ATTACHMENT 5.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

T6. Course Specifications (CS)

Course Specifications

Institution: Umm Al-Qura University	Date: 20/3/2018
College/Department: English Language Centre	

A. Course Identification and General Information

Course title and code: Technical English 4800171-4
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) Preparatory Year Program (PYP), Scientific Stream
4. Name of faculty member responsible for the course ELC male and female staff members
5. Level/year at which this course is offered: Preparatory Year (Year 1)/ Level 2
6. Pre-requisites for this course (if any) English Language (48021700-6)
7. Co-requisites for this course (if any) None
8. Location if not on main campus Male Section: Abdiya Main Campus Female Section: Shisha PY Campus
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:
Blended learning is optional for those who would like to utilize it (5%).

B Objectives

1. What is the main purpose for this course? This ESP (English for Specific Purposes) course aims at equipping students with the functional language they need in order to succeed in their chosen program. Overall, the course presents students with the language, information, and skills needed for their university program course of study. It presents them with English from a variety of technical fields and situations and develop their communication skills. Putting a special emphasis on fluency with an integration of all language skills, the course aims at developing students' competence in technical English in reading, writing, listening, and speaking as well as in technical 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) Since 2017, as the PY scientific steam excluded Applied Sciences and Architecture students, the ELC decided to reuse a curriculum that has been developed and implemented in coordination with Oxford University Press (*Oxford English for Careers: Technology 1 and Technology 2*). These textbooks are tailored for the specific needs of PY students at Umm Al-Qura University (Scientific Stream). The course works in two parts (Technology and Technology 2) in order to build students' confidence and motivation through exposure to facts, figures, quotations, and the latest technological innovations to generate interest in the language from an ESP technical perspective.

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

Course Description: ***Technical English 4800171 – 4*** is an English for Specific Purposes (ESP) course which runs in the second semester of every year beginning in February. The course is offered in 16 weeks with a 16-hour-per-week intensive teaching plan. We use a professional careers curriculum provided by Oxford University Press consisting of two textbooks: *Oxford English for Careers: Technology 1 and Technology 2*. In order to be enrolled in this course, students have to complete the pre-required EGP course. The course ***Technical English 4800171-4*** is offered to students enrolled in the second semester of the preparatory year. This course is directed to students who are going to pursue their studies in the various technical colleges (e.g., Engineering and Computer Science... etc.). The course prepares students for their core courses which are taught in the English medium providing them

with the necessary jargon and with opportunities to practice all the four language skills in a meaningful, subject-specific, context.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Technology 1 Book: Units 1 to 15	8 weeks	16 hours per week
Technology 2 Book: Units 1 to 15	8 weeks	16 hours per week

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Oxford English For Careers						
Contact Hours	16 per week (16 weeks)	----	----	----	----	16 per week (16 weeks)
Credit	4	----	----	----	----	4
3. Additional private study/learning hours expected for students per week.					**10 hours per week minimum**	

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	Grammar • Students will be able to revise and expand their knowledge of grammatical structures (built during the EGP course) • Students will be able to use these tenses correctly while being engaged in technical situations involving the four language skills.	• Providing detailed explanations of each grammatical point • Providing ample technical context for practicing each grammatical point • Urging students to use grammar correctly and appropriately through the four language skills • Grammar tests provided in the teacher's manual. • The Oxford Technology Online Practice Website (Grammar Section)	• Grammar multiple choice items in unified mid-term and final exams. • Grammar multiple choice items in quizzes • Continuous assessment of the use of grammar while being engaged in the four language skills
1.2	Vocabulary • Students will be able to build their basic technical terminology repertoire focusing on all components of word knowledge (pronunciation, spelling, part of speech, word stress, and intonation). • Students will develop knowledge of technical roots, affixes and abbreviations. • Students will be able to use this technical terminology	• Glossary provided in the student's book • Use of technical dictionaries • Use of vocabulary notebooks • Lists of technical roots, affixes, and abbreviations. • Urging students to use vocabulary appropriately through the four language skills • The Oxford Technology Online Practice Website (Vocabulary Section)	• Vocabulary multiple choice items in unified mid-term and final exams. • Vocabulary multiple choice items in quizzes • Continuous assessment of the use of technical terminology while being engaged in the four language skills • Continuous assessment of the technical vocabulary notebook

