



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 3
Course Code:	ELCE1203
Program:	Bachelor in EMI Colleges (Medical Colleges/ College of Engineering/ College of Computer Sciences/ College of Business Administration/ Applied Sciences)
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 3
4. Pre-requisites for this course (if any): EMI Colleges – English Language 1 & EMI Colleges – English Language 2
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	12 hours per week	75%
2	Blended	16 hours per week	100%
3	E-learning	4 hours per week	25%
4	Distance learning	0	0
5	Other	0	0

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	(16 hours) X (10 weeks)
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	Total	160 hours

B. Course Objectives and Learning Outcomes

<p>1. Course Description English Language 3 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/ College of Computer Sciences/ College of Business Administration/ Applied Sciences) 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 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.</p>
<p>2. Course Main Objective English Language 3 is one level taking students from (CEFR) B1 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 for transition words in spoken contexts to help follow the speech or conversation - recognize how stress can emphasize a new point is being made - listen to the tone to distinguish attitude
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"> - be aware of the difference between stative and dynamic verbs, and how rules may change in informal speech, eg “<i>I’m loving it</i>” - modify comparisons, “<i>by far the best</i>”, “<i>a little busier</i>” - use modals for speculation, “<i>it may be...</i>” “<i>it could be</i>” - use subject and object relative clauses correctly - use the present unreal conditional to discuss hypothetical situations, e.g. “<i>if I were prime minister, I would...</i>” - use modals to discuss past probability - understand the difference between the use of gerunds and infinitives after <i>forget, remember, stop</i>
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 - be aware of, and build word families - be aware of the meaning of ALL CAPS in text messages - use reporting words to convey meaning, e.g. <i>explained, persuaded</i> - use various expressions (<i>not supposed to, allowed to</i>) to express prohibition, permission or obligation - understand the use of the causative verbs, <i>help, let, make</i> - recognize substitution and referencing in texts - be aware of importance of linking words in a cademic texts, and develop the range and use - reference another argument in your writing
2.0	Skills
2.1	<p>Cognitive Skills:</p> <p>demonstrate comprehension of simple and complex written texts at the B1+ level</p>
2.1.1	<p>through applying the skills of scanning, skimming, guessing from context and through recognizing linking words.</p> <ul style="list-style-type: none"> - infer attitude and meaning - identify arguments and support - identify main points of paragraphs, and make notes on the details to facilitate summarizing or paraphrasing later - note the use of adjectives and adverbs to discern attitude in text - recall key information - develop different note-taking skills, such as the use of timelines for chronologically ordered 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 a variety of texts of several paragraphs - write a letter of apology - write formal and informal emails - produce and conduct a survey, and write a description of the data results - write complex sentences, using <i>after, while, until</i> - reread and proofread to improve a finished text

CLOs	
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 - take part in an interview, role plays, debates and discussions - give short presentations - use signals to get back on track, eg <i>anyway, where was I?</i> - discuss hypothetical situations, eg life without a phone - talk about wishes and hopes
2.2	<p>Critical Thinking</p> <ul style="list-style-type: none"> - develop well-reasoned, persuasive arguments - analyze sources of information when conducting research - analyze and interpret the results of a survey - evaluate things from a different perspective - reflect on own assumptions, beliefs and values - evaluate and rank items according to usefulness or importance - evaluate arguments (evidence of support or relevance) - infer meaning from written or spoken text - appraise a text according to criteria, and provide feedback - appraise arguments, identify inconsistencies and errors - 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 - express general beliefs - reach a compromise to solve a problem
2.4	<p>Psychomotor</p> <ul style="list-style-type: none"> - give confident, persuasive presentations - take part in an interview, role plays, debates and discussions - place stress correctly in long words
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 - work with others to rank items in order of importance - 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"> - recognize good employee qualities - take part in a job interview role play - appraise the interview performance of others, and provide written feedback - be able to justify your decisions - be aware of how to manage stress in the workplace - develop note-taking skills - maintain a calm rather formal tone when something goes wrong in business - repair a customer relationship - write a public apology - use key formal phrases in business correspondence, such as “I look forward to hearing from you”

C. Course Content

No	List of Topics	Contact Hours
Evolve 4 Special Edition: Level 3 (B1+)		
1	Unit 1: And We're Off Personal achievements, right qualities for the job, introductions, responding to an article on job interviews, sport science: presentation examples, a job interview Video: Fit for the job	13
2	Unit 2: The Future of Food Trends, food preparation, offers: making, accepting and declining, a food survey, traditional dishes, restaurant rescue Video: Green cities	13
3	Unit 3: What's It Worth? Time and money, value for money, apologizing, product reviews, work-life balance, responding to negative reviews Video: Save now, pay later	13
4	Unit 4: Going Local Merchandising, viral stories, discussing opinions, brands, product and business reviews, design an ad Video: Saving the world, one hour at a time	15
5	Unit 5: True Stories Stories, changing plans, reacting to bad news, a written apology, language learning, a chance meeting Video: Walking and talking	13
6	Unit 6: Community Action Charities and volunteers, acts of kindness, help: offering, accepting and refusing, a community project, responding to offers and requests, an urban art project Video: Can do!	13
7	Unit 7: Can We Talk? Text messaging apps, written vs spoken language, retelling a story, formal vs informal communication, critical literacy, an online survey Video: Mobile communication in Africa	13
8	Unit 8: Lifestyles Work lifestyles, wishes and regrets, considering options, comment on a podcast, post practical advice, digital detox Video: Start-up life	15
9	Unit 9: Yes, you can Rules and regulations, discussing rules, tipping, a letter of complaint, a case study: urban regeneration, making improvements Video: Opening doors for everyone	13
10	Unit 10: What if? Accidental discoveries, alternatives and possibilities, engaging the listener, good and bad inventions, turning points, the greatest invention? Video: Game of bones	13
11	Unit 11: Contrasts College life, scientific facts, discussing alternatives, commenting on new technology, a healthy diet, mediation Video: The future of driving	13

