جامعة المجمعة
Majmaah University

رؤية VISION 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS
(CS)

Ramadan 1438 H , June 2017

Institution:	*Majmaah University*
Academic Department :	*Preparatory Year deanship 1439/1440*
Programme :	*Preparatory Year*
Course title and code:	*General English (PENG 111)*
Specification Approved Date :	22/ 12 / 1439 H

Course Specifications

Institution: ***Majmaah University***	**Date:** ***02/09/ 2018***
College/Department : ***Preparatory Year Deanship***	

A. Course Identification and General Information

1. Course title and code:
General English (PENG 111)

2. Credit hours: ***8 Hours***

3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
Bachelor Students in all Departments

4. Name of faculty member responsible for the course
All Lecturers of English Department

5. Level/year at which this course is offered:
Level 1 & 2 (Preparatory Year)

6. Pre-requisites for this course (if any): ***N.A***

7. Co-requisites for this course (if any): ***N.A***

8. Location if not on main campus:
Preparatory Year Building, Zulfi and Female Buildings

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:

B Objectives

1. What is the main purpose for this course?

To enable the students to cope with the complex usage of English language in their higher education and to improve their receptive and productive language skills and sub-skills.

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)

Workshops and presentations about the course teaching methodology

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

Course Description:

1. Topics to be Covered

Action Plan for Levels 1 & 2– First Semester for Preparatory Year Deanship (PYD) Students

WEEK - COURSE	DESCRIPTION
1st Week **2 - 6/9/2018** **22 – 26/12/1439** **Level one**	***Introduction, placement Test, and Book Delivery***

Placement Test	**Time: 8:30- 9:30 am**	**Date: Sunday, 2/9/2018- 22/12/1439**

WEEK - COURSE	SKILL	TOTAL HOURS	DESCRIPTION
2nd Week **9 -13/9/2018** **29/12/1439 – 3/1/1440** **Level one** ***Reading & Writing*** **Unit 1** **Business** **Unit 2** **Global Studies** ***Listening & Speaking*** **Unit 1** **Business** **Unit 2** **Cultural Studies**	**R**	**4 hours**	***Unit 1 Business page2*** Q: What is a good job? Reading: The right job for you ***page*** 4 Reading Skill: Previewing a text ***page*** 5 Reading 2 : The world of work ***page*** 9 Vocabulary Skill: Word forms ***page*** 14 ***Unit 2 Global Studies Page 20*** Q: Why do people immigrate to other countries? Reading: The world in a city ***page*** 22 Reading 2: Immigrant stories ***page*** 27 Reading Skill: Skimming for the main idea ***page*** 28 Unit Video: Immigrant gives to his community ***page*** 32 Vocabulary skill: Word roots ***page*** 33
	W	**4 hours**	Writing Skill: Writing a main idea and supporting sentences ***page*** 15 Grammar: Verbs + infinitives (like, want, and need) ***page*** 17 Skill Video: Verbs + infinitives ***page*** 17 Unit Assignment: write about a job that is right for you Writing Skill: Writing compound sentences with *but* and *so* ***page*** 34 Grammar: Simple past with regular and irregular verbs ***page*** 36 Unit Assignment: Write sentences about a place that changed with immigration
	L	**4 hours**	***Unit 1 Business Page 2*** Q: How can you find a job? 2 Note-taking Skill: Writing key words and main ideas ***page*** 4 Listening 1: Looking for a job ***page*** 5 Listening Skill: Listening for key words and phrases ***page*** 8 Listening 2: The Right Person for the Job ***page*** 9 Vocabulary Skill: Distinguishing between words with similar meanings ***page*** 13 ***Unit 2 Cultural Studies Page 22*** Q: Why do we study other cultures Note-taking Skill: Taking notes in a T-chart ***page*** 24 Listening 1: International Advertising ***page*** 25 Listening Skill: Listening for main ideas and details ***page*** 29 Skill video: Listening for main ideas and details 29 Listening 2: Cultural problems ***page*** 30 Vocabulary skills: Words in context ***page*** 34
	S	**3 hours**	Grammar: Simple present and simple past ***page*** 15 Skill video: Simple present and simple past ***page*** 16 Pronunciation: Simple past –ed 18 Speaking Skill: Asking for repetition and clarification ***page*** 20 Unit Assignment: Role-play a job interview Grammar: Should and shouldn't; it's + adjective + infinitive ***page*** 35 Pronunciation: The schwa/ ə/ sound ***page*** 37 Speaking Skill: Presenting information from notes ***page*** 38 Unit Assignment: Give a presentation

