



Ministry Of Education Umm Al-Qura University	وزارة التعليم جامعة أم القرى
University Vice Presidency for Educational Affairs English language Centre	وكالة الجامعة للشؤون التعليمية مركز اللغة الإنجليزية

Course Specifications

Course Title:	English Language 2
Course Code:	ELCN1302
Program:	Bachelor in Non-EMI Colleges (College of Islamic Economics and Finance, Department of Islamic Architecture)
Department:	English Language Centre
College:	English Language Centre
Institution:	Umm Al Qura University

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A. Course Identification

1. Credit hours: 4 hours
2. Course type a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 2
4. Pre-requisites for this course (if any): English Language 1
5. Co-requisites for this course (if any): N/A

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	6 hours per week	60%
2	Blended	10 hours per week	100%
3	E-learning	4 hours per week	40%
4	Distance learning	0	0
5	Other	0	0

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	(10 hours) X (10 weeks)
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	Total	100 hours

B. Course Objectives and Learning Outcomes

<p>1. Course Description English Language 2 is a single-level, English for General Purposes (EGP) course. All students who are admitted to Bachelor in the Non-EMI Colleges (College of Islamic Economics and Finance, Department of Islamic Architecture) 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 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.</p>
<p>2. Course Main Objective English Language 2 is one level taking students from (CEFR) A2 to B1</p>

3. Course Learning Outcomes

CLOs	
1.0	Knowledge
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> <ul style="list-style-type: none"> - understand the main ideas of conversations, presentations, radio programmes, news reports, podcasts, discussions and interviews - identify main ideas and supporting ideas - develop listening for detail, examples and reasons - listen and read for opinions, a ttitude, and identify fact from opinion - identify rhetorical questions in a presentation
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 indirect questions “<i>Can you tell me where ...? I’d like to know what...</i>” - 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>I would.../you should/could...</i>” - be aware of the use of articles (a, an, the), and when no article is used - be aware of the difference in use of present continuous, going to and will for the future - use <i>-ed</i> and <i>-ing</i> adjectives correctly to describe feelings or opinions - use the past simple and past continuous correctly in narrative - be aware of the use of quantifiers, such as <i>a little, a lot of, so much, so many</i> - use conditionals for present and future real conditions
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> <ul style="list-style-type: none"> - develop vocabulary 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 - use linking words for contrast, such as <i>although, but, however, on the other hand</i>. Be aware of their position in sentences - use linking words to organize text, <i>such as to start, after that, then, next finally</i> - use a range of vocabulary for describing graphs - provide definitions of difficult vocabulary in presentations, using expressions such as ‘<i>what I mean is...</i>’ ‘<i>that’s when...</i>’
2.0	Skills
2.1	<p>Cognitive Skills:</p> <p>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, a ttitude, and identify fact from opinion - understand meaning from context in both written and spoken texts
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, an ad to request something, etc - write an email, brief life story or short story of more than one paragraph - write short texts expressing a point of view, feelings or opinion - write a description of a trend (describing statistics), using notes - write complex sentences

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
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 - identify a specific audience and consider their need - appraise a text according to criteria, and provide feedback - identify inconsistencies and errors - appraise arguments - understand the links between ideas - organize ideas in a logical, systematic way - evaluate problems and propose solutions
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 - express general beliefs - paraphrase where needed - give recommendations - present persuasively
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, etc - use stress to highlight important information - use linking and weak forms in sentences
3.0	Values
3.1	develop life-long learning strategies so that students can take full responsibility of their English language skill development.
3.2	develop academic integrity.
3.3	<p>collaborate in knowledge building and co-operate with peers:</p> <ul style="list-style-type: none"> - 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
3.4	<p>take the responsibilities to meet the requirements of the jobs market:</p> <ul style="list-style-type: none"> - write a personal statement - explain changes and trends from data - use an appropriate opening and closing for a formal email