	repertoire appropriately while being engaged in the four language skills.		
2.0	Cognitive Skills		
2.1	Four language skills (listening/ reading/ writing/ speaking) • Students will be able to demonstrate deep understanding of a wide range of authentic technical/technical-related spoken text types and situations. • Students will be able to demonstrate deep understanding of a wide range of authentic technical/technical-related written text types and situations. • Students will be able to develop their competence in the use of a variety of sentence structure in different technical situations ranging from formal to informal. 1. Students will be able to improve their ability in verbal communication and interaction with professionals in the technical field and non-specialists. • Students will be able to present a technical topic orally in	• An integrative approach to teaching the four language skills within the technical context. Each unit of the curriculum covers a particular topic and smoothly transitions between the four language skills teaching relevant grammar and technical terminology and providing students with useful contextual practice. • Urging students to push themselves towards more technical-language practice both inside the classroom and outside of it • Extra technical reading materials in the Reading bank (attached with the student's book) • Extra speaking practice provided in the teacher's manual. • The Oxford Technology Online Practice Website (Listening Section)	• Technical reading and listening comprehension tasks in unified mid-term and final exams • Technical reading and listening comprehension tasks in quizzes • Continuous assessment of the ability to read/ listen to English technical texts and demonstrate comprehension • Continuous assessment of students' technical writing ability in assignments and short quizzes • Continuous assessment of students' spoken ability within the technical field in class • Oral presentation on a technical topic of relevance to students

	English		
3.0	Interpersonal Skills & Responsibility		
3.1	Pragmatics • Students will be able to demonstrate active engagement with the technical genre in the English medium • Students will be able to use speech acts and formulaic language appropriately within the technical context	• Active engagement in technical-English pragmatics through the four basic skills • Explicit teaching of speech acts and formulaic sequences used both in the written and spoken technical-English mediums • Urging students to use technical-English pragmatics correctly through the four basic skills	• Multiple choice items in mid-term and final exams focusing on speech acts and the use of formulaic sequences within the technical field • Multiple choice items in quizzes focusing on speech acts and the use of formulaic sequences within the technical field • Oral presentation assessment which focuses on the use of acceptable technical sequences and expressions • Writing assessment which focuses on the use of acceptable technical sequences and expressions
3.2	Self-learning responsibility • Students will be able to develop life-long learning strategies so that they can take full responsibility of their English language skill development within the technical field	• Providing students with useful technical resources for extra online practice on the internet that can be used outside the classroom, such as the Oxford Technology Online Practice Website • Providing students with useful practice on dividing technical words into their component Latin and Greek roots and affixes. • Explicit teaching of technical dictionary use strategies • Explicit teaching of self-assessment strategies and tools that can help students to assess their own progress (e.g., editing one's own written and spoken technical production)	• Continuous assessment of students' coverage of the Oxford Technology Online Practice Website
4.0	Communication, Information Technology, Numerical		
4.1	Effective communication	• Explicit teaching	• Continuous assessment of student's