WEEK - COURSE	SKILL	TOTAL HOURS	DESCRIPTION
3rd Week **16 – 20/9/2018** **6 -10/1/1440** **Level one** ***Reading & Writing*** **Unit 3** **Sociology** ***Listening & Speaking*** **Unit 3** **Sociology**	**R**	**4 hours**	***Unit 3 Sociology Page 40*** Q: Why is vacation important? Reading 1:Vacation policy ***page*** 42 Reading Skill: Reading charts, graphs, and tables ***page*** 47 Reading 2: Managing Life and work with Mr. Sanders ***page*** 50 Unit Video: Malaysian Islands ***page*** 54 Vocabulary Skill: Modifying nouns ***page*** 55
	W	**4 hours**	Writing Skill: Using correct paragraph structure ***page*** 57 Grammar: Sentences with because ***page*** 60 Unit Assignment: Write a paragraph giving reasons
	L	**4 hours**	***Unit 3 Sociology Page 40*** Q: What is the best kind of vacation? Unit video: Popular tourist places ***page*** 43 Note-taking Skill: marking important information in notes ***page*** 44 Listening 1:Places in danger ***page*** 45 Listening Skill: Understanding numbers and dates ***page*** 48 Listening 2: A Helpful Vacation ***page*** 51 Vocabulary Skill: Suffixes –ful and –ing ***page*** 55
	S	**3 hours**	Grammar: Be going to ***page*** 57 Pronunciation: Reduction of be going to ***page*** 60 Speaking Skill: Introducing topics in a…….. presentation ***page*** 61 Unit assignment: Plan and present a travel tour

Saudi National Day			Date: Sunday, 23/9/2018- 13/1/1440
Quiz 1 Level One	**Units (1,2,3)**	**Time: 11-12**	**Date: Monday, 24/9/2018- 14/1/1440**

WEEK - COURSE	SKILL	TOTAL HOURS	DESCRIPTION
4th Week **23 – 27/9/2018** **13 – 17/1/1440**	**R**	**4 hours**	***Unit 4 Physiology Page 64*** Q: What makes you laugh? Reading 1: What is laughter? ***page*** 66 Reading Skill: Identifying the topic sentence in a paragraph ***page*** 71 Skill video: Identifying the topic sentence in a paragraph ***page*** 71 Reading 2: Laugh More and Stress Less ***page*** 72 Vocabulary Skill: Parts of speech ***page*** 77

