# Course Specification
— (Bachelor)

**Course Title**: English Language 2

**Course Code**:  ELCE1202

**Program**: Bachelor in EMI Colleges (Medical Colleges/ College of Engineering and Architecture/ College of Computers / College of Administration and Economy / College of Sciences)

**Department**:  :  English Language Institute

**College**:  :  English Language Institute

**Institution**:  Umm Al Qura University

**Version**:  3

**Last Revision Date**:  22 October 2024

## Table of Contents

## A. General information about the course:

### 1. Course Identification

**1. Credit hours: ( 4 )**

**2. Course type**

| A. | ☐University | ☒ College | ☐Department | ☐Track | ☐Others |
|----|-------------|-----------|-------------|--------|---------|
| B. | ☒ Required | | ☐Elective | | |

**3. Level/year at which this course is offered: (Level 2)**

**4. Course General Description:**

English Language 2 is a single-level, English for General Purposes (EGP) course. All students who are admitted to Bachelor in the EMI Colleges (Medical Colleges/ College of Engineering and Architecture/ College of Computers / College of Administration and Economy / College of Sciences) are required to take this course in the second semester of the first year of their program. The course is offered in 10 weeks with a 16-hour-per week teaching plan covering the four language skills. It intends to develop students' knowledge and ability of English language in all major skills which include reading, writing, listening, and speaking, as well as in sub-skills including grammar, vocabulary, and pronunciation.

**5. Pre-requirements for this course:**

**English Language 1 (Code: ELCE1201)**

**6. Co-requisites for this course):**

N/A

**7. Course Main Objective(s):**

**English Language 2 is one level taking students from (CEFR) A2 to B1.**

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

| No | Mode of Instruction | Contact Hours | Percentage |
|----|---------------------|---------------|------------|
| 1 | Traditional classroom | 12 | 75% |
| 2 | E-learning | 4 | 25% |
| 3 | Hybrid | 0 | 0 |

| No | Mode of Instruction | Contact Hours | Percentage |
|---|---|---|---|
| | • Traditional classroom<br>• E-learning | | |
| 4 | Distance learning | 0 | 0 |

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

| No | Activity | Contact Hours |
|---|---|---|
| 1. | **Lectures** | (16) hours X (10) weeks |
| 2. | **Laboratory/Studio** | 0 |
| 3. | **Field** | 0 |
| 4. | **Tutorial** | 0 |
| 5. | **Others (specify)** | 0 |
| **Total** | | 160 hours |

