



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 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 Centre
College:	English Language Centre
Institution:	Umm Al Qura University

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A. Course Identification

1. Credit hours: 2 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: 1 st Year
4. Pre-requisites for this course (if any): N/A
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	0	0
2	Blended	0	0
3	E-learning	6 hours per week	100%
4	Distance learning	0	0
5	Other	0	0

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	(6 hours) X (10 weeks)
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	Total	60 hours

B. Course Objectives and Learning Outcomes

1. Course Description

1. Course 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 the first 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.

2. Course Main Objective

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

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 spoken materials at the A1 level through recognizing key words and simple changes in topic.</p> <ul style="list-style-type: none"> - understand the main ideas of basic conversations, vlogger reviews - understand basic functional English, such as for offering - listen for detail (names, dates, numbers) - understand spelling for clarification (identify differing phonemes) - identify important words through stress patterns
1.2	<p>demonstrate basic understanding of grammar at the A1 level.</p> <ul style="list-style-type: none"> - use the present simple for simple statements and questions - distinguish between the patterns used with the <i>be</i> verb vs other verbs - use prepositions of place - be aware of the possessive 's' - use adverbs of frequency (always, sometimes, never, etc.) - be aware of the difference between count and non-count nouns - use <i>there is</i> and <i>there are</i> for description - use the present continuous to ask/ talk about ongoing activity - use <i>can</i> and <i>can't</i> to talk about ability
1.3	<p>recognize and use lexical items such as words, collocations related to everyday topics at the A1 level:</p> <ul style="list-style-type: none"> - exchange basic personal information, e.g on free time activities - reach a consensus on a topic, such as what makes a good place to live - understand and give directions
2.0	Skills

CLOs	
2.1	Cognitive Skills: demonstrate comprehension of simple written texts at the A1 level through applying the skills of scanning, skimming, and guessing from context.
2.1.1	- develop scanning (to find information quickly) and skimming skills (to predict the meaning of the text from visuals, titles or common words) - identify information to make comparisons of content of different texts
2.1.2	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. - write short texts, e.g. giving a good or bad review of a product on the Internet, a blog post about favorite things - write an email asking for information - write texts of more than one paragraph, such as a description of a home town - research and write a report
2.1.3	communicate in spoken language at the A1 level through simple tasks such as direct exchange of information, delivering short talks - exchange basic personal information, e.g. on family and friends, free time activities - reach a consensus on a topic, such as what makes a good place to live - understand and give directions
2.2	Critical Thinking - analyze a text to understand difference in genre - analyze and compare information - rank items according to importance - recognize the difference between formal and informal text - develop ability to think 'outside' the text
2.3	Communication, Information Technology, Numerical - provide basic, prepared information - exchange basic information - give personal opinions on simple topics
2.4	Psychomotor - clearly pronounce phonemes for spelling (names, paces) - identify and use stress in questions - check information by repeating it - be aware of 'chunking' in normal speech patterns
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	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 reach a group decision - give feedback to peers on writing
3.4	take the responsibilities to meet the requirements of the jobs market: - write a brief personal profile - take notes - make clear presentation introductions - work with others to reach a group decision - discuss the qualities that make someone the best for the job

C. Course Content

No	List of Topics	Contact Hours
Evolve 1 Special Edition: Level 1 (A1)		
1	Unit 1: I am... Countries and nationalities, asking and giving personal information, checking into a hotel, a personal profile (1.1, 1.2, 1.3, 1.4) Video: A new apartment	6
2	Unit 2: Great people Family and friends, describing people (2.1, 2.2, 2.4, 2.6) Video: Family photos	6
3	Unit 3: Come in My home, furniture, offering and accepting, an apartment to rent, neighborhoods (3.1, 3.2, 3.3, 3.4, 3.5) Video: New furniture	6
4	Unit 4: I love it Favorite things, using technology, communicating, a product review, apps (4.1, 4.2, 4.3, 4.4, 4.5, 4.6) Video: Communicating	6
5	Unit 5: Busy days Weekday and weekend activities, time and routines, stress in modern life (5.1, 5.2, 5.5) Video: A busy week	12
6	Unit 6: Zoom in, zoom out Places in the city, nature, asking and giving directions, an interesting place, a good place to live Video: Location, location (6.1, 6.2, 6.3, 6.5, 6.6)	6
7	Unit 7: Now is good Around the house, news, questions about activity/ travel, electric cars, life these days (7.1, 7.2, 7.3, 7.5) Video: Doing things on time	6
8	Unit 8: You're good Skills and abilities, the right person for the job, computers and robots, national skills (8.1, 8.3, 8.4, 8.6) Video: Comparing abilities	12
Total		60