Level 1 ***Reading& Writing*** **Unit 4** **Physiology** **Unit 5** **Psychology**			***Unit 5 Psychology Page 84*** Q: How do sports make you feel? ***page*** 84 Unit video: Racing Camels ***page*** 85 Reading1: A Super Soccer fan ***page*** 86 Reading Skill: Identifying supporting sentences and details ***page*** 91 Reading 2: The History of Soccer ***page*** 93 Vocabulary Skill: The prefix un- ***page*** 98
	W	**4 hours**	Writing Skill: Writing a topic sentence ***page*** 79 Grammar: sentences with when ***page*** 81 Unit Assignment: Write a paragraph about what makes people laugh Writing Skill: Writing supporting sentences and details ***page*** 99 Grammar: Prepositions of location ***page*** 103 Unit Assignment: Write a paragraph about your favorite sport and how it makes you feel ***page*** 103
Listening & Speaking **Unit 4** **Physiology** **Unit 5** **Psychology**	**L**	**4 hours**	***Unit 4 Physiology Page 64*** Q: Who makes you laugh? Listening 1:Comedians are standing up across the Middle East ***page*** 66 Listening Skill: Listening for specific information ***page*** 69 Note-taking Skill: Making notes using a word web ***page*** 71 Listening 2: What is your sense of humor? ***page*** 72 Unit Video: The science of smiling ***page*** 76 Vocabulary Skill: Synonyms ***page*** 76 ***Unit 5 Psychology Page 86*** Q: How do we enjoy sports? ***page*** 86 Note-taking Skill: Using numbered lists to organize information ***page*** 88 Listening 1: body and Mind ***page*** 89 Listening Skill: Listening for signal words and Phrases ***page*** 92 Listening2: Sports in Our lives ***page*** 93 Vocabulary Skill: Using the dictionary ***page*** 97
	S	**3 hours**	Grammar: Simple present for informal narratives ***page*** 78 Pronunciation: Simple present Third-person –s/-es ***page*** 80 Speaking Skill: Using eye contact, tone of voice, and pause ***page*** 83 Unit Assignment: Tell a joke or funny story Grammar: Gerunds as subjects or objects ***page*** 99 Skill video: Gerunds as subjects or objects ***page*** 99 Pronunciation: intonation in questions ***page*** 101 Speaking Skill: Asking for and giving opinions ***page*** 102 Unit Assignment: Interview a group about sports references

WEEK - COURSE	SKILL	TOTAL HOURS	DESCRIPTION
5th Week **30/9 – 4/10/2018** **20 – 24/1/1440** **Level 1**	**R**	**4 hours**	***Unit 6 Ethics Page 106*** Q: How much information do people need? ***page*** 106 Reading 1: Too Much Information, Too Many Choices ***page*** 108 Reading Skill: Identifying pronoun referents ***page*** 113 Skill video: Identifying pronoun referents ***page*** 113 Reading 2:Making Medical Decisions ***page*** 115 Vocabulary skill: Collocations ***page*** 120
	W	**4 hours**	Writing Skill: Writing concluding sentences ***page*** 122 Grammar: Infinitives of purposes ***page*** 125 Unit Assignment: Write an opinion paragraph ***page*** 125
Reading& Writing **Unit 6** **Ethics**	**L**	**4 hours**	***Unit 6 Philosophy Page 104*** Q: When is honesty important? ***page*** 104 Note-taking Skill: Using abbreviations and symbols ***page*** 106 Listening 1: dishonesty in Schools ***page*** 107 Listening Skills: Making inferences ***page*** 111 Skill Video: Making inferences ***page*** 111 Listening 2: What's the Right Things to do? ***page*** 112 Vocabulary Skills: Percentages and fractions ***page*** 115
Listening & Speaking **Unit 6** **Philosophy**	**S**	**3 hours**	Conjunctions *and* and *but* ***page*** 117 Pronunciation: Linking consonants to vowels ***page*** 118 Speaking Skill: Sourcing information ***page*** 119 Unit Assignment: Report on a class survey ***page*** 119

Quiz 2 Level One	Units (4,5,6)	Time: 11-12	Date: Sunday, 7/10/2018- 27/1/1440

WEEK - COURSE	SKILL	TOTAL HOURS	DESCRIPTION
6th Week **7-11/10/2018** **27/1-2/2/1440** **Level 1**	**R**	**4 hours**	***Unit 7 Behavioral Science Page 128*** Q: How are children and adults different? Reading 1: What is an Adult? ***page*** 130 Reading Skill: Marking the margins ***page*** 131 Reading 2: Becoming an Adult ***page*** 135 Vocabulary Skill: Using the dictionary ***page*** 142 Grammar: Clauses with *after* and *after that* ***page*** 144 Skill Video: clauses with *after* and *after that* ***page*** 144
	W	**4 hours**	Writing Skill: Making a timeline to plan your writing ***page*** 146 Unit Assignment: Write a paragraph about important changes in your life ***page*** 146