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | **By the end of the course, the students are expected to be able to:**<br>**a)Exhibit adequate comprehension of simple and complex spoken materials at the B1 level through recognizing key words, stress, intonation, pauses, and linkers in fast speech.-**<br>**b)understand the main ideas of conversations,** | | **Listening exercise** | **Listening periodic exams** |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|--------------------|
|  | presentations, radio programes, news reports, podcasts, discussions and interviews<br>- identify main ideas and supporting ideas<br>- develop listening for detail, examples and reasons .<br>- listen for opinions, attitude, and identify fact from opinion<br>- identify rhetorical questions in a presentation<br>- recognize how discourse markers help identify main points, especially in academic discussions, presentations and lectures |  |  |  |
| 1.2 | demonstrate an understanding of grammar at the B1 level, incorporating tenses, part of speech, modal auxiliaries, and sentence structure. -<br>use indirect questions "Can you tell me where …? I'd like to know what…"<br>- use discourse markers for contrasting ideas<br>- expand knowledge of present perfect to include how long something has occurred, and whether | | Grammar exercises | Periodic Exams Continuous writing assessment Speaking assessment Writing Final Exam Final Exam |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---------------------|--------------------|
| | something has been done or not<br>- use modals for giving advice "I would…/ you should/ could…"<br>- be aware of the difference in use of present continuous, going to and will for the future<br>- use -ed and -ing adjectives correctly to describe feelings or opinions<br>- use the past simple and past continuous correctly in narrative<br>- use conditionals for present and future real conditions, and for unreal conditions to talk about imaginary situations or to express wishes<br>- use present and past passive tenses when a product is more important than the producer<br>- use used to for past habits<br>- use modals for necessity, obligation, etc. | | | |
| 1.3 | recognize and use lexical items such as words, collocations, and derivatives, both in general and academic contexts at the B1 level. -develop vocabulary | | Writing, reading, and vocabulary exercises | Periodic Exams Continuous writing assessment Speaking assessment Writing Final Exam |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|---------------------|
| | of the topics covered in order to be able to talk about them with others - develop a bank of vocabulary for functional use, such as for describing the condition of possessions, for making decisions and plans, losing and finding things, describing progress - use linking words for contrast, such as although, but, however, on the other hand. Be aware of their position in sentences and whether they are used in formal or informal texts - use a range of vocabulary for describing graphs - use this and these for referencing within a text - be aware of collocations, such as significant advantage, key point, and how they can help to follow and understand a talk | | | Final Exam |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | - be aware of the different types of phrasal verb - provide definitions of difficult vocabulary in presentations, using expressions such as 'what I mean is…' 'that's when…' | | | |
| **2.0** | **Skills** | | | |
| 2.1 2.1.1 | **Cognitive Skills: demonstrate comprehension of simple and complex written texts at the B1 level through applying the skills of scanning, skimming, guessing from context and through recognizing linking words.** - use scanning (to find information quickly) and skimming skills (to predict the meaning of the text from visuals, titles or common words) - identify the author or speaker's audience and purpose - read for opinions, attitude, and identify fact from opinion - understand meaning from context in both written and spoken context. | | **Reading comprehension exercises** | **Classroom discussion Periodic exams Final exam** |
| 2.1.2 | compose coherent/cohesive texts at the B1 level | | **Writing exercises** | **Continuous writing assessment** |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | for various general and academic purposes through applying the skills of brainstorming ideas, composing an outline, and editing/revision. - write short texts, such as a travel post, movie review, an ad to request something, etc - write an email, short story or anecdote of more than one paragraph - use an appropriate opening and closing for a formal email - write a description of a trend (describing statistics), using notes - write complex sentences - support opinions with facts in formal (academic) writing - use a variety of linking words - use parallelism for bullet points in presentations and resumés | | | Writing Final Exam |
| 2.1.3 | communicate effectively in spoken language at the B1 level in tasks such | | Speaking exercises Discussion Presentation, eg an advertisement, a | Speaking assessment |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | as oral presentations, group discussion, expressing opinions, and short talks.<br>- discuss familiar and unfamiliar topics<br>- -reach a common consensus, eg who should<br>be class leader<br>- give short presentations<br>- rank items in order of importance<br>- show interest using short questions<br>- repeat to show comprehension | | tourist campaign, a YouTube video | |
| 2.2 | Critical Thinking<br>- develop well-reasoned, persuasive arguments<br>- analyze sources of information when conducting research<br>- evaluate things from a different perspective,<br>eg what makes other people happy<br>- evaluate and rank items according to usefulness or importance<br>- evaluate arguments (evidence of support or relevance) | | Discussions Q & A | Monitoring students' progress |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| | - analyze advantages and disadvantages<br>- infer meaning from written or spoken text<br>- identify a specific audience and consider their need<br>- appraise a text according to criteria, and provide feedback<br>- identify inconsistencies and errors<br>- appraise arguments<br>- evaluate the approach of others and reflect on personal assumptions, beliefs and values<br>- understand the links between ideas<br>- organize ideas in a logical, systematic way<br>- evaluate problems and propose solutions<br>- reflect on knowledge gained | | | |
| 2.3 | Communication, Information Technology, Numerical<br>- research, discuss and present | | Demonstrations<br>Active self-learning<br>Pair work<br>Group work<br>e-learning | Monitoring students' progress<br>Evaluating the individual contribution |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|--------------------|
|      | information<br>- describe and give personal opinions on a variety of topics<br>- express general beliefs<br>- paraphrase where needed<br>- give recommendations<br>- present persuasively |  | Online material (Encourage students to make their presentations to small groups in the class) | Evaluating the teamwork<br>Evaluating the final product (Evaluation of presentations may be by peers) |
| 2.4  | Psychomotor<br>- give confident, persuasive presentations<br>- take part in a role play<br>- use intonation to show mood: express agreement, surprise, confidence, trepidation, etc<br>- use softening techniques when expressing opinions<br>- be aware of 'chunking' in speech<br>- use linking and weak forms in sentences |  | Active self-learning<br>Pair work<br>Group work | Monitoring students' progress |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1  | develop life-long learning strategies so that students can take full responsibility of their English language skill |  | Cambridge application<br>Cambridge LMS | Built-in immediate feedback |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---------------------|--------------------|
|      | development. Cambridge application |                               |                     |                    |
| 3.2  | develop academic integrity. |                                    | Writing exercises   | Continuous writing assessment Speaking assessment Writing Final Exam |
| 3.3  | collaborate in knowledge building and co-operate with peers: - hold short discussions with a partner to activate knowledge before listening tasks - hold short discussions with a partner to synthesize knowledge post-listening - work with others to brainstorm, create a convincing argument - give feedback to peers on writing, presentations, etc - ask for opinions and check information | | Peer work Group work | Evaluating the individual contribution Evaluating the teamwork Evaluating the final product |
| 3.4  | take the responsibilities to meet the | | Individual, peer and group work inside classrooms. | Monitoring students' progress |

