



# Course Specification

## (Bachelor)

Course Title: English Language 1

Course Code: ELCG1401

Program: Bachelor in the following colleges:

College of Social Sciences

College of Judicial Studies and Regulations

Institute of the Arabic Language for Non-native Speakers.

College of Da'wa and Islamic Theology

College of Arabic Language

College of Shari'ah and Islamic Studies (university branches only)

College of Designs and Arts

College of Education

General Arabic Language Department (University. branches only)

Islamic Studies Department university branches only)

Department: English Language Institute

College: English Language Institute

Institution: Umm Al Qura University

Version: 3

Last Revision Date: 21 October 2024

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: ( 2 hours )

#### 2. Course type

A.  University  College  Department  Track  Others  
B.  Required  Elective

3. Level/year at which this course is offered: ( 1<sup>st</sup> year)

#### 4. Course General Description:

English Language I is a single-level, English for General Purposes (EGP) course. All students who are admitted to Bachelor in the following colleges:

College of Social Sciences

College of Judicial Studies and Regulations

Institute of the Arabic Language for Non-native Speakers.

College of Da'wa and Islamic Theology

College of Arabic Language

College of Shari'ah and Islamic Studies (university branches only)

College of Designs and Arts

College of Education

General Arabic Language Department (university branches only)

Islamic Studies Department (university branches only)

are required to take this course in one semester of the first year of their program.

The course is offered in 10 weeks with a 6-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 (if any):

N/A

6. Co-requisites for this course (if any):

N/A



## 7. Course Main Objective(s):

English Language 1 is a basic level taking students toward (CEFR) A1

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	0	0
2	E-learning	6 hours per week	100%
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	0	0
4	Distance learning	0	0

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

No	Activity	Contact Hours
1.	Lectures	(6 hours) X (10 Weeks)
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	0
<b>Total</b>		<b>60 hours</b>

## 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: - exhibit adequate comprehension of spoken materials at the A1 level through		Listening exercises	Listening periodic exams



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>recognizing key words and simple changes in topic.</p> <ul style="list-style-type: none"> <li>- understand the main ideas of basic conversations, vlogger reviews</li> <li>- understand basic functional English, such as for offering</li> <li>- listen for detail (names, dates, numbers)</li> <li>- understand spelling for clarification (identify differing phonemes)</li> <li>- identify important words through stress patterns</li> </ul>			
1.2	<ul style="list-style-type: none"> <li>- demonstrate basic understanding of grammar at the A1 level.</li> <li>- use the present simple for simple statements and questions</li> <li>- distinguish between the patterns used with the be verb vs other verbs</li> <li>- use prepositions of place</li> <li>- be aware of the possessive 's'</li> <li>- use adverbs of frequency (always,</li> </ul>		Grammar exercises	Periodic Exams Final Exam



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>sometimes, never, etc.)</p> <ul style="list-style-type: none"> <li>- be aware of the difference between count and non-count nouns</li> <li>- use there is and there are for description</li> <li>- use the present continuous to ask/talk about ongoing activity</li> <li>- use can and can't to talk about ability</li> </ul>			
1.3	<p>recognize and use lexical items such as words, collocations related to everyday topics</p> <p>at the A1 level:</p> <ul style="list-style-type: none"> <li>- exchange basic personal information, e.g on free time activities</li> <li>- reach a consensus on a topic, such as what makes a good place to live</li> <li>- understand and give directions</li> </ul>		<p>Writing, reading, and vocabulary exercises</p>	<p>Writing, reading, and vocabulary exercises</p>
<b>2.0</b>	<b>Skills</b>			
2.1 2.1.1	<p><b>Cognitive Skills:</b></p> <ul style="list-style-type: none"> <li>- demonstrate comprehension of simple written texts at the A1 level through applying the skills of scanning, skimming, and</li> </ul>		<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
	<p>guessing from context.</p> <ul style="list-style-type: none"> <li>- develop scanning (to find information quickly) and skimming skills (to predict the meaning of the text from visuals, titles or common words)</li> <li>- identify information to make comparisons of content of different texts</li> </ul>			
2.1.2	<ul style="list-style-type: none"> <li>- compose simple and basic texts at the A1 level about everyday topics through applying the skills of brainstorming ideas, composing an outline, and editing/revision.</li> <li>- write short texts, e.g. giving a good or bad review of a product on the Internet, a blog post about favorite things</li> <li>- write an email asking for information</li> <li>- write texts of more than one paragraph, such as a description of a home town</li> </ul>		Writing exercises	Monitoring students' progress



