



المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

## **ATTACHMENT 5.**

# **T6. COURSE SPECIFICATIONS (CS)**



هيئة تقويم التعليم  
Education Evaluation Commission

## Course Specifications

<b>Institution:</b> Umm Al-Qura University	<b>Date:</b> 4/2/2021
<b>College/Department:</b> Al Jamoum University College	

### A. Course Identification and General Information

<b>1. Course title and code:</b> English Language 2309101-2																				
<b>2. Credit hours:</b> 2.0																				
<b>3. Program(s) in which the course is offered.</b> (If general elective available in many programs indicate this rather than list programs) Humanities Business (Accounting)																				
<b>4. Name of faculty member responsible for the course:</b> Faculty members of English- Al-Jamoum University College																				
<b>5. Level/year at which this course is offered:</b> Level 1 /Year 1																				
<b>6. Pre-requisites for this course (if any):</b> None																				
<b>7. Co-requisites for this course (if any):</b> None																				
<b>8. Location if not on main campus:</b> Al-Jamoum University College																				
<b>9. Mode of Instruction (mark all that apply):</b> <table><tr><td>a. traditional classroom</td><td><input checked="" type="checkbox"/></td><td>What percentage?</td><td><input type="text" value="100%"/></td></tr><tr><td>b. blended (traditional and online)</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>c. e-learning</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>d. correspondence</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>f. other</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr></table>	a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>	b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>	c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>	d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>	f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
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<b>Comments:</b>																				

## B Objectives

### 1. What is the main purpose for this course?

English Language 2309101-2 is an EGP (English for General Purposes) course. It is an elementary English course designed for students of Humanities. The main purpose of this course is to develop the students' language skills and enables them to communicate in English at a basic level. It integrates all language skills; grammar, vocabulary, reading, writing, listening, and speaking.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

## C. Course Description (Note: General description in the form used in Bulletin or handbook)

**Course Description:** English Language 2309101-2 is an EGP (English for General Purposes) course. It is an elementary English course designed for students of Humanities. It aims to develop the students' language skills and enables them to read, write and speak the English language at a basic level. The course is offered in 15 weeks. The main textbook, *New Headway Plus Elementary*, consists of 14 units about general topics such as food, jobs, countries and hobbies. Each unit implements all the language skills; vocabulary, reading, writing, listening, speaking, and grammar. The writing exercises are provided in the workbook. The Workbook also contains additional exercises of the other language skills. The grammar covered in the book includes present simple, present continues and present perfect tenses, past simple and future tenses, articles, plural nouns, countable and uncountable nouns, prepositions, pronouns, adjectives, adverbs and modal verbs. The book provides a grammar reference which gives a more in depth look at the grammar covered in the lessons. The book also incorporates an additional online component for extra practice.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Unit 1: Hello everybody!	15 weeks	2 hours per week
Unit 2: Meeting people		
Unit 3: The world of work		
Unit 4: Take it easy!		
Unit 5: Where do you live?		
Unit 6: Can you speak English?		
Unit 7: Then and now		
Unit 8 How long ago?		
Unit 9: Food you like!		
Unit 10: Bigger and better!		
Unit 11: Looking good!		
Unit 12: Life's an adventure		
Unit 13: How terribly clever!		
Unit 14: Have you ever?		

**2. Course components (total contact hours and credits per semester):**

	Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
<b>Contact Hours</b>	2 per week (15 weeks)					2 per week (15 weeks)
<b>Credit</b>	2.0					2.0

**3. Additional private study/learning hours expected for students per week.**

**4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy**

**On the table below are the five NQF Learning Domains, numbered in the left column.**

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>▪ Students will be able to build their English vocabulary repertoire.</li> <li>▪ Students will be able to use basic English vocabulary to communicate on a range of topics at the general level.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vocabulary records</li> <li>▪ Use of dictionaries</li> <li>▪ Encouraging students to use the new vocabulary</li> <li>▪ A variety of vocabulary exercises</li> <li>▪ Workbook vocabulary exercises</li> <li>▪ Oxford online skills program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vocabulary multiple choice items in quizzes, midterm and final exams.</li> <li>▪ Continuous assessment of the use of vocabulary through classroom exchanges and group discussions throughout the semester.</li> <li>▪ Assessment of the students' ability to use vocabulary</li> </ul>

