Course Specification
(Bachelor)

Course Title: English Language 1

Course Code: ELCE1201

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: 23 October 2024

Ministry Of Education
Umm Al-Qura University
وزارة التعليم
جامعة أم القرى

University Vice Presidency
For Academic Affairs
وكالة الجامعة
للشؤون الأكاديمية

English language Institute
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 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 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 (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 from (CEFR) A1 to A2.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	12 hours	75%
2	E-learning	4 hours	25%
3	Hybrid • 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	16 hours× (10 weeks)
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	
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:** **exhibit adequate comprehension of spoken materials at the A2 level through recognizing key words and simple changes in topic.** **- understand the main ideas of conversations,**		**Listening exercises**	**Listening periodic exams**

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	presentations, radio programmes, news reports, podcasts, and interviews - understand how to listen for detail in academic study - understand the use of repetition for clarification - understand a speaker's mood from intonation - understand a speaker's attitude to a topic - distinguish fact from opinion - recognize features of connected speech, e.g. single sounds, intrusives, stress patterns			
1.2	demonstrate basic understanding of grammar at the A2 level. - use the present simple to describe habits and routines - be aware of the use of formal vs informal language when making requests, writing email, etc - use the past simple and past continuous when describing events in someone's life with correct time clauses where needed - use the present continuous to describe actions happening at		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
	the time of speaking or when discussing future plans -use going to when talking about persona plans or intentions - correctly use quantifiers, such as too much - be aware of the difference in use of to and for when giving reasons - use comparatives and superlatives for comparing people and objects - make predictions using will, may or might where appropriate - use present perfect to talk about experience or ack of it - use relative clauses with who, which or that			
1.3	recognize and use lexical items such as words, collocations related to everyday topics at the A2 level: - develop vocabulary of the topics covered in order to be able to talk about them with others - be able to combine clauses using and but. - understand and use basic collocations with have, make and do		Writing, reading, and vocabulary 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
	- write short texts, e.g. making comments on podcast chat or online discussions, or giving online travel advice			
2.0	**Skills**			
2.1 2.1.1	**Cognitive Skills: demonstrate comprehension of simple written texts at the A2 level through applying the skills of scanning, skimming, and guessing from context.** **- develop 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** **- listen or read for opinions, attitude, and identify fact from opinion** **- understand meaning from context in both written and spoken texts**		**Reading comprehension exercises**	**Classroom discussion** **Periodic exam**
2.1.2	**compose simple and basic texts at the A2 level about everyday topics through applying the skills of brainstorming ideas, composing an outline, and editing/revision.**		**Writing exercises**	**Continuous writing assessment** **Writing Final Exam**

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	- write a formal email of introduction - post comments online with reasons and/ or examples - posting text msgs vs writing an email - brainstorm and write points on presentation slides with correct format (parallelism) - write an announcement and comment on it - research a famous person, make notes, and produce a short paragraph from them - write a vlog script - write combined sentences, using and and but - use sequencers: first, then, next, etc - punctuation: Capital letters, commas, periods			
2.1.3	communicate in spoken language at the A2 level through simple tasks such as direct exchange of information, delivering short talks - talk about familiar topics - use functional language, such as		Speaking exercises Discussion Presentation, eg an advertisement, a tourist campaign, a YouTube video	Speaking assessment

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	greetings, inviting, expressing surprise, etc - give short presentations - produce a short vlog and video - check understanding			
2.2	**Critical Thinking** - consider how people feel and think when meeting someone for the first time - analyze a text regarding main ideas in paragraphs - identify and discuss the habits of successful people - identify the pros and cons of a topic - identify a person's attitude or feelings based on what they have said - identify solutions to a problem - identify the purpose of a text based on its content - form an opinion based on input, eg an article separate fact from fiction - identify reasons people take some action and problems they may have - evaluate a classmate's writing based on criteria provided			**Monitoring students' progress**

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	- identify the difference between fact and fiction in advertisements - identify different points of view - identify use of register/ formality - reflect on how knowledge helps comprehension - reflect on knowledge gained - make predictions based on present knowledge			
2.3	Communication, Information Technology, Numerical - provide basic, prepared information - describe and give personal opinions on a variety of topics - give advice, eg on travel - express general beliefs - talk about advantages and disadvantages - give recommendations present persuasively		Demonstrations Active self-learning Pair work Group work e-learning Online material (Encourage students to make their presentations to small groups in the class)	Monitoring students' progress Evaluating the individual contribution Evaluating the teamwork Evaluating the final product (Evaluation of presentations may be by peers)
2.4	Psychomotor - give confident, persuasive presentations - design slides for a presentation with appropriate parallelism - use		Active self-learning Pair work Group work	

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	linking and weak forms in sentence			
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 LMS**	**Built-in immediate feedback**
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 develop a plan, create a convincing argument - give feedback to peers on writing, presentations, etc - use intonation to show emotion and interest		**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
	- show levels of agreement "I agree", "I guess" - ask for opinions and check information			
3.4	take the responsibilities to meet the requirements of the jobs market: - consider research needed before a job application - write a formal letter of self-introduction - be aware of the importance of first impressions - consider and give advice on how to save - consider the future of work		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 1: Connections	13
2.	Unit 2: Work and Study	13
3.	Unit 3: Let's move	13
4.	Unit 4: Good times	15
5.	Unit 5: Firsts and lasts	13
6.	Unit 6: Buy now, pay later	13
7.	Unit 7: But first,	13
8.	Unit 8: Trips	15
9.	Unit 9: Looking good	13

10.	Unit 10: Risky business	13
11.	Unit 11: Me, online	13
12.	Unit 12: Outdoors	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	15
2.	Periodic Exam 2	The 8th	15
3.	Writing assessment	From the 1st to the 11th	10
4.	Speaking assessment	From the 1st to the 11th	10
5.	Online practice	From the 1st to the 11th	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	Clandfield, L., Goldstein, B., Jones, C., Kerr, P., Hendra, L., Tilbury, A. (2019). *Evolve 2* Special Edition: Student's Book with Practice Extra. Cambridge University Press. UK: Cambridge University Press.
Supportive References	
Electronic Materials	Multimedia Cambrige LMS
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 reports
Effectiveness of Students assessment	University students	Direct: Evaluation surveys
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

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