Reading & Writing **Unit 7** **Behavioral Science**	**L**	**4 hours**	***Unit 7 Behavioral Science Page 122*** Q: Is it ever too late to change? ***page*** 122 Listening 1: Attitudes about Change ***page*** 124 Listening Skill: Listening for different opinions ***page*** 128 Listening 2: Tips from a Life Coach ***page*** 130 Unit video: Politicians—President Obama ***page*** 133 Vocabulary Skill: Verb-noun collocations ***page*** 134
Listening &Speaking **Unit 7** **Behavioral Science**	**S**	**3 hours**	Grammar: Imperative of be + adjectives ***page*** 136 Pronunciation: Content word stress in sentences ***page*** 138 Note-taking Skill: Using an outline ***page*** 139 Speaking Skill: Checking for Listeners' understanding ***page*** 140 Unit assignment: give instructions on how to make a specific change ***page*** 140

WEEK - COURSE	SKILL	TOTAL HOURS	DESCRIPTION
7th Week **14-18/10/2018** **5-9/2/1440** **Level 1**	**R**	**4 hours**	***Unit 8 Psychology page 150*** Q: What are you afraid of? ***page*** 150 Reading 1: A dangerous world ***page*** 152 Reading Skill: Identifying facts and opinions ***page*** 156 Reading 2: Can we trust our fears? ***page*** 158 Unit Video: Reproducing Fear ***page*** 163 Vocabulary Skill: Word families ***page*** 164
	W	**4 hours**	Writing Skill: Contrasting ideas with however ***page*** 166 Grammar: Comparative adjectives ***page*** 170 Unit Assignment: Write one or more paragraphs about an unreasonable fear ***page*** 170
Reading & Writing **Unit 8** **Psychology**	**L**	**4 hours**	***Unit 8 Psychology Page 142*** Q: When it is good to be afraid? ***page*** 142 Unit video: Cats and Mice ***page*** 143 Note-taking Skill: Using the Cornell method for taking notes ***page*** 144 Listening 1: The science of fear ***page*** 146 Listening Skill: Listening for examples ***page*** 150 Listening 2: What are you afraid of? ***page*** 151 Vocabulary Skill: Idioms and expression ***page*** 154
Listening &Speaking **Unit 8** **Psychology**	**S**	**3 hours**	Grammar: *So* and *such* with adjectives ***page*** 156 Pronunciation: Linking vowel sounds with /w/ or /y/ ***page*** 157 Speaking Skill: Expressing emotions ***page*** 158 Unit Assignment: Tell a personal story ***page*** 158

Quiz 3 Level One	**Units (7,8)**	**Time: 11-12**	**Date: Sunday, 21/10/2018- 12/2/1440**

WEEK – COURSE	Days	DESCRIPTION
8th Week 21-25/10/2018 12-16/2/1440 ***Quiz 3 Level 1*** ***Mid-term Speaking test*** ***Mid-term Paper Test***	Sunday	***Quiz 3 Level 1***
	Monday	***Mid-term Speaking Test***
	Tuesday	***Mid-term Paper Test***
	Wednesday	***Level 2 Induction- normal classes***
	Thursday	***Book Delivery- normal classes***

Mid-term Speaking Test	**Time: 8 – 12**	**Date: Monday, 22/10/2018 13/2/1440**
Mid-term Paper Test	**Time: 10 – 12**	**Date: Tuesday, 23/10/2018 14/2/1440**

WEEK - COURSE	SKILL	TOTAL HOURS	DESCRIPTION
9th Week 28/10-1/11/2018 19-23/2/2018 Level 2	R	4 hours	***Unit 1 Marketing Page*** Q: Why does something become popular? Unit Video: Coca-Cola ***page*** 3 Reading 1: Unusual ideas to make a buzz ***page*** 4 Reading Skill: Identifying the main idea of the paragraph ***page*** 8 Reading 2: How do you decide? ***page*** 9 Vocabulary Skill: Word families ***page*** 14 ***Unit 2 Psychology Page 24*** Q: How do colors affect the way we feel? ***page*** 24 Reading 1: How colors make us think and feel ***page*** 26 Reading Skill: getting meaning from context ***page*** 32

