



Course Specification

(Bachelor)

Course Title: English Language 3

Course Code: ELCN1303

Program: Bachelor in Non-EMI Colleges (Department of Islamic Economics, Department of Accounting, Department of Finance, Banking, and Insurance, Department of Islamic Architecture)

Department: : English Language Institute

College: : English Language Institute

Institution: Umm Al Qura University

Version: 3

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Ministry Of Education Umm Al-Qura University	وزارة التعليم جامعة أم القرى
University Vice Presidency For Academic Affairs English language Institute	وكالة الجامعة للشؤون الأكاديمية معهد اللغة الإنجليزية



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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 3)

4. Course General Description:

English Language 3 is a single-level, English for General Purposes (EGP) course. All students who are admitted to Bachelor in the Non-EMI Colleges (Department of Islamic Economics, Department of Accounting, Department of Finance, Banking, and Insurance, Department of Islamic Architecture) are required to take this course in the third semester of the first year of their program. The course is offered in 10 weeks with a 10-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: ELCN1301)
English Language 2 (Code: ELCN1302)

6. Co-requisites for this course:

N/A

7. Course Main Objective(s):

English Language 3 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	6 hours per week	60%
2	E-learning	4 hours per week	40%





No	Mode of Instruction	Contact Hours	Percentage
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 	0	0
4	Distance learning	0	0

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	(10) hours X (10) weeks
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	0
Total		100 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	<p>By the end of the course, the students are expected to be able to:</p> <p>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.</p> <p>-understand the main ideas of conversations, presentations, radio programmes, news</p>		Listening exercise	Listening periodic exams



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>reports, podcasts, discussions and interviews</p> <ul style="list-style-type: none"> - identify main ideas and supporting ideas - develop listening for detail, examples and reasons . - listen for opinions, attitude, and identify fact from opinion - identify rhetorical questions in a presentation - recognize how discourse markers help identify main points, especially in academic discussions, presentations and lectures 			
1.2	<p>demonstrate an understanding of grammar at the B1 level, incorporating tenses, part of speech, modal auxiliaries, and sentence structure</p> <ul style="list-style-type: none"> -use <i>used to</i> for past habits -use <i>as ... as</i> for similarities and <i>not as ... as</i> for comparisons -use present perfect continuous when describing recent activity -be aware of the difference in use of the present perfect simple and continuous -use modals for necessity, prohibition, 		Grammar exercises	<p>Periodic Exams</p> <p>Continuous writing assessment</p> <p>Speaking assessment</p> <p>Writing Final Exam</p> <p>Final Exam</p>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>permission and obligation</p> <p>-use present and past passive tenses to describe a product and where it comes from</p> <p>use conditionals for present and future unreal conditions to talk about imaginary situations or to express wishes</p>			
1.3	<p>recognize and use lexical items such as words, collocations, and derivatives, both in general and academic contexts at the B1 level.</p> <p>-develop vocabulary of the topics covered in order to be able to talk about them with others</p> <p>-develop a bank of vocabulary for functional use, such as for refusing invitations and responding to refusals, describing progress, expressing confidence or lack of it</p> <p>-use linking words for contrast, such as <i>although, but, however, on the other hand</i>. Be aware of their position in sentences and whether they are used in formal or informal texts</p>		<p>Writing, reading, and vocabulary exercises</p>	<p>Periodic Exams</p> <p>Continuous writing assessment</p> <p>Speaking assessment</p> <p>Writing Final Exam</p> <p>Final Exam</p>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> -use <i>this</i> and <i>these</i> for referencing within a text -be aware of collocations, such as <i>significant advantage</i>, <i>key point</i>, and how they can help to follow and understand a talk -be aware of the different types of phrasal verb. 			
2.0	Skills			
2.1 2.1.1	<p>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.</p> <ul style="list-style-type: none"> - 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. 		<p>Reading comprehension exercises</p>	<p>Classroom discussion Periodic exams Final exam</p>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.1.2	<p>compose coherent/cohesive texts at the B1 level for various general and academic purposes through applying the skills of brainstorming ideas, composing an outline, and editing/revision.</p> <ul style="list-style-type: none"> - 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 exercises	<p>Continuous writing assessment</p> <p>Writing Final Exam</p>





