



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

<b>Course Title:</b>	English Language 3
<b>Course Code:</b>	ELCN1303
<b>Program:</b>	Bachelor in Non-EMI Colleges (College of Islamic Economics and Finance, Department of Islamic Architecture
<b>Department:</b>	English Language Centre
<b>College:</b>	English Language Centre
<b>Institution:</b>	Umm Al Qura University

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## A. Course Identification

<b>1. Credit hours:</b> 4 hours
<b>2. Course type</b> 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"/>
<b>3. Level/year at which this course is offered:</b> Level 3
<b>4. Pre-requisites for this course (if any):</b> Non-EMI Colleges – English Language 1 & Non-EMI Colleges – English Language 2
<b>5. Co-requisites for this course (if any):</b> 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
	<b>Total</b>	100 hours

## B. Course Objectives and Learning Outcomes

<p><b>1. Course Description</b>  English Language 3 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 third 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><b>2. Course Main Objective</b>  English Language 2 is one level taking students to (CEFR) B1</p>

### 3. Course Learning Outcomes

CLOs	
<b>1.0</b>	<b>Knowledge</b>
1.1	<p><b>By the end of the course, the students are expected to be able to:</b></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"> <li>- understand the main ideas of conversations, presentations, radio programmes, news reports, podcasts, discussions and interviews</li> <li>- identify main ideas and supporting ideas</li> <li>- develop listening for detail, examples and reasons</li> <li>- listen for opinions, attitude, and identify fact from opinion</li> <li>- recognize how discourse markers help identify main points, especially in academic discussions, presentations and lectures</li> </ul>
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"> <li>- use <i>used to</i> for past habits</li> <li>- use <i>as ... as</i> for similarities and <i>not as ... as</i> for comparisons</li> <li>- use present perfect continuous when describing recent activity</li> <li>- be aware of the difference in use of the present perfect simple and continuous</li> <li>- use modals for necessity, prohibition, permission and obligation</li> <li>- use present and past passive tenses to describe a product and where it comes from</li> <li>- use conditionals for present and future unreal conditions to talk about imaginary situations or to express wishes</li> </ul>
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"> <li>- develop vocabulary of the topics covered in order to be able to talk about them with others</li> <li>- develop a bank of vocabulary for functional use, such as for refusing invitations and responding to refusals, describing progress, expressing confidence or lack of it</li> <li>- use linking words for contrast, such as <i>although, but, however, on the other hand</i>. Be aware of their position in sentences and whether they are used in formal or informal texts</li> <li>- use <i>this</i> and <i>these</i> for referencing within a text</li> <li>- be aware of collocations, such as <i>significant advantage, key point</i>, and how they can help to follow and understand a talk</li> <li>- be aware of the different types of phrasal verb</li> </ul>
<b>2.0</b>	<b>Skills</b>
2.1	<p><b>Cognitive Skills:</b></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"> <li>- use scanning (to find information quickly) and skimming skills (to predict the meaning of the text from visuals, titles or common words)</li> <li>- identify the author or speaker's audience and purpose</li> <li>- read for opinions, attitude, and identify fact from opinion</li> <li>- understand meaning from context in both written and spoken texts</li> </ul>
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"> <li>- write short texts, such as an ad for a local product, an opinion on a podcast etc.</li> <li>- write an email, movie review or a anecdote of more than one paragraph</li> <li>- write a short essay giving opinions with support in formal (academic) writing</li> <li>- write a description of a trend (describing statistics), using notes</li> <li>- write complex sentences</li> <li>- use a variety of linking words</li> <li>- use parallelism for bullet points in presentations and resumés</li> </ul>

