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

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: Umm Al-Qura University	**Date:** 25/4/2021
College/Department: Al-Jamoum University College/ General courses	

A. Course Identification and General Information

1. Course title and code:
English for Science – 23091104-4

2. Credit hours: 4.0

3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
Applied Science

4. Name of faculty member responsible for the course
Faculty members of English- Al-Jamoum University College

5. Level/year at which this course is offered: Level 2/Year 1

6. Pre-requisites for this course (if any):
English Language 23091103-4

7. Co-requisites for this course (if any):
None

8. Location if not on main campus:
Al-Jamoum University College

9. Mode of Instruction (mark all that apply):

a. traditional classroom	✓	What percentage?	100%
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

The course is offered online now due to the pandemic.

B Objectives

1. What is the main purpose for this course?
The main aim of this ESP (English for Specific Purposes) course is to equip students with the language essential for their scientific divisions by providing them with subject-specific language and terminology. Overall, it develops the language and skills that the students need to succeed in their programs. It integrates all language skills, reading, writing, listening, and speaking as well as scientific terminology.

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 for Science 23091104-4 is an ESP (English for Specific Purposes) course directed to students of Applied Sciences. It runs in the second semester of every year. The course is offered in 16 weeks with a 10-hour-per-week teaching plan. The main textbook *Career Paths: Science* provided by Express Publishing is organized into three levels of difficulty and addresses a variety of subject-specific topics such as laboratory equipment, safety procedures, the scientific method, research activities and career options. Students must successfully complete the prerequisite EGP (English for General Purposes) course before enrolling in this course.

The course *English for Science 23091104-4* prepares students for their scientific divisions by providing them with essential subject-specific language and terminology and allowing them to practice all language skills in a subject-specific context.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Career Paths: Science Book 1: Units 1-15	5 weeks	10 hours per week
Career Paths: Science Book 2: Units 1-15 (excluded units: 4, 6 and 13)	4 weeks	10 hours per week
Career Paths: Science Book 3: Units 1-15 (excluded units: 9)	5 weeks	10 hours per week

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

	Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	10 per week					10 per week
Credit	4.0					4.0

3. Additional private study/learning hours expected for students per week. 6

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
1.0	**Knowledge**		
1.1	Vocabulary: ▪ Students will be able to build their scientific terminology repertoire. ▪ Students will be able to use this scientific terminology appropriately.	▪ Glossary of terms and phrases in the student's book ▪ Use of science dictionaries ▪ Encouraging students to use the new vocabulary ▪ A variety of vocabulary exercises	▪ Vocabulary multiple choice items in quizzes, midterm and final exams. ▪ Continuous assessment of the use of terminology through classroom exchanges and group discussions throughout the semester. ▪ Assessment of the students' ability to use terminology in oral presentations on a relevant topic.
2.0	**Cognitive Skills**		
2.1	Reading: ▪ Students will be able to comprehend and process scientific texts.	▪ An integrative approach to teaching all	▪ Subject-specific reading and listening

2.2	Writing: ▪ Students will be able to identify and write a range of text types such as reports, emails, surveys and logs.	language skills within a science-specific context.	comprehension tasks in quizzes, midterm and final exams. ▪ Continuous assessment of the ability to read and listen to scientific texts throughout the semester. ▪ Continuous assessment of students' speaking and writing abilities in tasks and assignments throughout the semester. ▪ Oral presentation on a topic related to science.
2.3	Listening: ▪ Students will be able to understand science-specific dialogues and identify the overall message as well as specific details.		
2.4	Speaking: ▪ Students will be able to express their ideas and present topics orally within a subject-specific context.		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Pragmatics and Social communication: ▪ Students will be able engage in discussions about topics related to science. ▪ Students will be able to use speech acts and formulaic expressions within a subject-specific context.	▪ Active engagement in scientific discourse through the four language skills. ▪ Explicit teaching of speech acts and formulaic expressions and encouraging students to use them in roleplay and other activities.	▪ Continuous assessment of student's ability to communicate in English through classroom exchanges and group discussions on science related topics. ▪ Continuous assessment of the use of speech acts and formulaic expressions through a variety of exercises and assignments throughout the semester. ▪ Oral presentation assessment with a focus on clear message delivery in a subject-specific context.
4.0	**Communication, Information Technology, Numerical**		

4.1	Numerical skills: ▪ Students will be able to work with tables and graphs, describe data, read quantities and different forms of numbers.	▪ Explicit teaching of how to read different forms of numbers. ▪ Explicit teaching of the language used to describe data. ▪ Encouraging students to use numbers correctly and to use the appropriate language to describe figures in their spoken and written outputs.	▪ Continuous assessment of student's ability to use numbers appropriately through classroom exchanges, group discussions and writing assignments.
5.0	**Psychomotor**		
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	7 or 8	30%
3	Final exam	16	50%

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
Evans, Virginia, Jenny Dooley, and Elizabeth Norton. Career Paths: Science [student's Book]. Newbury: Express Publishing, 2017. Print.

2. List Essential References Materials (Journals, Reports, etc.) None
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. Career Paths Science App: https://www.careerpaths-esp.com
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. Career Paths: Science Audio CD 1 Career Paths: Science Audio CD 2

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 • Speakers.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching End of term college evaluation of course by students
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department The University evaluation of the course
3. Processes for Improvement of Teaching Teachers are encouraged to attend workshops and professional development conferences.
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) ▪ By the end of the semester, instructors submit a course report for every group they have taught. ▪ Check marking of a sample of examination papers either by a resident or visiting faculty member. ▪ Students who believe they are under graded can have their papers checked by a second reader.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____