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> <li>- research and write a report</li> <li>- reach a consensus on a topic, such as what makes a good place to live</li> <li>- understand and give directions</li> </ul>			
2.1.3	<ul style="list-style-type: none"> <li>- communicate in spoken language at the A1 level through simple tasks such as direct exchange of information, delivering short talks</li> <li>- exchange basic personal information, e.g on family and friends, free time activities</li> </ul>		<p>Speaking exercises Discussion Presentation</p>	<p>Monitoring students' progress</p>
2.2	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>- analyze a text to understand difference in genre</li> <li>- analyze and compare information</li> <li>- rank items according to importance</li> <li>- recognize the difference between formal and informal text</li> <li>- develop ability to think 'outside' the text</li> </ul>		<p>Discussions Q &amp; A</p>	<p>Monitoring students' progress Monitoring students' progress</p>





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.3	<p>Communication, Information Technology, Numerical</p> <ul style="list-style-type: none"> <li>- provide basic, prepared information</li> <li>- exchange basic information</li> <li>- give personal opinions on simple topics</li> </ul>		<p>Demonstrations</p> <p>Active self-learning</p> <p>Pair work</p> <p>Group work</p> <p>e-learning</p> <p>Online material</p>	<p>Monitoring students' progress</p> <p>Evaluating the individual contribution</p> <p>Evaluating the teamwork</p> <p>Evaluating the final product</p>
2.4	<p>Psychomotor</p> <ul style="list-style-type: none"> <li>- clearly pronounce phonemes for spelling (names, paces)</li> <li>- identify and use stress in questions</li> <li>- check information by repeating it</li> <li>- be aware of 'chunking' in normal speech patterns</li> </ul>		<p>Active self-learning</p> <p>Pair work</p> <p>Group work</p>	<p>Monitoring students' progress</p>
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	<p>develop life-long learning strategies so that students can take full responsibility of their English language skill development.</p>		<p>Cambridge application</p> <p>Cambridge LMS</p>	<p>Built-in immediate feedback</p>
3.2	<p>develop academic integrity.</p>		<p>Writing exercises</p>	<p>Monitoring students' progress</p>
3.3	<p>collaborate in knowledge building and co-operate with</p>		<p>Peer work</p> <p>Group work</p>	<p>Evaluating the individual contribution</p>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>peers: - hold short discussions with a partner to activate knowledge before listening tasks</p> <p>- hold short discussions with a partner to synthesize knowledge post-listening</p> <p>- work with others to reach a group decision</p> <p>- give feedback to peers on writing</p>			<p>Evaluating the teamwork</p> <p>Evaluating the final product</p>
3.4	<p>- take the responsibilities to meet the requirements of the jobs market:</p> <p>- write a brief personal profile</p> <p>- take notes</p> <p>- make clear presentation introductions</p> <p>- work with others to reach a group decision</p> <p>- discuss the qualities that make someone the best for the job</p>		<p>Individual, peer and group work inside classrooms.</p> <p>Extramural language work to master the competencies at this language level.</p>	<p>Monitoring students' progress</p>





### C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1: I am...	6
2.	Unit 2: Great people	6
3.	Unit 3: Come in	6
4.	Unit 4: I love it	6
5.	Unit 5: Busy days	12
6.	Unit 6: Zoom in, zoom out	6
7.	Unit 7: Now is good	6
8.	Unit 8: You're good	12
<b>Total</b>		<b>60</b>

### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Periodic Exam 1	The 5 <sup>th</sup>	15
2.	Periodic Exam 2	The 8 <sup>th</sup>	15
3.	Online Practice	From the 1 <sup>st</sup> to the 10 <sup>th</sup>	10
4.	Vocabulary Project	From the 1 <sup>st</sup> to the 10 <sup>th</sup>	10
5.	Final Exam	The 11 <sup>th</sup>	50
6.	<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>	Speck, C., Rimmer, W., Sahutoglu, A., Simpson, K., Ribeiro dos Santos, R. (2019). Evolve 1 Special Edition: Student's Book with Practice Extra. Cambridge University Press. UK: Cambridge University Press.
<b>Supportive References</b>	
<b>Electronic Materials</b>	Cambridge LMS



	<b>Multimedia</b>
<b>Other Learning Materials</b>	

## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
<b>Technology equipment</b> (projector, smart board, software)	data show, Smart Board, and Cambridge application
<b>Other equipment</b> (depending on the nature of the specialty)	Blackboard

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Faculty members University students	Direct: Course reports Direct: Evaluation surveys
Effectiveness of Students assessment	Faculty members University students	Direct: Course reports Direct: Evaluation surveys
Quality of learning resources	Faculty members University students	Direct: Course reports Direct: Evaluation surveys
The extent to which CLOs have been achieved	Faculty members University students	Direct: Course report Direct: Evaluation surveys
Other		

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

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	<b>Curriculum committee</b>
<b>REFERENCE NO.</b>	2401100726
<b>DATE</b>	05/11/2024

