three office hours per week.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<p>1- Hendra, Lesile Anne, et als. . (2021). <i>Evolve</i>, Special Edition, Book (1). Cambridge: Cambridge University Press.</p> <p>2- Clandfield, L, et als. . (2021). <i>Evolve</i>, Special Edition, Book (2). Cambridge: Cambridge University Press.</p>
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>• <i>Evolve 1 and 2 DVDs.</i></li> </ul>
<b>Electronic Materials</b>	<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>
<b>Other Learning Materials</b>	<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
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>• <i>Spacious classrooms to accommodate 25 students per class with traditional and smart whiteboards.</i></li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>• <i>Smart boards.</i></li> <li>• <i>Internet connection</i></li> </ul>



## 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	15 <sup>th</sup> September 2021