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.1.3	<p>communicate effectively in spoken language at the B1 level in tasks such as oral presentations, group discussion, expressing opinions, and short talks.</p> <ul style="list-style-type: none"> - discuss familiar and unfamiliar topics - reach a common consensus, eg who should be class leader - give short presentations - rank items in order of importance - show interest using short questions - repeat to show comprehension 		<p>Speaking exercises Discussion Presentation, eg an advertisement, a tourist campaign, a YouTube video</p>	Speaking assessment
2.2	<p>Critical Thinking</p> <ul style="list-style-type: none"> - develop well-reasoned, persuasive arguments - analyze sources of information when conducting research - evaluate things from a different perspective, eg what makes other people happy - evaluate and rank items according to usefulness or importance 		Discussions Q & A	Monitoring students' progress



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> - evaluate arguments (evidence of support or relevance) - analyze advantages and disadvantages - infer meaning from written or spoken text - identify a specific audience and consider their need - appraise a text according to criteria, and provide feedback - identify inconsistencies and errors - appraise arguments - evaluate the approach of others and reflect on personal assumptions, beliefs and values - understand the links between ideas - organize ideas in a logical, systematic way - evaluate problems and propose solutions - reflect on knowledge gained 			
2.3	Communication, Information		Demonstrations	Monitoring students'



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>Technology, Numerical</p> <ul style="list-style-type: none"> - research, discuss and present information - describe and give personal opinions on a variety of topics - express general beliefs - paraphrase where needed - give recommendations - present persuasively 		<p>Active self-learning</p> <p>Pair work</p> <p>Group work</p> <p>e-learning</p> <p>Online material (Encourage students to make their presentations to small groups in the class)</p>	<p>progress</p> <p>Evaluating the individual contribution</p> <p>Evaluating the teamwork</p> <p>Evaluating the final product (Evaluation of presentations may be by peers)</p>
2.4	<p>Psychomotor</p> <ul style="list-style-type: none"> - give confident, persuasive presentations - take part in a role play - use intonation to show mood: express agreement, surprise, trepidation, etc - use softening techniques when expressing opinions - be aware of 'chunking' in speech - use linking and weak forms in sentences 		<p>Active self-learning</p> <p>Pair work</p> <p>Group work</p>	<p>Monitoring students' progress</p>
3.0	Values, autonomy, and responsibility			
3.1	<p>develop life-long learning strategies so that students can</p>		<p>Cambridge application</p> <p>Cambridge LMS</p>	<p>Built-in immediate feedback</p>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	take full responsibility of their English language skill 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		Peer work Group work	Evaluating the individual contribution Evaluating the teamwork Evaluating the final product





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	- ask for opinions and check information			
3.4	take the responsibilities to meet the requirements of the jobs market: - write a personal statement - write a resumé - be aware of the importance of good time management - be aware of the importance of turn-taking in debates or discussions - be aware of learning from failure		Individual, peer and group work inside classrooms. Extramural language work to master the competencies at this language level.	Monitoring students' progress

C. Course Content

No	List of Topics	Contact Hours
1.	Unit 7: Entertain Us	16
2.	Unit 8: Getting There	16
3.	Unit 9: Make It Work	18
4.	Unit 10: Why We Buy 'Green'	16
5.	Unit 11: Pushing Yourself	16
6.	Unit 12: Life's Little Lessons	18
Total		100





D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Periodic exam 1	The 4 th week	15
2.	Periodic exam 2	The 8 th week	15
3.	Speaking assessment	The 6 th , 7 th , 8 th	10
4.	Online practice	From the 1 st to 10 th week	10
5.	Final Exam	The 11 th	50
	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). <i>Evolve 3 Special Edition: Student's Book with Practice Extra</i> . Cambridge University Press. UK: Cambridge University Press.
Supportive References	
Electronic Materials	Cambridge LMS 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
Other equipment (depending on the nature of the specialty)	Blackboard





F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Faculty members	Direct: course report
Effectiveness of Students assessment	University students	Direct: evaluation survey
Quality of learning resources		
The extent to which CLOs have 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