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|----------------------------------------|---------------------|--------------------|
| | requirements of the jobs market:<br>- write a personal statement<br>- write a resumé<br>- be aware of the importance of good time management<br>- be aware of the importance of turn-taking in debates or discussions<br>- be aware of learning from failure | | Extramural language work to master the competencies at this language level. | |

## C. Course Content

| No | List of Topics | Contact Hours |
|----|----------------|---------------|
| 1. | Unit 1: Who We Are | 13 |
| 2. | Unit 2: So Much Stuff | 13 |
| 3. | Unit 3: Smart Moves | 13 |
| 4. | Unit 4: Think First | 15 |
| 5. | Unit 5: And then ... | 13 |
| .6 | Unit 6: Impact | 13 |
| 7. | Unit 7: Entertain Us | 13 |
| 8. | Unit 8: Getting There | 15 |
| 9. | Unit 9: Make It Work | 13 |
| 10. | Unit 10: Why We Buy 'Green' | 13 |
| 11. | Unit 11: Pushing Yourself | 13 |
| 12. | Unit 12: Life's Little Lessons | 13 |
| **Total** | | **160** |

## D. Students Assessment Activities

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 1. | Periodic exam 1 | The 4th week | 15 |
| 2. | Periodic exam 2 | The 8th week | 15 |
| 3. | Writing assessment | From the 1st to 10th week | 10 |
| 4. | Speaking assessment | From the 1st to 10th week | 10 |
| 5. | Online practice | From the 1st to 10th week | 5 |
| 6. | Writing final exam | The 11th | 5 |
| 7. | Final Exam | The 11th | 40 |
| | Total | | 100 |

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

| | |
|---|---|
| Essential References | Hendra, L., Ibbotson, M., O'Dell, K., Tilbury, A. (2019). *Evolve 3 Special Edition: Student's Book with Practice Extra. Cambridge University Press. UK: Cambridge University Press.* |
| Supportive References | |
| Electronic Materials | Cambridge LMS<br>Multimedia |
| Other Learning Materials | |

### 2. Required Facilities and equipment

| Items | Resources |
|---|---|
| facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Classrooms |
| Technology equipment (projector, smart board, software) | data show, Smart Board, and Cambridge application |

| Items | Resources |
|---|---|
| **Other equipment**<br>(depending on the nature of the specialty) | Blackboard |

## F. Assessment of Course Quality

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| Effectiveness of teaching | Faculty members | Dierct: course report |
| Effectiveness of<br>Students assessment | University students | Direct: evaluation survey |
| Quality of learning resources | | |
| The extent to which CLOs have<br>been achieved | | |
| Other | | |

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify)

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

| COUNCIL /COMMITTEE | **Curriculum committee** |
|---|---|
| REFERENCE NO. | 2401100726 |
| DATE | 05/11/2024 |

Ministry Of Education
Umm Al-Qura University
وزارة التعليـــــــم
جامعــة القـــــرى

University Vice Presidency
For Academic Affairs
English language Institute
وكالـــة الجامعــــة
للشـــــؤون الأكاديميــة
معهد اللغـة الإنجليزيـة