



Course Specification

(Bachelor)

Course Title: English Language 1

Course Code: ELCM1101

Program: Bachelor in Colleges of Medicine and Dentistry

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 1)

4. Course General Description:

English Language 1 is a single-level, English for General Purposes (EGP) course. All students who are admitted to Bachelor in Medicine and Dentistry Colleges are required to take this course in the first 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:

N/A

6. Co-requisites for this course):

N/A

7. Course Main Objective(s):

English Language 1 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 <ul style="list-style-type: none"> • Traditional classroom 	0	0



No	Mode of Instruction	Contact Hours	Percentage
	• 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: 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.- b)understand the main ideas of conversations, presentations, radio programes, news reports, podcasts, discussions and interviews		Listening exercise	Listening periodic exams



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<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. - use indirect questions "Can you tell me where ...? I'd like to know what..."</p> <ul style="list-style-type: none"> - use discourse markers for contrasting ideas - expand knowledge of present perfect to include how long something has occurred, and whether something has been done or not - use modals for giving advice "I would.../ you should/ could..." 		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
	<ul style="list-style-type: none"> - be aware of the difference in use of present continuous, going to and will for the future - use -ed and -ing adjectives correctly to describe feelings or opinions - use the past simple and past continuous correctly in narrative - use conditionals for present and future real conditions, and for unreal conditions to talk about imaginary situations or to express wishes - use present and past passive tenses when a product is more important than the producer - use used to for past habits - use modals for necessity, obligation, etc. 			
1.3	<p>recognize and use lexical items such as words, collocations, and derivatives, both in general and academic contexts at the B1 level. - develop vocabulary of the topics covered in order to be able to talk about them with others - develop a bank of</p>		<p>Writing, reading, and vocabulary exercises</p>	<p>Periodic Exams Continuous writing assessment Speaking assessment Writing Final Exam Final Exam</p>





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>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.</p> <p>Be aware of their position in sentences and whether they are used in formal or informal texts</p> <p>- 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</p> <p>- be aware of the different types of phrasal verb - provide definitions of difficult vocabulary in</p>			



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	presentations, using expressions such as 'what I mean is...' 'that's when...'			
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. 		Reading comprehension exercises	Classroom discussion Periodic exams Final exam
2.1.2	compose coherent/cohesive texts at the B1 level for various general and academic purposes through applying the skills of brainstorming ideas, composing an		Writing exercises	Continuous writing assessment Writing Final Exam



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>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</p>			
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. - discuss familiar and unfamiliar topics</p>		<p>Speaking exercises Discussion Presentation, eg an advertisement, a tourist campaign, a YouTube video</p>	<p>Speaking assessment</p>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> - 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 			
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 - evaluate arguments (evidence of support or relevance) - analyze advantages and disadvantages - infer meaning from written or spoken text 		<p>Discussions Q & A</p>	<p>Monitoring students' progress</p>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> - 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	<p>Communication, Information Technology, Numerical</p> <ul style="list-style-type: none"> - research, discuss and present information - describe and give personal opinions on a variety of topics 		<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>(Encourage students to make their</p>	<p>Monitoring students' progress</p> <p>Evaluating the individual contribution</p> <p>Evaluating the teamwork</p> <p>Evaluating the final product</p>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> - express general beliefs - paraphrase where needed - give recommendations - present persuasively 		presentations to small groups in the class)	(Evaluation of presentations may be by peers)
2.4	Psychomotor <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 		Active self-learning Pair work 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 development. Cambridge application		Cambridge application Cambridge LMS	Built-in immediate feedback



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
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 requirements of the jobs market: - write a personal statement		Individual, peer and group work inside classrooms. Extramural language	Monitoring students' progress



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> - 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 		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). <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



Items	Resources
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