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"> <li>- discuss familiar and unfamiliar topics</li> <li>- reach a common consensus, e.g. when ranking profiles</li> <li>- discuss topics and react to the discussion</li> <li>- give short presentations, e.g. on a commercial for a product</li> <li>- show interest using short questions</li> </ul>
2.2	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>- develop well-reasoned, persuasive arguments</li> <li>- analyze sources of information when conducting research</li> <li>- evaluate things from a different perspective, eg what makes other people happy</li> <li>- evaluate and rank items according to usefulness or importance</li> <li>- evaluate arguments (evidence of support or relevance)</li> <li>- analyze advantages and disadvantages</li> <li>- infer meaning from written or spoken text</li> <li>- identify a specific audience and consider their need</li> <li>- appraise a text according to criteria, and provide feedback</li> <li>- identify inconsistencies and errors</li> <li>- evaluate the approach of others and reflect on personal assumptions, beliefs and values</li> <li>- understand the links between ideas</li> <li>- organize ideas in a logical, systematic way</li> <li>- evaluate problems and propose solutions</li> <li>- reflect on knowledge gained</li> </ul>
2.3	<p><b>Communication, Information Technology, Numerical</b></p> <ul style="list-style-type: none"> <li>- research, discuss and present information</li> <li>- describe and give personal opinions on a variety of topics</li> <li>- express general beliefs</li> <li>- paraphrase where needed</li> <li>- give recommendations</li> <li>- present persuasively</li> </ul>
2.4	<p><b>Psychomotor</b></p> <ul style="list-style-type: none"> <li>- give confident, persuasive presentations</li> <li>- take part in a role play</li> <li>- use intonation to show mood: express agreement, surprise, confidence, trepidation, etc</li> <li>- use contrastive stress</li> <li>- be aware of 'chunking' in speech</li> <li>- use linking and weak forms in sentences</li> </ul>
<b>3.0</b>	<b>Values</b>
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"> <li>- hold short discussions with a partner to activate knowledge before listening tasks</li> <li>- hold short discussions with a partner to synthesize knowledge post-listening</li> <li>- work with others to brainstorm, create a convincing argument</li> <li>- give feedback to peers on writing, presentations, etc.</li> <li>- ask for opinions and check information</li> </ul>
3.4	<p>take the responsibilities to meet the requirements of the jobs market:</p> <ul style="list-style-type: none"> <li>- write a resumé</li> <li>- be aware of the importance of good time management</li> <li>- give a presentation on your perfect job</li> <li>- discuss how to succeed</li> <li>- be aware of the importance of turn-taking in debates or discussions</li> <li>- be aware of learning from failure</li> </ul>