	in English • Students will be able to communicate clearly in the technical English context through both the spoken and the written mediums	strategies that focus on message delivery both in the spoken and written English mediums in a way that ensures mutual understanding • Open class discussions on technical topics that aim at improving students' ability to communicate effectively with technical staff and clients • Providing students with positive and negative feedback on how to improve message delivery within the technical field	ability to communicate in English through classroom exchanges and group discussions on technical topics • Oral presentation assessment with a focus on clear message delivery in the technical context • Writing continuous assessment with a focus on clear message delivery in the technical context
4.2	Numerical skills • Students will be able to use numbers correctly in technical English (figures, and equations) in both the spoken and written mediums (including reading dates, quantities, and different forms of numbers)	• Explicit teaching of the rules of reading numbers in the technical field including figures and equations • Urging students to use numbers correctly in their spoken and written technical output • Giving students positive and negative feedback on the use of numbers in their spoken and written technical output	• Multiple choice items in mid-term and final exams focusing on the ability to use numbers correctly in the technical field • Multiple choice items in quizzes focusing on the ability to use numbers correctly in the technical field • Continuous assessment of student's ability to use numbers correctly in technical English through classroom exchanges and group discussions • Oral presentation assessment which focuses on student's ability to use numbers correctly in technical English
5.0	Psychomotor		
	Not applicable		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Course work (including quizzes, written and spoken assignments, presentations, projects and classroom and online participation)	**All over the semester**	20
2	Midterm Test	**Week 7**	25
3	Progressive assessment of Nursing 1 Listening skill quizzes, held in a regular classroom	**Weeks 1-7**	5
4	Graded Readers Bonus Grades (optional, obtained in accordance with the semester requirements	**Week 14**	5
5	Final Exam	**Week 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)

Minimum requirement of two office hours a week per group.

E Learning Resources

1. List Required Textbooks

- Glendinning, E. (2009). Technology 1 – Student's Book. Oxford University Press. Oxford, UK.
- Glendinning, E., & Pohl, A. (2009). Technology 2 – Student's Book. Oxford University Press. Oxford, UK.
- Bonamy, D. (2009). Technology 1 – Teacher's Resource Book. Oxford University Press. Oxford, UK.
- Pohl, A. (2009). Technology 2 – Teacher's Resource Book. Oxford University Press.

Oxford, UK.
2. List Essential References Materials (Journals, Reports, etc.) None.
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) ▪ Lea, D., Bull, V. & Webb, S. (eds.) (2014). *Oxford Learner's Dictionary of Academic English.* Oxford: Oxford University Press. ▪ Glasman-Deal, H. (2009). *Science Research Writing: A Guide for Non-Native Speakers of English.* London, Imperial College Press. ▪ Mitra, M. K. (2006). *Effective Technical Communication: Guide for Scientists & Engineers.* Oxford, Oxford University Press. ▪ Northey, M., & Jewinski, J. (2012). *Making Sense in Engineering and the Technical Sciences: A Student's Guide to Research and Writing.* (4th Ed.). Oxford, Oxford University Press. ▪ Raman, M., & Sharma,S. (2009). *Technical Communication: English Skills for Engineers.* Oxford, Oxford University Press.
4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. https://elt.oup.com/student/oefc/technology1/?cc=sa&selLanguage=en https://elt.oup.com/student/oefc/technology2/?cc=sa&selLanguage=en http://www.techterms.com/ http://www.engineering-dictionary.org/ www.youtube.com
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. CDs: *Technology 1* Class Audio CDs *Technology 2* Class Audio CDs

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 30 seats and internet access.
2. Computing resources (AV, data show, Smart Board, software, etc.) Data show or smart board, computer or tablet and 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 Not available. If a teacher requires feedback, it would be a through the teacher's personal effort and means of obtaining the feedback.
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Not available
3 Processes for Improvement of Teaching • Annual teaching workshops provided by Oxford University Press to staff members in both the male and female sections. • Internal workshops provided by experienced ELC staff members on various topics related to teaching and assessment
3. 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) Unified mid-term and final exams consist of multiple choice items and are machine-corrected to ensure score reliability

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Online surveys developed by ELC administration to collect feedback from staff members on the effectiveness of the curriculum used and the strategies implemented

Name of Instructor: _____

Signature:_____Date Report Completed:_____

Name of Field Experience Teaching Staff _____

Program Coordinator:_____

Signature: _____ Date Received:_____