Reading & Writing **Unit 1** **Marketing** **Unit 2** **Psychology** ***Listening & Speaking*** **Unit 1** **Architecture** **Unit 2** **Psychology**			Reading 2: The importance of color in business ***page*** 33 Vocabulary Skill: Suffixes ***page*** 37
	W	**4 hours**	Writing Skill: Writing a descriptive paragraph ***page*** 16 Grammar: Present continuous ***page*** 20 Unit Assignment: Write a descriptive paragraph ***page*** 20 Writing Skill: Brainstorming ***page*** 39 Grammar: Future with will ***page*** 42 Video Skill: Future with will ***page*** 42 Unit Assignment: Write a proposal for a business ***page*** 42
	L	**4 hours**	***Unit 1 Architecture Page 2*** Q: What are current trends in architecture? Unit Video: Frank Gehry ***page*** 3 Note-taking skill: Identifying key words ***page*** 4 Listening 1: Modern Architecture ***page*** 5 Listening Skill: Listening for main ideas ***page*** 8 Listening 2:Sustinable Architecture 9 Vocabulary Skill: Collocations nouns and verbs ***page*** 13 ***Unit 2 Psychology Page 20*** Q: How can colors be useful? Note-taking skill: Using visual elements ***page*** 22 Listening 1 :The colors of nature ***page*** 23 Listening Skill: Understanding cause and effect ***page*** 27 Listening 2: Colorful homes ***page*** 28 Unit video: Color branding ***page*** 32 Vocabulary Skill: Word families: nouns and verbs ***page*** 32
	S	**3 hours**	Grammar: The present continuous ***page*** 15 Pronunciation: Interjections and intonation ***page*** 16 Speaking Skill: Drawing attention to main ideas ***page*** 17 Unit Assignment: Role-play a news conference ***page*** 17 Grammar: There's and it's ***page*** 34 Pronunciation: Schwa/ə/ in unstressed syllables ***page*** 35 Speaking Skill: Asking for and giving examples ***page*** 36 Unit Assignment: Present a building design ***page*** 36

WEEK - COURSE	SKILL	TOTAL HOURS	DESCRIPTION
10th Week **4-8/11/2018**	**R**	**4 hours**	***Unit 3 Social Psychology Page 46*** Q: What does it mean to be polite? Reading1: Being polite from culture to culture ***page*** 48 Reading Skill: identifying supporting details ***page*** 53 Reading 2: Answers to all your travel questions ***page*** 54

26/2-1/3/1440 **Level 2** ***Reading & Writing*** **Unit 3** **Social Psychology** ***Listening & Speaking*** **Unit 3** **Behavioral Science**			Vocabulary Skills: Prefixes ***page*** 60
	W	**4 hours**	Writing Skill: Supporting your main idea with examples ***page*** 62 Grammar: Subject-verb agreement ***page*** 65 Skill Video: Subject-verb Agreement ***page*** 65 Unit Assignment: Write a paragraph with supporting examples ***page*** 65
	L	**4 hours**	***Unit 3 Behavioral Science Page 38*** Q: Why are good manners important? Listening 1: Be Polite ***page*** 40 Listening Skill: Predicting ***page*** 41 Note-taking Skill: Organizing notes ***page*** 45 Listening 2: Classroom Etiquette ***page*** 46 Vocabulary Skill: Synonyms ***page*** 50
	S	**3 hours**	Grammar: Modal verbs should and shouldn't ***page*** 52 Skill Video: Shall vs. should ***page*** 52 Pronunciation: final /s/ or /z/ sounds ***page*** 53 Speaking Skill: Giving advice and making recommendations ***page*** 54 Unit Assignment: Give a presentation on manners ***page*** 54

Quiz 1 Level Two	**Units (1,2,3)**	**Time: 11-12**	**Date: Sunday,11/11/2018- 4/3/1440**

