



# Course Specification

## (Bachelor)

Course Title: English Language 3

Course Code: ELCE1203

Program: Bachelor in EMI Colleges (Medical Colleges/ College of Engineering and Architecture/ College of Computers / College of Administration and Economy / College of Sciences)

Department: English Language Institute

College: English Language Institute

Institution: Umm Al Qura University

Version: 3

Last Revision Date: 22 October 2024

Ministry Of Education Umm Al-Qura University	وزارة التعليم جامعة أم القرى
University Vice Presidency For Academic Affairs English language Institute	وكالة الجامعة للشؤون الأكاديمية معهد اللغة الإنجليزية



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: (4 hours)

#### 2. Course type

A.  University  College  Department  Track  Others  
 B.  Required  Elective

3. Level/year at which this course is offered: (level 3)

#### 4. Course General 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 and Architecture/ College of Computers / College of Administration and Economy / College of 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.

#### 5. Pre-requirements for this course (if any):

English Language 1 (Code: 1201)  
 English Language 2 (Code: 1202)

#### 6. Co-requisites for this course (if any):

N/A

#### 7. Course Main Objective(s):

English Language 3 is one level taking students from (CEFR) B1 to B1+.



## 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	12 hours per week	75%
2	E-learning	4 hours per week	25%
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	0	0
4	Distance learning	0	0

## 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	(16 hours) X (10 weeks)
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	0
<b>Total</b>		<b>160 hours</b>

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	By the end of the course, the students are expected to be able to: exhibit adequate comprehension of simple and complex spoken materials at		Listening exercises	Listening periodic exams



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>the B1+ level through recognizing key words, stress, intonation, pauses, and linkers in fast speech. - understand the main ideas of conversations, presentations, radio programs, 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</p>			
1.2	<p>demonstrate an understanding of grammar at the B1+ level, incorporating tenses, part of speech, modal auxiliaries, and sentence structure. - be aware of the difference between stative and dynamic</p>		<p>Grammar exercises</p>	<p>Periodic Exams Continuous writing assessment Speaking assessment Writing Final Exam Final Exam</p>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>verbs, and how rules may change in informal speech, e.g. “I’m loving it” - modify comparisons, “by far the best”, “a little busier” - use modals for speculation, “it may be...” “it could be” - use subject and object relative clauses correctly - use the present unreal conditional to discuss hypothetical situations, e.g. “if I were prime minister, I would...” - use modals to discuss past probability - understand the difference between the use of gerunds and infinitives after forget, remember, stop</p>			
1.3	<p>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</p>		<p>Writing, reading, and vocabulary exercises</p>	<p>Periodic Exams Continuous writing assessment Speaking assessment Writing Final Exam Final Exam</p>





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>word families - be aware of the meaning of ALL CAPS in text messages - use reporting words to convey meaning, e.g. explained, persuaded - use various expressions (not supposed to, allowed to) to express prohibition, permission or obligation - understand the use of the causative verbs, help, let, make - 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</p>			
<b>2.0</b>	<b>Skills</b>			
2.1	<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</p>		<p>Reading comprehension exercises</p>	<p>Classroom discussion Periodic exams Final exam</p>





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>recognizing linking words. - 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</p>			
2.2	<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. - write a variety of texts of several paragraphs - write a letter of apology - write formal and</p>		writing exercises	<p>continuous writing assessment Writing Final Exam</p>





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	informal emails - produce and conduct a survey, and write a description of the data results - write complex sentences, using after, while, until - reread and proofread to improve a finished text			
2.3	communicate effectively in spoken language at the B1+ level in tasks such as oral presentations, group discussion, expressing opinions, and short talks. - 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, e.g. anyway, where was I? - discuss hypothetical situations, e.g. life without a phone - talk about wishes and hopes		Speaking exercises Discussion Presentation, E.g. an advertisement, a tourist campaign, a YouTube video	Speaking assessment



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.4	<p><b>Critical Thinking:</b>  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</p>		Discussions Q & A	Monitoring students' progress



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	solutions - reflect on knowledge gained			
2.5	<p>Communication, Information Technology, Numerical</p> <p>- 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>		<p>Demonstrations</p> <p>Active self-learning</p> <p>Pair work</p> <p>Group work</p> <p>e-learning</p> <p>Online material</p> <p>(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>
2.6	<p>Psychomotor</p> <p>- give confident, persuasive presentations - take part in an interview, role plays, debates and discussions - place stress correctly in long words</p>		<p>active self-learning</p> <p>Pair work</p> <p>Group work</p>	<p>monitoring students' progress</p>
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	<p>develop life-long learning strategies so that students can take full responsibility of their English language skill development.</p>		<p>Cambridge application</p> <p>Cambridge LMS</p>	<p>Built-in immediate feedback</p>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
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 - work with others to rank items in order of importance - 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 aware		Individual, peer and group work inside classrooms. Extramural language work to master the competencies at this language level.	monitoring students' progress



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	of the importance of good time management - be aware of the importance of turn-taking in debates or discussions - be aware of learning from failure			

### C. Course Content

No	List of Topics	Contact Hours
	Evolve 4 special Edition: level 3 (B1+)	
1.	Unit 1: And We're Off	13
2.	Unit 2: The Future of Food	13
3.	Unit 3: What's It Worth?	13
4.	Unit 4: Going Local	15
5.	Unit 5: True Stories	13
6.	Unit 6: Community Action	13
7.	Unit 7: Can We Talk?	13
8.	Unit 8: Lifestyles	15
9.	Unit 9: Yes, you can	13
10.	Unit 10: What if ....?	13
11.	Unit 11: Contrasts	13
12.	Unit 12: Looking Back	13
<b>Total</b>		<b>160</b>





## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Periodic Exam 1	The 4 <sup>th</sup>	15
2.	Periodic Exam 2	The 8 <sup>th</sup>	15
3.	Writing Assessment	From the 1 <sup>st</sup> to the 10 <sup>th</sup>	10
4.	Speaking Assessment	From the 1 <sup>st</sup> to the 10 <sup>th</sup>	10
5.	Online Practice	From the 1 <sup>st</sup> to the 10 <sup>th</sup>	5
6.	Writing Final Exam	The 11 <sup>th</sup>	5
7.	Final Exam	The 11 <sup>th</sup>	40
	<b>Total</b>		<b>100</b>

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

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

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
<b>Technology equipment</b> (projector, smart board, software)	Data show, Smart Board, and Cambridge application
<b>Other equipment</b> (depending on the nature of the specialty)	Blackboard





## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Faculty members	Direct: course reports
Effectiveness of Students' assessment	Faculty members	Direct: course reports
Quality of learning resources	University students	Direct: evaluation surveys
The extent to which CLOs have been achieved	University students	Direct: evaluation surveys
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	<b>Curriculum committee</b>
<b>REFERENCE NO.</b>	2401100726
<b>DATE</b>	05/11/2024