## C. Course Content

No	List of Topics	Contact Hours
Evolve 3 Special Edition: Level 3 (B1)		
7	Unit 7: Entertain Us Reading, TV and movies, declining invites, a movie review, children and technology, changing tastes Video: The history of cinema	16
8	Unit 8: Getting There Recent activity, describing progress, catching up, time management, hobbies, a better life Video: Serious hobbies	16
9	Unit 9: Make It Work College subjects, studying or working from home (WFH), confidence – or lack of it, a resumé, bilingual education, a perfect job Video: The college life	18
10	Unit 10: Why We Buy 'Green' clothing, product origins, a good choice? Product feedback, souvenirs, psychology of shopping Video:	16
11	Unit 11: Pushing Yourself Success, unreal situations, giving and responding to opinions, your comfort zone, the psychology of fear, success stories Video: Tricks of the ad world	16
12	Unit 12: Life's Little Lessons Accidents, extreme experiences, describing and asking about feelings, an anecdote, learning a skill Video: Testing your physical limits	18
<b>Total</b>		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
<b>1.0</b>	<b>Knowledge</b>		
1.1	<p><b>By the end of the course, the students are expected to be able to:</b></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"> <li>- understand the main ideas of conversations, presentations, radio programmes, news reports, podcasts, discussions and interviews</li> <li>- identify main ideas and supporting ideas</li> <li>- develop listening for detail, examples and reasons</li> <li>- listen for opinions, attitude, and identify fact from opinion</li> <li>- recognize how discourse markers help identify main points, especially in academic discussions, presentations and lectures</li> </ul>	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"> <li>- use <i>used to</i> for past habits</li> <li>- use <i>as ... as</i> for similarities and <i>not as ... as</i> for comparisons</li> <li>- use present perfect continuous when describing recent activity</li> <li>- be aware of the difference in use of the present perfect simple and continuous</li> <li>- use modals for necessity, prohibition, permission and obligation</li> <li>- use present and past passive tenses to describe a product and where it comes from</li> <li>- use conditionals for present and future unreal conditions to talk about imaginary situations or to express wishes</li> </ul>	Grammar exercises	Periodical Exams Speaking assessment Final Exam
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"> <li>- develop vocabulary of the topics covered in order to be able to talk about them with others</li> <li>- develop a bank of vocabulary for functional use, such as for refusing invitations and responding to refusals, describing progress, expressing confidence or lack of it</li> <li>- use linking words for contrast, such as <i>although, but, however, on the other hand</i>. Be aware of their position in sentences and</li> </ul>	Writing, reading, and vocabulary exercises	Periodical Exams Speaking assessment Final Exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>whether they are used in formal or informal texts</p> <ul style="list-style-type: none"> <li>- use <i>this</i> and <i>these</i> for referencing within a text</li> <li>- be aware of collocations, such as <i>significant advantage</i>, <i>key point</i>, and how they can help to follow and understand a talk</li> <li>- be aware of the different types of phrasal verb</li> </ul>		
<b>2.0</b>	<b>Skills</b>		
2.1	<b>Cognitive Skills:</b>		
2.1.1	<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"> <li>- use scanning (to find information quickly) and skimming skills (to predict the meaning of the text from visuals, titles or common words)</li> <li>- identify the author or speaker's audience and purpose</li> <li>- read for opinions, attitude, and identify fact from opinion</li> <li>- understand meaning from context in both written and spoken texts</li> </ul>	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"> <li>- write short texts, such as a n ad for a local product, an opinion on a podcast etc.</li> <li>- write an email, movie review or a neccdote of more than one paragraph</li> <li>- write a short essay giving opinions with support in formal (academic) writing</li> <li>- write a description of a trend (describing statistics), using notes</li> <li>- write complex sentences</li> <li>- use a variety of linking words</li> <li>- use parallelism for bullet points in presentations and resumés</li> </ul>	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"> <li>- discuss familiar and unfamiliar topics</li> <li>- reach a common consensus, e.g. when ranking profiles</li> <li>- discuss topics and react to the discussion</li> <li>- give short presentations, e.g. on a commercial for a product</li> <li>- show interest using short questions</li> </ul>	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><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>- develop well-reasoned, persuasive arguments</li> <li>- analyze sources of information when conducting research</li> <li>- evaluate things from a different perspective, eg what makes other people happy</li> <li>- evaluate and rank items according to usefulness or importance</li> <li>- evaluate arguments (evidence of support or relevance)</li> <li>- analyze advantages and disadvantages</li> <li>- infer meaning from written or spoken text</li> <li>- identify a specific audience and consider their need</li> <li>- appraise a text according to criteria, and provide feedback</li> <li>- identify inconsistencies and errors</li> <li>- evaluate the approach of others and reflect on personal assumptions, beliefs and values</li> <li>- understand the links between ideas</li> <li>- organize ideas in a logical, systematic way</li> <li>- evaluate problems and propose solutions</li> <li>- reflect on knowledge gained</li> </ul>	Discussion Q & A	Monitoring students' progress
2.3	<p><b>Communication, Information Technology, Numerical</b></p> <ul style="list-style-type: none"> <li>- research, discuss and present information</li> <li>- describe and give personal opinions on a variety of topics</li> <li>- express general beliefs</li> <li>- paraphrase where needed</li> <li>- give recommendations</li> <li>- present persuasively</li> </ul>	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	<p><b>Psychomotor</b></p> <ul style="list-style-type: none"> <li>- give confident, persuasive presentations</li> <li>- take part in a role play</li> <li>- use intonation to show mood: express agreement, surprise, confidence, trepidation, etc</li> <li>- use contrastive stress</li> <li>- be aware of 'chunking' in speech</li> <li>- use linking and weak forms in sentences</li> </ul>	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	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 resumé - be a ware of the importance of good time management - give a presentation on your perfect job - discuss how to succeed - 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 <sup>th</sup>	15
2	Periodical Exam 2	The 8 <sup>th</sup>	15
3	Online Practice	from the 1 <sup>st</sup> to the 10 <sup>th</sup>	10
4	Speaking assessment	The 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	10
5	Final Exam	The 11 <sup>th</sup>	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

<b>Required Textbooks</b>	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.
<b>Essential References Materials</b>	Multimedia
<b>Electronic Materials</b>	Cambridge LMS
<b>Other Learning Materials</b>	

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	data show, Smart Board, and Cambridge application
<b>Other Resources</b> (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

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