WEEK - COURSE	**SKILL**	**TOTAL HOURS**	**DESCRIPTION**
11th Week **11-15/11/2018** **4-8/3/1440** **Level 2** ***Reading & Writing*** **Unit 4** **Sociology**	**R**	**4 hours**	***Unit 4 Sociology Page 68*** Q: What makes a competition unfair? Reading : Money and sports ***page*** 70 Reading Skill: Taking notes ***page*** 75 Skill Video: Taking Notes ***page*** 75 Reading 2: The technology Advantage ***page*** 76 Vocabulary Skill: Using the dictionary ***page*** 82 ***Unit 5 Business Page 90*** Q: What makes a family business successful? Unit Video: Family lobster Business ***page*** 91 Reading 1: A successful Family Business ***page*** 92 Reading Skill: Skimming ***page*** 93 Reading 2: The challenge of running a family business ***page*** 98 Vocabulary Skill: Using the dictionary ***page*** 103

Unit 5 **Business** ***Listening & Speaking*** **Unit 4** **Game studies** **Unit 5** **Sociology**	**W**	**4 hours**	Writing Skills: Writing an opinion Paragraph ***page*** 84 Grammar: Modals ***page*** 87 Unit Assignment: write an opinion paragraph ***page*** 87 Writing Skill: Unity in a paragraph ***page*** 104 Grammar: Comparative and superlative adjectives ***page*** 107 Unit Assignment: Write a plan For a family business
	L	**4 hours**	***Unit 4 Game Studies Page 56*** Q: How can games compare to real life? Note-taking Skill: Reviewing and editing notes ***page*** 58 Listening 1: Crossword Puzzles ***page*** 59 Listening Skill: Listening for names and dates ***page*** 63 Listening 2: Business is a Game ***page*** 64 Unit Video: How to raise a chess champion ***page*** 68 Vocabulary Skill: Word families: suffixes ***page*** 69 ***Unit 5 Sociology Page 76*** Q: What does it mean to be part of a family? Note-taking Skill: Using a simple outline ***page*** 78 Listening 1: Twins in the Family ***page*** 79 Listening Skill: Listening for reasons and explanations ***page*** 83 Listening 2: Family History ***page*** 84 Vocabulary Skill: Word Families: verbs, nouns, adjectives ***page*** 89 Skill Video: Word stress ***page*** 89
	S	**3 hours**	Grammar: Imperative verbs ***page*** 70 Pronunciation: Word stress ***page*** 71 Speaking Skill: Giving instructions ***page*** 72 Unit Assignment: Develop a board game ***page*** 72 Grammar: Auxiliary verbs in questions ***page*** 90 Pronunciation: intonation in questions with or ***page*** 92 Speaking Skill: Expressing opinions ***page*** 93 Unit Assignment: Give a short speech

WEEK - COURSE	SKILL	TOTAL HOURS	DESCRIPTION
12th Week **18-22/11/2018** **11-15/3/1440** **Level 2**	**R**	**4 hours**	***Unit 6 Information Technology page 112*** Do you prefer to get help from a person or a machine? Unit Video: Personal Robots ***page*** 113 Reading 1: Memo to restaurants servers ***page*** 114 Reading Skill: Identifying the author's purpose ***page*** 120 Reading 2: I hate machines ***page*** 121 Vocabulary Skill: using The dictionary ***page*** 126
	W	**4 hours**	Writing Skill: Describing a process ***page*** 128 Grammar: Infinitives of purpose ***page*** 131 Unit Assignment: Write a paragraph describing a process

Reading & Writing **Unit 6** **Information technology** ***Listening & Speaking*** **Unit 6** **Business**	**L**	**4 hours**	***Unit 6 Business page 96*** Why do things yourself? ***page*** 96 Note-taking Skill: using symbols and abbreviations ***page*** 98 Listening 1: Howtoons ***page*** 99 Listening Skill: Listening for specific information 103 Listening 2: Sell-It-Yourself ***page*** 104 Vocabulary Skill: Using the dictionary ***page*** 110
	S	**3 hours**	Grammar: Comparative and superlatives ***page*** 111 Skill Video: Expressions with comparatives ***page*** 112 Pronunciation: Links between consonant sounds ***page*** 114 Speaking Skill: Asking for and giving clarification ***page*** 115 Unit Assignment: Giving a presentation ***page*** 115

