



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:	ELCE1201
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 1
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	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</p> <p>English Language I 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 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.</p>
<p>2. Course Main Objective</p> <p>English Language 1 is a basic level taking students from (CEFR) A1 to A2.</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 spoken materials at the A2 level through recognizing key words and simple changes in topic.</p> <ul style="list-style-type: none"> - understand the main ideas of conversations, presentations, radio programmes, news reports, podcasts, and interviews - understand how to listen for detail in a ca demic 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	<p>demonstrate basic understanding of grammar at the A2 level.</p> <ul style="list-style-type: none"> - use the present simple to describe habits and routines - be a ware 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 the time of speaking or when discussing future plans - use <i>going to</i> when talking about persona plans or intentions - correctly use quantifiers, such as <i>too much</i> - be a ware of the difference in use of <i>to</i> and <i>for</i> when giving reasons - use comparatives and superlatives for comparing people and objects - make predictions using <i>will</i>, <i>may</i> or <i>might</i> where appropriate - use present perfect to talk about experience or ack of it - use relative clauses with <i>who</i>, <i>which</i> or <i>that</i>
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"> - develop vocabulary of the topics covered in order to be able to talk about them with others - be able to combine clauses using <i>and</i> and <i>but</i> - understand and use basic collocations with <i>have</i>, <i>make</i> and <i>do</i> - write short texts, eg making comments on podcast chat or online discussions, or giving online travel advice
2.0	Skills
2.1	<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>
2.1.1	<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 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
2.1.2	<p>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.</p> <ul style="list-style-type: none"> - write a formal email of introduction - post comments online with reasons and/ or examples - posting text msgs vs writing an email - bra instorm 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 <i>and</i> and <i>but</i> - use sequencers: <i>first</i>, <i>then</i>, <i>next</i>, <i>etc</i> - punctuation: Capital letters, commas, periods.

CLOs	
2.1.3	<p>communicate in spoken language at the A2 level through simple tasks such as direct exchange of information, delivering short talks</p> <ul style="list-style-type: none"> - talk about familiar topics - use functional language, such as greetings, inviting, expressing surprise, etc - give short presentations - produce a short vlog and video - check understanding
2.2	<p>Critical Thinking</p> <ul style="list-style-type: none"> - 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 - 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	<p>Communication, Information Technology, Numerical</p> <ul style="list-style-type: none"> - 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
2.4	<p>Psychomotor</p> <ul style="list-style-type: none"> - give confident, persuasive presentations - design slides for a presentation with appropriate parallelism - 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 develop a plan, create a convincing argument - give feedback to peers on writing, presentations, etc - use intonation to show emotion and interest - show levels of agreement "I agree", "I guess" - 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"> - 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

C. Course Content

No	List of Topics	Contact Hours
Evolve 2 Special Edition: Level 1 (A2)		
1	Unit 1: Connections Family, possessions, greetings, email, first impressions, things in common Video: Friends for dinner	13
2	Unit 2: Work and Study Routines, work or study space, explaining a problem, podcasts, smartphones, the Internet, useful apps Video: Monday morning problems	13
3	Unit 3: Let's move Sport and exercise, asking for info, bike sharing, attitudes to keeping fit, a fitness program Video: At the gym	13
4	Unit 4: Good times Comic Con, gifts, invitations, Bug Fest, National Day and national dishes Video: A surprise party	15
5	Unit 5: Firsts and lasts A day in your life, events in your life, congratulating and sympathizing, first impressions, migration, the Titanic Video: A photo album	13
6	Unit 6: Buy now, pay later Back Friday, shopping habits, discovering new words, money, online shopping advice, inventions Video: An online shopping problem	13
7	Unit 7: But first, food Comfort food, street food, ordering, meat-free burgers, vegan food, celebrating Video: Eating out	13
8	Unit 8: Trips Trip advice, A short trip, making suggestions, living abroad, a trip to Riyadh, planning a trip Video: Lost in the city	15
9	Unit 9: Looking good What to wear, family photos, giving opinions, images in ads, recycling, advertisements Video: An untidy guest	13
10	Unit 10: Risky business Dangers at work, health, fears, the future: yourself and work, TV shows Video: A 911 call	13
11	Unit 11: Me, online Personal achievements, social media, requesting, selfies, Internet of Things (IoT), online videos Video: Getting a job	13
12	Unit 12: Outdoors The weather, describing places, getting lost, guerilla gardening, writing a trip review, a tourism campaign Video: Changes	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 spoken materials at the A2 level.</p> <ul style="list-style-type: none"> - understand the main ideas of conversations, presentations, radio programmes, news reports, podcasts, and interviews - understand how to listen for detail in a 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 	Listening exercises	Listening periodical exams
1.2	<p>demonstrate basic understanding of grammar at the A2 level.</p> <ul style="list-style-type: none"> - 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 the time of speaking or when discussing future plans - use <i>going to</i> when talking about personal plans or intentions - correctly use quantifiers, such as <i>too much</i> - be aware of the difference in use of <i>to</i> and <i>for</i> when giving reasons - use comparatives and superlatives for comparing people and objects - make predictions using <i>will, may</i> or <i>might</i> where appropriate - use present perfect to talk about experience or talk of it - use relative clauses with <i>who, which</i> or <i>that</i> 	Grammar exercises	Periodical Exams Continuous writing assessment Speaking assessment Writing Final Exam 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"> - develop vocabulary of the topics covered in order to be able to talk about them with others - be able to combine clauses using <i>and</i> and <i>but</i> - understand and use basic collocations with <i>have, make</i> and <i>do</i> - write short texts, e.g. making comments on podcast chat or online discussions, or giving online travel advice 	Writing, reading, and vocabulary exercises	Periodical Exams Continuous writing assessment Speaking assessment Writing Final Exam Final Exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.0	Skills		
2.1	Cognitive Skills:		
2.1.1	demonstrate comprehension of simple written texts at the A2 level through applying the skills of scanning, skimming, and guessing from context. <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 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 Periodical exams Final 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. <ul style="list-style-type: none"> - 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 <i>and</i> and <i>but</i> - use sequencers: <i>first, then, next, etc</i> - punctuation: Capital letters, commas, periods. 	Writing exercises	Continuous writing assessment Writing Final Exam
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"> - talk about familiar topics - use functional language, such as greetings, inviting, expressing surprise, etc - give short presentations - produce a short vlog and video - check understanding 	Speaking exercises Discussion Presentation, eg an advertisement, a tourist campaign, a YouTube video	Speaking assessment

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.2	<p>Critical Thinking</p> <ul style="list-style-type: none"> - 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 - 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 		Monitoring students' progress
2.3	<p>Communication, Information Technology, Numerical</p> <ul style="list-style-type: none"> - 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 	<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>
2.4	<p>Psychomotor</p> <ul style="list-style-type: none"> - give confident, persuasive presentations - design slides for a presentation with appropriate parallelism - use linking and weak forms in sentences 	<p>Active self-learning Pair work Group work</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	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 - show levels of agreement "I agree", "I guess" - 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: - 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

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	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.
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