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 spoken materials at the A1 level.</p> <ul style="list-style-type: none"> - understand the main ideas of basic conversations, vlogger reviews - understand basic functional English, such as for offering - listen for detail (names, dates, numbers) - understand spelling for clarification (identify differing phonemes) - identify important words through stress patterns 	Listening exercises	Listening periodical exams
1.2	<p>demonstrate basic understanding of grammar at the A1 level.</p> <ul style="list-style-type: none"> - use the present simple for simple statements and questions - distinguish between the patterns used with the be verb vs other verbs - use prepositions of place - be aware of the possessive 's' - use adverbs of frequency (always, sometimes, never, etc.) - be aware of the difference between count and non-count nouns - use there is and there are for description - use the present continuous to ask/ talk about ongoing activity - use can and can't to talk about ability 	Grammar exercises	Periodical Exams Final Exam
1.3	<p>recognize and use lexical items such as words, collocations related to everyday topics at the A2 level:</p> <ul style="list-style-type: none"> - exchange basic personal information, e.g on free time activities - reach a consensus on a topic, such as what makes a good place to live - understand and give directions 	Writing, reading, and vocabulary exercises	Periodical Exams Vocabulary projects Final Exam
2.0	Skills		
2.1 2.1.1	<p>Cognitive Skills:</p> <p>demonstrate comprehension of simple written texts at the A2 level through applying the skills of scanning, skimming, and guessing from context.</p> <ul style="list-style-type: none"> - develop scanning (to find information quickly) and skimming skills (to predict the meaning of the text from visuals, titles or common words) - identify information to make comparisons of content of different texts 	Reading comprehension exercises	Classroom discussion Periodical exams Final exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
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. <ul style="list-style-type: none"> - write short texts, e.g. giving a good or bad review of a product on the Internet, a blog post about favorite things - write an email asking for information - write texts of more than one paragraph, such as a description of a home town - research and write a report 	Writing exercises	Monitoring students' progress
2.1.3	communicate in spoken language at the A2 level through simple tasks such as direct exchange of information, delivering short talks <ul style="list-style-type: none"> - exchange basic personal information, e.g on family and friends, free time activities - reach a consensus on a topic, such as what makes a good place to live - understand and give directions 	Speaking exercises Discussion Presentation	Monitoring students' progress
2.2	Critical Thinking <ul style="list-style-type: none"> - analyze a text to understand difference in genre - analyze and compare information - rank items according to importance - recognize the difference between formal and informal text - develop ability to think 'outside' the text 	Discussions Q & A	Monitoring students' progress
2.3	Communication, Information Technology, Numerical <ul style="list-style-type: none"> - provide basic, prepared information - exchange basic information - give personal opinions on basic topics 	Demonstrations Active self-learning Pair work Group work e-learning Online material	Monitoring students' progress Evaluating the individual contribution Evaluating the teamwork Evaluating the final product
2.4	Psychomotor <ul style="list-style-type: none"> - clearly pronounce phonemes for spelling (names, paces) - identify and use stress in questions - check information by repeating it - be aware of 'chunking' in normal speech patterns 	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	Monitoring students' progress
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 reach a group decision - give feedback to peers on writing	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 brief personal profile - take notes - make clear presentation introductions - work with others to reach a group decision - discuss the qualities that make someone the best for the job	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 5 th	15
2	Periodical Exam 2	The 8 th	15
3	Online Practice	from the 1 st to the 10 th	10
4	Vocabulary Project	from the 1 st to the 10 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	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.
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