Quiz 2 Level Two	**Units (4,5,6)**	**Time: 11-12**	**Date: Sunday, 25/11/2018- 18/3/1440**

WEEK - COURSE	SKILL	TOTAL HOURS	DESCRIPTION
13th Week **25-29/11/2018** **18-22/3/1440** **Level 2** ***Reading & Writing*** **Unit7** **Environmental Studies** ***Listening & Speaking*** **Unit7** **Environmental Studies**	**R**	**4 hours**	***Unit 7 Environmental Studies Page 134*** Is it better to save What you have or buy new things? Reading 1: Think Before You Toss ***page*** 136 Reading Skill: Identifying fact and opinion ***page*** 142 Skill Video: Fact or opinion? ***page*** 142 Reading 2: In praise of the Throwaway Society ***page*** 143 Vocabulary Skill: Phrasal verbs ***page*** 148
	W	**4 hours**	Writing Skill: Using sentence variety ***page*** 150 Grammar: Simple past and past continuous ***page*** 153 Unit Assignment: Write an opinion paragraph ***page*** 153
	L	**4 hours**	***Unit 7 Environmental Studies Page 118*** Q: What happens to our trash? Listening 1: Sustainable Dave ***page*** 120 Listening Skill: Recognizing speaker's attitude ***page*** 124 Note-taking Skill: Preparing for note taking in a class ***page*** 125 Listening 2: The great pacific garbage patch ***page*** 126 Unit Video: Parts of the Pacific Covered in Trash ***page*** 130 Vocabulary Skill: Compound nouns ***page*** 131
	S	**3 hours**	Grammar: Future with will ***page*** 132 Pronunciation: Word stress in compound nouns ***page*** 134 Speaking Skill: Summarizing ***page*** 135 Unit Assignment: Have a panel discussion ***page*** 135

WEEK - COURSE	SKILL	TOTAL HOURS	DESCRIPTION
14th Week **2-6/12/2018** **25-29/3/1440** **Level 2** ***Reading & Writing*** **Unit 8** **Public Health** ***Listening & Speaking*** **Unit 8** **Public Health**	**R**	**4 hours**	***Unit 8 Public Health Page 156*** How can we prevent diseases? Reading 1: Flu FAQ (Frequently Asked Questions) ***page*** 158 Reading Skill: Synthesizing information ***page*** 163 Reading 2: Watching over the Health of millions ***page*** 165 Unit Video: Avian Bird Flu Fears ***page*** 170 Vocabulary Skills : Collocations
	W	**4 hours**	Writing Skill: Writing an explanatory paragraph ***page*** 172 Grammar: Adverbs of manner and degree ***page*** 175 Unit Assignment: Create an FAQ (Frequently Asked Questions) page ***page*** 175
	L	**4 hours**	***Unit 8 Public Health Page 138*** Q; How important is cleanliness? Listening 1: Water for Life ***page*** 140 Listening Skill: Recognizing facts and opinions ***page*** 144 Note-taking Skill: Using notes to write a summary ***page*** 145 Listening 2: Is it Possible to Be Too Clean? ***page*** 146 Vocabulary Skill: Using the dictionary. ***page*** 151
	S	**3 hours**	Grammar: If clauses for future possibility ***page*** 153 Skill Video: Present Real Conditional ***page*** 153 Pronunciation: Function words and stress ***page*** 154 Speaking Skill: Practicing in a group discussion ***page*** 156 Unit Assignment: Give a persuasive presentation

Quiz 3 Level Four	**Units (7,8)**	**Time: 11-12**	**Date: Sunday, 9/12/2018- 2/4/1440**

