



## Course Specifications

<b>Course Title:</b>	English (2)
<b>Course Code:</b>	ELC10205
<b>Program:</b>	Science (Biology, Chemistry, Physics, and Mathematics)
<b>Department:</b>	English Language Center
<b>College:</b>	Deanship of Preparatory Year
<b>Institution:</b>	Al-Baha University



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## A. Course Identification

<b>1. Credit hours:</b>	<b>3</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>	
Level 2 – First Year	
<b>4. Pre-requisites for this course (if any):</b>	
English (1) ELC10105	
<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	60	70%
2	Blended		
3	E-learning	24	30%
4	Distance learning		
5	Other		

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

No	Activity	Contact Hours
1	Lecture	84
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	<b>84</b>

## 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 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 science 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: 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 A2 level grammar structures.	
K.2	<b>Knowledge of Vocabulary:</b> Recognize the meaning of A2 level words and expressions used in different real-life contexts.	
2	<b>Skills :</b>	
S.1	<b>Reading Comprehension:</b> Analyze A2 level reading passages to determine their main idea and details.	
S.2	<b>Listening Comprehension:</b> Comprehend short talks about different topics covered in class.	
S.3	<b>Written Interaction</b> Compose short paragraphs related to the covered topics.	
S.4	<b>Spoken Interaction</b> Deliver 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

English Course Content		
No	List of Topics	Contact Hours
English Unlimited, Special edition, Book (2)		
1	Introduction	6
2	Unit 1 - Connections	6
3	Unit 2 – Work and study	6
4	Unit 3 – Let's move	6
5	Unit 4 – Good times	6
6	Unit 5 –Firsts and lasts	6
7	Revision and Midterm Exam	6
8	Unit 6 – Buy no, pay later	6
9	Unit 7 – But first, food	6
10	Unit 8 – Trips	6
11	Unit 9 – Looking good	6
12	Unit 10 – Risky business	6
13	Final revision	6
14		6
Total		٨٤



## 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 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 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 A2 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
S.2	<b>Listening Comprehension:</b> Comprehend short talks about different topics covered in class.	Playing recorded lectures and dialogs	listening activities and quizzes
S.3	<b>Written Interaction</b> Compose 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 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

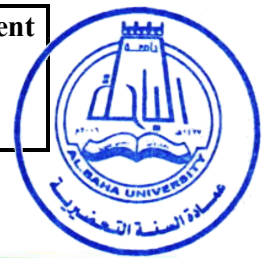
#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm (Grammar, Vocabulary, Reading and Writing)	Week Seven	40%
2	Activities (Oral Skills)	Weekly	20%
3	Final Exam (Grammar, Vocabulary, Reading and Writing)	Week Fifteen	40%

\*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>	Clandfield, L, et als. . (2021). <i>Evolve</i> , Special Edition, Book (2). Cambridge: Cambridge University Press.
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>• <i>Evolve 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.podcastsineenglish.com/">https://www.podcastsineenglish.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>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

## 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>• <i>Analyzing students' marks of the midterm exam and the final exam.</i></li> <li>• <i>Students' surveys to collect their feedback about the course materials and instructors</i></li> <li>• <i>Formal classroom observation</i></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>



Evaluation Areas/Issues	Evaluators	Evaluation Methods
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