C. Course Content

No	List of Topics	Contact Hours
Evolve: Level 3 (B1) Special Edition		
1	Unit 1: Who We Are Personality, getting to know someone, spending money, Qualities of a leader Video: What's the right job for you?	16
2	Unit 2: So Much Stuff Personal possessions, describing things, switching topics, collecting things, the story of a person or place, essential items to take Video: Collections, old and new	16
3	Unit 3: Smart Moves Describing a city, getting around, asking for and giving directions, a written personal statement, describing changes and trends, a 'secret spot' Video: One day in...	18
4	Unit 4: Think First Opinions and reactions (" <i>it's interesting</i> " / " <i>I'm interested</i> "), planning a trip, reassurance, describing plans, travel posts, microadventure Video: Making plans	16
5	Unit 5: And then ... Lost and found, needing and giving help, surprises, storytelling, selfies, 'Believe it or not' Video: Lost and found	16
6	Unit 6: Impact Big-city problems, problems and solutions, concern and relief, a podcast point of view, Big-city life, 'green' city planning Video: Green in the city	18
Total		100

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
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> <ul style="list-style-type: none"> - understand the main ideas of conversations, presentations, radio programmes, news reports, podcasts, discussions and interviews - identify main ideas and supporting ideas - develop listening for detail, examples and reasons - listen and read for opinions, a attitude, and identify fact from opinion - identify rhetorical questions in a presentation 	Listening exercises	Listening periodical exams
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 indirect questions <i>"Can you tell me where ...? I'd like to know what ..."</i> - 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>"I would.../ you should/could..."</i> - be aware of the use of articles (a, an, the), and when no article is used - be aware of the difference in use of present continuous, going to and will for the future - use <i>-ed</i> and <i>-ing</i> adjectives correctly to describe feelings or opinions - use the past simple and past continuous correctly in narrative - be aware of the use of quantifiers, such as <i>a little, a lot of, so much, so many</i> - use conditionals for present and future real conditions 	Grammar exercises	Periodical Exams Speaking assessment Final Exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
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> <ul style="list-style-type: none"> - develop vocabulary 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 - use linking words for contrast, such as <i>although, but, however, on the other hand</i>. Be aware of their position in sentences - use linking words to organize text, <i>such as to start, after that, then, next finally</i> - use a range of vocabulary for describing graphs - provide definitions of difficult vocabulary in presentations, using expressions such as <i>'what I mean is... 'that's when...'</i> 	Writing, reading, and vocabulary exercises	Periodical Exams Speaking assessment Final Exam
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 texts 	Reading comprehension exercises	Classroom discussion Periodical exams Final exam
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, an ad to request something, etc - write an email, brief life story or short story of more than one paragraph - write short texts expressing a point of view, feelings or opinion - write a description of a trend (describing statistics), using notes - write complex sentences 	Writing exercises	Monitoring students' progress

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 	<p>Speaking exercises Discussion Presentation, eg an advertisement, a tourist campaign, a YouTube video</p>	<p>Speaking assessment</p>
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, e.g. 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 - identify a specific audience and consider their need - appraise a text according to criteria, and provide feedback - identify inconsistencies and errors - appraise arguments - understand the links between ideas - organize ideas in a logical, systematic way - evaluate problems and propose solutions 	<p>Discussion Q & A</p>	<p>Monitoring students' progress</p>
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 - express general beliefs - paraphrase where needed - give recommendations - present persuasively 	<p>Demonstrations Active self-learning Pair work Group work e-learning Online material (Encourage students to make their presentations to small groups in the class)</p>	<p>Monitoring students' 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 - use intonation to show mood: express agreement, surprise, etc. - stress new information - use linking and weak forms in sentences 	<p>Active self-learning Pair work Group work</p>	<p>Monitoring students' progress</p>

3.0	Values		
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	Speaking assessment
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 - explain changes and trends from data - use an appropriate opening and closing for a formal email	Individual, peer and group work inside classrooms. Extramural language work to master the competencies at this language level.	Monitoring students' progress

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Periodical Exam 1	The 4 th	15
2	Periodical Exam 2	The 8 th	15
3	Online Practice	from the 1 st to the 10 th	10
4	Speaking assessment	The 6 th , 7 th , 8 th	10
5	Final Exam	The 11 th	50
	Total		100

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

Course instructors are ready to answer all students' queries during their lectures or during office hours and they can be reached by personal meeting, e-mails, WhatsApp or telegram.

All students have the e-mail and office hours of the course instructor through student handouts distributed to the student at the beginning of each semester.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	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.
Essential References Materials	Multimedia
Electronic Materials	Cambridge LMS
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	data show, Smart Board, and Cambridge application
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Blackboard

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources.	Faculty members	Direct: Course reports
Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources.	University students	Direct: Evaluation surveys

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Curriculum and Accreditation Committees
Reference No.	
Date	Dec 30.2021