



T-104

## Course Specifications

**Course Title:** English Language 3

**Course Code:** ENGL1003

**Program:** Programs of the colleges of Medicine, Dentistry, Clinical Pharmacy, Applied Medical Sciences, Engineering, and Computer Science & Information Technology.

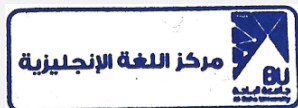
**Department:** English Language Center

**College:** Deanship of the Preparatory Year

**Institution:** Al-Baha University

**Version:** 2

**Last Revision Date:** 13 Apr 2023





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## A. General information about the course:

Course Identification	
1. Credit hours:	3
2. Course type	
a.	University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Year 1/ Level 3
This course prepares first-year students to communicate, exchange information, and interact successfully in real-life situations. It also builds cultural awareness and develops B2 level of proficiency. This student-centered course covers all language skills and focuses on the most effective ways to progress in English.	
5. Pre-requirements for this course (if any):	English Language 2 (ENGL1002)
6. Co- requirements for this course (if any):	None
7. Course Main Objective(s)	
The course main objective is to develop students' English language proficiency targeting CEFR B2 level in all language skills.	

### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	96	80%
2.	E-learning	24	20%
Total		120	100%

\* 8 contact hours per week for traditional classroom teaching.

\* 2 hours per week for e-learning (Rafid).

### 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	96
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	0
Total		96





## 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	Demonstrate understanding of B2-level grammatical structures.	K1	Deductive and inductive approaches, as well as individual, pair and group work.	- Midterm exam. - Final exam. - Online activities.
1.2	Demonstrate the ability to appropriately use B2-level vocabulary words and expressions of familiar themes.	K2	-Representation of new vocabulary (e.g., photos, elicitation and realia). -Individual, pair and group work.	- Midterm exam. - Final exam. - Online activities.
2.0	Skills			
2.1	Use appropriate reading comprehension strategies to identify the main ideas and supporting details of B2-level passages.	S1	- Reading activities done individually, in pairs, and in groups. - Skimming, scanning and summarizing strategies.	- Midterm exam. - Final exam. - Online activities.
2.2	Formulate B2-level written forms using correct grammar, vocabulary, spelling and punctuation.	S2	- 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.
2.3	Communicate properly in natural contexts using B2-level listening & speaking skills.	S3	- 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.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate a sense of responsibility by accomplishing tasks in a timely manner.	V1	Raising awareness during orientation.	Checklist and observation.
3.2	Demonstrate interest in knowledge sharing, collaboration and teamwork.	V2	Group projects and presentations.	Rubric and observation.

### C. Course Content

No	List of Topics	Contact Hours
<b>Cambridge, Evolve (4)</b>		
1.	Unit 1- And we're off!	8
2.	Unit 2- The future of food	8
3.	Unit 3- What's it worth?	8
4.	Unit 4- Going local	8
5.	Unit 5- True stories	8
6.	Unit 6- Community action	8
7.	Unit 7- Can we talk?	8
8.	Unit 8- Lifestyles	8
9.	Unit 9- Yes, you can!	8
10.	Unit 10- What if...?	8
11.	Unit 11- Contrasts	8
12.	Unit 12- Looking back	8
<b>Total</b>		<b>96</b>





## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	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 Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	1- Student's Book with Digital Pack. 2- Workbook with audio. 3- Teacher's Edition with Test Generator.
<b>Supportive References</b>	1- Goldstein, B., Jones, C., Hendra, L. A. & Tilbury, A. (2021). Evolve, Special Edition, Student's Book (4). Cambridge: Cambridge University Press. 2- Eckstut, S. & Hendra, L. A. (2021). Evolve Special Edition, Workbook (4). Cambridge: Cambridge University Press.
<b>Electronic Materials</b>	1- <a href="http://www.cambridgeone.org">www.cambridgeone.org</a> 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. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms that accommodate 35 students per class.
Technology equipment (projector, smart board, software)	Smart boards, whiteboards, course book software, laptops for teachers, Internet connection, overhead projector, speakers, printers, photocopiers.
Other equipment (depending on the nature of the specialty)	Teacher's Resource Room.

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	- Development & Quality Unit. - Academic Supervision Unit.	1- Formal classroom observation. 2- Survey for students.
Effectiveness of students assessment	- Development & Quality Unit. - Academic Supervision Unit.	1- Item analysis data. 2- Survey for students. 3- Survey for teachers. 4- Course reports.
Quality of learning resources	- Academic Supervision Unit. - Students' Affairs Unit.	1- Survey for teachers. 2- Survey for students.
The extent to which CLOs have been achieved	- Testing Unit. - Development & Quality Unit.	1- Survey for students. 2- Survey for teachers. 3- Course reports. 4- Annual program review.

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

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	Council of the Deanship of the Preparatory Year.
REFERENCE NO.	
DATE	12/6/2022