12	Unit 12: Looking Back The story behind a photo, childhood memories, sharing past experiences, zoos: the pros and cons, national traditions, a 'national moment' Video: the good old days?	13
Total		160

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 for transition words in spoken contexts to help follow the speech or conversation - recognize how stress can emphasize a new point is being made - listen to the tone to distinguish attitude 	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"> - be aware of the difference between stative and dynamic verbs, and how rules may change in informal speech, eg "<i>I'm loving it</i>" - modify comparisons, "<i>by far the best</i>", "<i>a little busier</i>" - use modals for speculation, "<i>it may be...</i>" "<i>it could be</i>" - use subject and object relative clauses correctly - use the present unreal conditional to discuss hypothetical situations, e.g. "<i>if I were prime minister, I would...</i>" - use modals to discuss past probability - understand the difference between the use of gerunds and infinitives after <i>forget</i>, <i>remember</i>, <i>stop</i> 	Grammar exercises	Periodical Exams Continuous writing assessment Speaking assessment Writing Final Exam Final Exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.3	<ul style="list-style-type: none"> - 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 - be aware of, and build word families - be aware of the meaning of ALL CAPS in text messages - use reporting words to convey meaning, e.g. <i>explained, persuaded</i> - use various expressions (<i>not supposed to, allowed to</i>) to express prohibition, permission or obligation - understand the use of the causative verbs, <i>help, let, make</i> - recognize substitution and referencing in texts - be aware of importance of linking words in academic texts, and develop the range and use - reference another argument in your writing 	Writing, reading, and vocabulary exercises	Periodical Exams Continuous writing assessment Speaking assessment Writing Final Exam Final Exam
2.0	Skills		
2.1	Cognitive Skills:		
2.1.1	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. <ul style="list-style-type: none"> - infer attitude and meaning - identify arguments and support - identify main points of paragraphs, and make notes on the details to facilitate summarizing or paraphrasing later - note the use of adjectives and adverbs to discern attitude in text - recall key information - develop different note-taking skills, such as the use of timelines for chronologically ordered texts 	Reading comprehension exercises	Classroom discussion Periodical 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 outline, and editing/revision. <ul style="list-style-type: none"> - write a variety of texts of several paragraphs - write a letter of apology - write formal and informal emails - produce and conduct a survey, and write a description of the data results - write complex sentences, using <i>after, while, until</i> - reread and proofread to improve a finished text 	Writing exercises	Continuous writing assessment Writing Final Exam

Code	Course Learning Outcomes	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 - take part in an interview, role plays, debates and discussions - give short presentations - use signals to get back on track, eg <i>anyway</i>, <i>where was I?</i> - discuss hypothetical situations, eg life without a phone - talk about wishes and hopes 	<p>Speaking exercises Discussion Presentation, eg an advertisement, a tourist campaign, a YouTube video</p>	<p>Speaking assessment</p>
2.2	<p>Critical Thinking develop well-reasoned, persuasive arguments</p> <ul style="list-style-type: none"> - analyze sources of information when conducting research - analyze and interpret the results of a survey - evaluate things from a different perspective - reflect on own assumptions, beliefs and values - evaluate and rank items according to usefulness or importance - evaluate arguments (evidence of support or relevance) - infer meaning from written or spoken text - appraise a text according to criteria, and provide feedback - appraise arguments, identify inconsistencies and errors - understand the links between ideas - organize ideas in a logical, systematic way - evaluate problems and propose solutions - reflect on knowledge gained 	<p>Discussions 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 - reach a compromise to solve a problem 	<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</p> <p>(Evaluation of presentations may be by peers)</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.4	Psychomotor - give confident, persuasive presentations - take part in an interview, role plays, debates and discussions - place stress correctly in long words	Active self-learning Pair work Group work	Monitoring students' progress
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	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 - write a resumé - be a ware of the importance of good time management - be a ware of the importance of turn-taking in debates or discussions - be a ware 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

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	Writing assessment	from the 1 st to the 10 th	10
4	Speaking assessment	from the 1 st to the 10 th	10
5	Online Practice	from the 1 st to the 10 th	5
6	Writing Final Exam	The 11 th	5
7	Final Exam	The 11 th	40
	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	Goldstein, B., Jones, C., Hendra, L., Tilbury, A. (2019). Evolve 4 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 28.2021