



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	<i>Majmaah University</i>
Academic Department :	<i>Preparatory Year deanship 1440/1441</i>
Programme :	<i>Intensive English Language Program</i>
Course title and code:	<i>General English Language (ICENG001)</i>
Specification Approved Date :	

Course Specifications

Institution: <i>Majmaah University</i>	Date: 02/27/2020
College/Department : <i>Preparatory Year Deanship</i>	

A. Course Identification and General Information

1. Course title and code: <i>General English Language (ICENG001): Leve One & Level Two</i>																				
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) <i>Bachelor Students in the Preparatory Year</i>																				
4. Name of faculty member responsible for the course <i>Assigned Instructors of English Department</i>																				
5. Level/year at which this course is offered: <i>Level 1 & 2 (Preparatory Year and Education College Branches)</i>																				
6. Pre-requisites for this course (if any): <i>N.A</i>																				
7. Co-requisites for this course (if any): <i>N.A</i>																				
8. Location if not on main campus: <i>Rumah College of Sciences and Humanities</i>																				
9. Mode of Instruction (mark all that apply):																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 30%;">What percentage?</td> <td style="width: 25%; text-align: center;"><input style="width: 50px;" type="text" value="80%"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input style="width: 50px;" type="text"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input style="width: 50px;" type="text" value="20%"/></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input style="width: 50px;" type="text"/></td> </tr> <tr> <td>f. other</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input style="width: 50px;" type="text"/></td> </tr> </table>	a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input style="width: 50px;" type="text" value="80%"/>	b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input style="width: 50px;" type="text"/>	c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input style="width: 50px;" type="text" value="20%"/>	d. correspondence	<input type="checkbox"/>	What percentage?	<input style="width: 50px;" type="text"/>	f. other	<input type="checkbox"/>	What percentage?	<input style="width: 50px;" type="text"/>
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f. other	<input type="checkbox"/>	What percentage?	<input style="width: 50px;" type="text"/>																	
<p>Comments: <i>Student will be advised with minimal teacher's assistance to delivery some of their assignment and homework via the Blackboard applications.</i></p>																				



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)

- *Students' group projects (i.e., presentation, research-based assignments, Collaborative tasks, etc.)*
- *Self-directed usage of Blackboard platform*

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

Course Description:

The course is designed and taught to freshman year students who are required to reach minimum standards of English proficiency to the extent that qualifies them to start their academic programs in the majors/departments where English is communicated or used. More emphasis of language practice will be dedicated for the English Language Departments students. The course is taught achieve that extent/standard of correct usage of vocabulary and structures of written and spoken English to master the four skills of language learning.

1. Topics to be Covered

Action Plan for Levels 1 & 2– 1st Semester for Education College and Intensive Course Students

WEEK COURSE	DESCRIPTION
<p>1st Week</p> <p>19-23/1/2020 23-27/5/1441</p> <p>Level one</p>	<p><u>Introduction & Book Delivery</u></p>



WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
2nd Week 26-30/1/2020 30-4/6/1441 Level one <i>Reading & Writing</i> Unit 1 Business Unit 2 Global Studies <i>Listening & Speaking</i> Unit 1 Business Unit 2 Cultural Studies	R	5 hours	<u>Unit 1 Business page2</u> 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 <u>Unit 2 Global Studies Page 20</u> 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	5 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 <i>but</i> and <i>so</i> page 34 Grammar: Simple past with regular and irregular verbs page 36 Unit Assignment: Write sentences about a place that changed with immigration
	L	5 hours	<u>Unit 1 Business Page 2</u> 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 <u>Unit 2 Cultural Studies Page 22</u> 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	5 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 2-6/2/2020 7-11/6/1441 Level one <i>Reading & Writing</i> Unit 3 Sociology <i>Listening & Speaking</i> Unit 3 Sociology	R	5 hours	<u>Unit 3 Sociology Page 40</u> 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	5 hours	Writing Skill: Using correct paragraph structure page 57 Grammar: Sentences with because page 60 Unit Assignment: Write a paragraph giving reasons
	L	5 hours	<u>Unit 3 Sociology Page 40</u> 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	5 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

Quiz 1 Level 1 | Units (1,2,3) | Time: 11-12 | Date: Sunday, 9/2/2020, 14/6/1441

WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
4th Week 10-13/2/2020 15-18/6/1441	R	5 hours	<u>Unit 4 Physiology Page 64</u> 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