WEEK - COURSE	Days	DESCRIPTION
15th Week **9-13/12/2018** **2-6/4/1440** **Level 2**	**Sunday**	***Quiz 3Level Two***
	Monday	***Final Speaking test***
	Tuesday	***Final Paper Test***

Quiz 3 Level Two *Final Speaking* *Final Paper Test* *Marking the Paper* **test**	**Wednesday** **Thursday**	***Marking the Paper Test***

Final Speaking test	**Time: 8 – 12**	**Date: Monday, 10/12/2018 3/4/1440**
Final Paper Test	**Time: 10 – 12**	**Date: Tuesday, 11/12/2018 4/4/1440**

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	**Planed**	**224**	**-**	**-**	**-**	**-**	**224**
	Actual	**224**	**-**	**-**	**-**	**-**	**224**
Credit	**Planed**	**112**	**-**	**-**	**-**	**-**	**112**
	Actual	**112**	**-**	**-**	**-**	**-**	**112**

3. Additional private study/learning hours expected for students per week. N٦ ٨

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

N.A

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			
1.2			
2.0	**Cognitive Skills**		
2.1			
2.2			
3.0	**Interpersonal Skills & Responsibility**		
3.1			
3.2			
4.0	**Communication, Information Technology, Numerical**		
4.1			
4.2			
5.0	**Psychomotor**		
5.1			
5.2			

5. Schedule of Assessment Tasks for Students During the Semester

Quizzes and Exams' Timetable for Q- skills Level (1) – 1st Semester

Test	Units	Time	Date	Mark
Quiz 1 Level One	**Units (1, 2,3)**	**Time: 11-12**	**Monday, 24/9/2018- 14/1/1440**	**20 = 3.33%**

Quiz 2 Level One	**Units (4,5,6)**	**Time: 11-12**	**Sunday, 7/10/2018-27/1/1440**	**20 = 3.33%**
Quiz 3 Level One	**Units (7,8)**	**Time: 11-12**	**Sunday, 21/10/2018-12/2/1440**	**20 = 3.33%**
Mid-term Speaking Test	**Level 1**	**Time: 8 – 12**	**Monday, 22/10/2018 13/2/1440**	**15 = 10%**
Mid-term Paper Test	**Level 1**	**Time: 10 – 12**	**Tuesday, 23/10/2018 14/2/1440**	**45 = 20%**
Participation	**Level 1 &2**			**10%**

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)

Two hours of academic counseling per week.
Academic counseling for low achievement students or absence hours (10% and above).

E Learning Resources

1. List Required Textbooks

1. List Required Textbooks

- ***Kevin McClure, Mari Vargo .Q: Skills for Success Intro .: Oxford University press2016 , Second Edition.***
- ***Q: Skills for Success Intro***
- *IQ online integrated digital content*

Sarah Lynn, Jaimie Scanlon .Q: Skills for Success Level 1.: Oxford University

- ***Oxford University press 2016, Second Edition.***
- ***Q: Skills for Success level 2***

IQ online integrated digital content

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

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

- ***Smart board***
- ***Laptops***
- ***Overhead Projector***

- ***TVs***

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

- ***IQ ONLINE with integrated digital content .***
- ***Video .***
- ***Audio tracks***

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.)

Classrooms, 5 desks, 20 chairs for 20 students, 20 laptops, smart-boards and whiteboards.

2. Technology resources (AV, data show, Smart Board, software, etc.)
Laptops and smart-boards

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N.A

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Online questionnaires
- Direct feedback to the academic supervisors.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Peer observations.

3. Processes for Improvement of Teaching

- Workshops
- presentations
- Regular meetings.

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) ***- Marking and scoring checking the exam papers by the course teachers.*** ***- Two teachers assessing the student together in the speaking exams depending on specific criteria.*** ***- Two teachers grading the same sample of students writing when assessing the writing task in the exams depending on specific criteria.***
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. ***Dividing teachers into teams and getting a weekly feedback***

Name of Course Instructor: ……

Signature: ……. Date Specification Completed: ……

Program Coordinator: …….

Signature: …….. Date Received: …….....