			in oral presentations on relevant topics.
1.2	<p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>Students will be able to understand and use simple grammatical structures while being engaged in the four language skills.</li> </ul>	<ul style="list-style-type: none"> <li>Explaining grammatical rules in details</li> <li>Giving the opportunity to practice each grammatical rule</li> <li>Encouraging students to use grammar appropriately</li> <li>Grammar worksheets</li> <li>A variety of grammar exercises</li> <li>Workbook grammar exercises</li> <li>The Oxford Online Skills Program</li> </ul>	<ul style="list-style-type: none"> <li>Grammar multiple choice items in quizzes, midterm and final exams.</li> <li>Continuous assessment of the use of grammatical structures through classroom exchanges, tasks and assignments throughout the semester.</li> <li>Assessment of the students' ability to use simple grammatical structures in oral presentations.</li> </ul>
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>Students will be able to comprehend and process simple English texts on a range of topics and answer questions about them.</li> </ul>	<ul style="list-style-type: none"> <li>An integrative approach to teaching all language skills.</li> <li>A variety of exercises</li> <li>Workbook exercises</li> <li>Oxford online skills program.</li> </ul>	<ul style="list-style-type: none"> <li>Reading and listening comprehension tasks in quizzes, midterm and final exams.</li> <li>Continuous assessment of students' ability to read and listen to English texts throughout the semester.</li> <li>Continuous assessment of students' speaking and writing abilities in tasks and assignments throughout the semester.</li> </ul>
2.2	<p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>Students will be able to write short paragraphs for various general purposes using the conventions of standard English.</li> </ul>		
2.3	<p><u>Listening:</u></p> <ul style="list-style-type: none"> <li>Students will be able to understand simple English dialogues and identify the overall message as well as specific details.</li> </ul>		
2.4	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate spoken language that is easily comprehensible throughout where L1 has minimal effect on intelligibility.</li> <li>Students will be able to present topics orally in English using simple grammatical structures.</li> </ul>		

			<ul style="list-style-type: none"> <li>Oral presentation on a relevant topic.</li> </ul>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<p><u>Pragmatics and Social communication:</u></p> <ul style="list-style-type: none"> <li>Students will be able to produce responses appropriately and critically to a wide range of situations.</li> <li>Students will be able to use basic speech acts and simple formulaic expressions appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging active engagement in English</li> <li>Explicit teaching of speech acts and formulaic expressions and encouraging students to use them in roleplay and other activities.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous assessment of student's ability to communicate in English through classroom exchanges and group discussions.</li> <li>Continuous assessment of the use of speech acts and formulaic expressions through a variety of exercises and assignments throughout the semester.</li> <li>Oral presentation assessment with a focus on clear message delivery.</li> </ul>
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	<p><u>Numerical skills:</u></p> <ul style="list-style-type: none"> <li>Students will be able to read and write time and dates and different forms of numbers correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Explicit teaching of how to read and write time and dates and different forms of numbers.</li> <li>Encouraging students to use them appropriately in their spoken and written outputs.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous assessment of student's ability to use numbers appropriately through classroom exchanges, group discussions and writing assignments.</li> </ul>
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not applicable		

### 5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Coursework (including quizzes, assignments, presentations and participation)	All semester	20%
2	Midterm exam	8	20%
3	Final exam	End of term	60%

#### D. Student Academic Counseling and Support

**1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)**

four office hours a week.

email

#### E Learning Resources

**1. List Required Textbooks**

- Soars, L., & Soars, J. (2018). *New Headway Plus Elementary (Student's Book)*, Special Edition. Oxford: Oxford University Press.
- Soars, L., & Soars, J. (2018). *New Headway Plus Elementary (Workbook)*, Special Edition. Oxford: Oxford University Press.

**2. List Essential References Materials (Journals, Reports, etc.)**

- Lea, D., Bull, V. & Webb, S. (eds.) (2014). *Oxford Learner's Dictionary of Academic English*. Oxford: Oxford University Press.

**3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.**

The Online Practice Program provided by Oxford ([www.oxfordlearn.com](http://www.oxfordlearn.com))

**4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.**

None.

#### F. Facilities Required

**Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)**

**1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)**

- Language laboratories/classrooms with internet access.

**2. Technology resources (AV, data show, Smart Board, software, etc.)**

- Data show or smart board
- Computer

<ul style="list-style-type: none"> <li>▪ Speakers</li> </ul>
<p><b>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</b> None.</p>

## G Course Evaluation and Improvement Processes

<p><b>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</b> End of term college evaluation of course by students</p>
<p><b>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</b> The University evaluation of the course</p>
<p><b>3. Processes for Improvement of Teaching</b> Teachers are encouraged to attend workshops and professional development conferences.</p>
<p><b>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</b></p> <ul style="list-style-type: none"> <li>▪ By the end of the semester, instructors submit a course report for every group they have taught.</li> <li>▪ Check marking of a sample of examination papers either by a resident or visiting faculty member.</li> <li>▪ Students who believe they are under graded can have their papers checked by a second reader.</li> </ul>
<p><b>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</b></p>

Name of Course Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Specification Completed: \_\_\_\_\_

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_