



# Course Specifications

<b>Course Title:</b>	<b>Vocabulary Building</b>
<b>Course Code:</b>	<b>3012252-2</b>
<b>Program:</b>	<b>English Language 301200</b>
<b>Department:</b>	<b>English Language</b>
<b>College:</b>	<b>Al Leith University College</b>
<b>Institution:</b>	<b>Umm Al-Qura University</b>

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## A. Course Identification

<b>1. Credit hours:</b> 2
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" 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> Third Level / 2 <sup>nd</sup> Year
<b>4. Pre-requisites for this course (if any):</b> Structure of English 2
<b>5. Co-requisites for this course (if any):</b> None

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2 hours per week	100%
2	Blended	0	0%
3	E-learning	0	0%
4	Correspondence	0	0%
5	Other	0	0%

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	(2 hours) x (15 weeks)
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	(1 office hour) x (15 weeks)
	<b>Total</b>	<b>45 hours</b>
<b>Other Learning Hours*</b>		
1	Study	(1 hour) x (15 weeks)
2	Assignments	(1 hour) x (15 weeks)
3	Library	(1 hour) x (15 weeks)
4	Projects/Research Essays/Theses	0
5	Others (specify)	0
	<b>Total</b>	<b>45 hours</b>

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

- In this course students would be exposed to more than 2000 words and phrases delivered in one hundred small units. The vocabulary is organized around common everyday topics. Much of the new vocabulary is presented through different types of text and then explained immediately after the item appears or in a separate glossary below the text; some words are presented in tables or lists and contextualized in sentence examples; some of the new vocabulary is presented in pictures and diagrams. The new vocabulary is then practiced through a wide range of exercises. The first four units provide learners with important advice about vocabulary learning in general.

### 2. Course Main Objective

- The main purpose of this course is to develop knowledge of academic vocabulary and use different skills in word analysis, dictionary, and comprehension.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Demonstrate a significant expansion of academic vocabulary.	K1
1.2	Expand spoken and written vocabulary through a systematic plan of study.	K2
1.3	Know the factors that influence use of vocabulary in speech and writing.	K3
1.4	Understand and memorize high frequency words and expressions.	K4
2	<b>Skills :</b>	
2.1	Analyze unfamiliar words by understanding the structure of the English Language.	S1
2.2	Distinguish grammatical classes starting from prefixes and affixes.	S2
2.3	Derive words from each other.	S3
2.4	Increase vocabulary through the study of word parts and use of context clues.	S4
3	<b>Competence:</b>	
3.1	Apply the word analysis, dictionary, and comprehension skills to increase vocabulary and make efficient use of college textbooks.	C1
3.2	Suit pronunciation to different derivations.	C2
3.3	Produce sentences using new words and expressions.	C3
3.4	Practice with an English dictionary and evaluate a vocabulary notebook	C4

## C. Course Content

No	List of Topics	Contact Hours
1	Learning Vocabulary/ Keeping a vocabulary notebook/ using a dictionary/ English language words	4
2	The World Around us: country, nationality and language/ the physical word/ weather/ animals and insects	2
3	People: the body and movement/describing appearance/describing character/feelings/family and friends/growing up/romance, marriage and divorce.	2
4	Daily life: daily routines/the place where you live/around the home/everyday problems/money/health/clothes/fashion and buying clothes/shopping/food/cooking/city life/life in the country/transport/on the road/notices and warnings	4
5	Education and study: classroom language/school education/studying English and taking exams/ university education	2
6	Work and business: jobs/talking about your work/making a career/working in an office/running a company/business and finance	2
7	Leisure and entertainment: sport and leisure/competitive sport/books and films/music/special events	2
8	Tourism: air travel/hotels and restaurants/sightseeing holidays/holidays by the sea	2
9	Communication and technology: newspapers and television/phoning and texting/computers/email and the internet	2
10	Social issues: crime/politics/climate change/ war and violence	2
11	Concepts: time/ numbers/ distance/dimensions and size/ objects, materials, shapes and color/ containers and quantities	2
12	Functional language: apologies, excuses and thanks/ requests, permission and suggestions/ opinions, agreeing, and disagreeing/ likes, dislikes, attitudes and preferences/greetings, farewells and special expressions	4
<b>Total</b>		<b>30</b>

## 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	<b>Knowledge</b>		
1.1	Demonstrate a significant expansion of academic vocabulary.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
1.2	Expand spoken and written vocabulary through a systematic plan of study.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
1.3	Know the factors that influence use of vocabulary in speech and writing.	Lectures/tutorials Individual work	Exams (midterm/final)

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Team/peer work	Homework/written assignments Oral discussion
1.4	Understand and memorize high frequency words and expressions.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments/quizzes Oral discussion
<b>2.0</b>	<b>Skills</b>		
2.1	Analyze unfamiliar words by understanding the structure of the English Language.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
2.2	Distinguish grammatical classes starting from prefixes and affixes.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
2.3	Derive words from each other.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
2.4	Increase vocabulary through the study of word parts and use of context clues.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
<b>3.0</b>	<b>Competence</b>		
3.1	Apply the word analysis, dictionary, and comprehension skills to increase vocabulary and make efficient use of college textbooks.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
3.2	Suit pronunciation to different derivations.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
3.3	Produce sentences using new words and expressions.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
3.4	Practice with an English dictionary and evaluate a vocabulary notebook	Lectures/tutorials Individual work Team/peer work	Class participation and oral discussion

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Written assignments/oral discussion/presentations	Every week	10 %
2	Midterm exam	6 <sup>th</sup> / 7 <sup>th</sup> week	30 %
3	Final exam	End of term	% 60

\*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 :**

- Each instructor should provide academic guidance to a specific number of students in the English language department. Faculty members have four office hours per week in which they try to provide students with further clarification related to the delivered lessons, when needed.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Stuart Redman. <i>English Vocabulary in Use, Pre-intermediate and Intermediate</i> , Third Edition. Cambridge University Press, 2011.
<b>Essential References Materials</b>	*****
<b>Electronic Materials</b>	*****
<b>Other Learning Materials</b>	*****

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	- large size classrooms with a capacity of 35 chairs at least

Item	Resources
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	- Data show, Smart Board
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	*****

### G. Course Quality Evaluation


Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct (online questionnaires)
Quality of learning resources	Students Faculty members	Direct (online questionnaires)
Extent of achievement of course learning outcomes	Quality Unit Faculty members Students	Direct (online questionnaires)

**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>	The English language department's council
<b>Reference No.</b>	
<b>Date</b>	
<b>Head of department:</b>	<p>Dr. Hadi Hussein Al-Samadani</p> <p style="text-align: right;">Signature: </p>