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



WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
5th Week 16-20/2/2020 21-25/6/1441 Level 1 <i>Reading & Writing</i> Unit 6 Ethics <i>Listening & Speaking</i> Unit 6 Philosophy	R	5 hours	<u>Unit 6 Ethics Page 106</u> 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	5 hours	Writing Skill: Writing concluding sentences page 122 Grammar: Infinitives of purposes page 125 Unit Assignment: Write an opinion paragraph page 125
	L	5 hours	<u>Unit 6 Philosophy Page 104</u> 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
	S	5 hours	Conjunctions <i>and</i> and <i>but</i> 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 1 | Units (4,5,6) | Time: 11-12 | Date: Sunday, 23/2/2020, 28/6/1441

WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
6th Week 24/27/2/2020 29/6-3/7/1441 Level 1 <i>Reading & Writing</i> Unit 7 Behavioral Science	R	5 hours	<u>Unit 7 Behavioral Science Page 128</u> 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 <i>after</i> and <i>after that</i> page 144 Skill Video: clauses with <i>after</i> and <i>after that</i> page 144
	W	5 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
	L	5 hours	<u>Unit 7 Behavioral Science Page 122</u> 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

<p><i>Listenin & Speaking</i></p> <p>Unit 7 Behavioral Science</p>			<p>Unit video: Politicians—President Obama page 133</p> <p>Vocabulary Skill: Verb-noun collocations page 134</p>
	S	5 hours	<p>Grammar: Imperative of be + adjectives page 136</p> <p>Pronunciation: Content word stress in sentences page 138</p> <p>Note-taking Skill: Using an outline page 139</p> <p>Speaking Skill: Checking for Listeners' understanding page 140</p> <p>Unit assignment: give instructions on how to make a specific change page 140</p>

WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
<p>7th Week</p> <p>1-5/3/2020</p> <p>6-10/7/1441</p> <p>Level 1</p> <p><i>Reading & Writing</i></p> <p>Unit 8 Psychology</p> <p><i>Listening & Speaking</i></p> <p>Unit 8 Psychology</p>	R	5 hours	<p>Unit 8 Psychology page 150</p> <p>Q: What are you afraid of? page 150</p> <p>Reading 1: A dangerous world page 152</p> <p>Reading Skill: Identifying facts and opinions page 156</p> <p>Reading 2: Can we trust our fears? page 158</p> <p>Unit Video: Reproducing Fear page 163</p> <p>Vocabulary Skill: Word families page 164</p>
	W	5 hours	<p>Writing Skill: Contrasting ideas with however page 166</p> <p>Grammar: Comparative adjectives page 170</p> <p>Unit Assignment: Write one or more paragraphs about an unreasonable fear page 170</p>
	L	5 hours	<p>Unit 8 Psychology Page 142</p> <p>Q: When it is good to be afraid? page 142</p> <p>Unit video: Cats and Mice page 143</p> <p>Note-taking Skill: Using the Cornell method for taking notes page 144</p> <p>Listening 1: The science of fear page 146</p> <p>Listening Skill: Listening for examples page 150</p> <p>Listening 2: What are you afraid of? page 151</p> <p>Vocabulary Skill: Idioms and expression page 154</p>
	S	5 hours	<p>Grammar: So and such with adjectives page 156</p> <p>Pronunciation: Linking vowel sounds with /w/ or /y/ page 157</p> <p>Speaking Skill: Expressing emotions page 158</p> <p>Unit Assignment: Tell a personal story page 158</p>

WEEK COURSE	Days	DESCRIPTION
<p>8th Week</p> <p>8-12/3/2020</p> <p>13-17/7/1441</p> <p><i>Mid-term Speaking test</i></p>	Sunday	Mid-term Speaking Test



<i>Mid-term Paper Test</i>	<i>Monday</i>	<i>Mid-term Paper Test</i>
<i>Normal Classes</i>	<i>Tuesday Wednesday Thursday</i>	<i>Level 2 Induction Book Delivery</i>

WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
9th Week 15-19/3/2020 20-24/7/1441 Level 2 <i>Reading & Writing</i> Unit 1 Marketing <i>Listening & Speaking</i> Unit 1 Architecture	R	5 hours	<u>Unit 1 Marketing Page</u> Q: Why does something become popular? Unit Video: Coca-Cola <u>page</u> 3 Reading 1: Unusual ideas to make a buzz <u>page</u> 4 Reading Skill: Identifying the main idea of the paragraph <u>page</u> 8 Reading 2: How do you decide? <u>page</u> 9 Vocabulary Skill: Word families <u>page</u> 14
	W	5 hours	Writing Skill: Writing a descriptive paragraph <u>page</u> 16 Grammar: Present continuous <u>page</u> 20 Unit Assignment: Write a descriptive paragraph <u>page</u> 20
	L	5 hours	<u>Unit 1 Architecture Page 2</u> Q: What are current trends in architecture? Unit Video: Frank Gehry <u>page</u> 3 Note-taking skill: Identifying key words <u>page</u> 4 Listening 1: Modern Architecture <u>page</u> 5 Listening Skill: Listening for main ideas <u>page</u> 8 Listening 2: Sustainable Architecture 9 Vocabulary Skill: Collocations nouns and verbs <u>page</u> 13
S	5 hours	Grammar: The present continuous <u>page</u> 15 Pronunciation: Interjections and intonation <u>page</u> 16 Speaking Skill: Drawing attention to main ideas <u>page</u> 17 Unit Assignment: Role-play a news conference <u>page</u> 17	

WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
10th Week 22-26/3/2020 27/7-2/8/1441	R	5 hours	<u>Unit 2 Psychology Page 24</u> Q: How do colors affect the way we feel? <u>page</u> 24 Reading 1: How colors make us think and feel <u>page</u> 26 Reading Skill: getting meaning from context <u>page</u> 32 Reading 2: The importance of color in business <u>page</u> 33 Vocabulary Skill: Suffixes <u>page</u> 37



Level 2 <i>Reading & Writing</i> Unit 2 Psychology <i>Listening & Speaking</i> Unit 2 Psychology	W	5 hours	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	5 hours	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	5 hours	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
11th Week 29/3-2/4/2020 5-9/8/1441 Level 2 <i>Reading & Writing</i> Unit 3 Social Psychology <i>Listening & Speaking</i> Unit 3 Behavioral Science	R	5 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 Vocabulary Skills: Prefixes page 60
	W	5 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	5 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	5 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 2 Units (1,2,3) Time: 11-12 Date: Sunday, 5/4/2020, 12/8/1441

WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
12th Week 6-9/4/2020 13-16/8/1441 Level 2 <i>Reading & Writing</i> Unit 4 Sociology Unit 5 Business <i>Listening & Speaking</i> Unit 4 Game studies Unit 5 Sociology	R	5 hours	<u>Unit 4 Sociology Page 68</u> 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 <u>Unit 5 Business Page 90</u> 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
	W	5 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	5 hours	<u>Unit 4 Game Studies Page 56</u> 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 <u>Unit 5 Sociology Page 76</u> 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	5 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
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WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
13th Week 12-16/4/2020 19-23/8/1441 Level 2 Reading & Writing Unit 6 Information technology Listening & Speaking Unit 6 Business	R	5 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	5 hours	Writing Skill: Describing a process page 128 Grammar: Infinitives of purpose page 131 Unit Assignment: Write a paragraph describing a process
	L	5 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	5 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 2 Units (4,5,6) Time: 11-12 Date: Sunday, 19/4/2020, 26/8/1441

WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
14th Week 20-24/4/2020 27-30/8/1441 Level 2 Reading	R	5 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	5 hours	Writing Skill: Using sentence variety page 150 Grammar: Simple past and past continuous page 153

<p><i>& Writing</i> Unit7 Environmental Studies</p> <p><i>Listening & Speaking</i> Unit7 Environmental Studies</p>			Unit Assignment: Write an opinion paragraph page 153
	L	5 hours	<p><u>Unit 7 Environmental Studies Page 118</u> 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</p>
	S	5 hours	<p>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</p>

WEEK COURSE	Days	DESCRIPTION
16 th Week 27-30/5/2020 3-7/9/1441 <i>Final Speaking</i>	Sunday	<i>Final Speaking test</i>
<i>Final Paper Test</i>	Monday	<i>Final Paper Test</i>
<i>Marking the Paper Test</i>	Tuesday	<i>Marking the Paper Test</i>
	Wednesday	
	Thursday	



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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned		-	-	-	-	
	Actual		-	-	-	-	
Credit	Planned	100	10	-	-	10	120
	Actual		-	-	-	-	

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

N.A

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	Know rules to practice language skills	Lecturing Class discussion	Quizzes & Tests
1.2	Understand meanings of new words.		
2.0	Cognitive Skills		
2.1	Use vocabulary in grammatical structures.	Learner-centered Approach	
2.2	Write arranged sentence and organized texts.		
2.3	Demonstrate skills of language learning.		



3.0	Interpersonal Skills & Responsibility		
3.1	Self-direct their learning process.	Self-learning e-learning	
3.2	Do homework assignments.		
4.0	Communication, Information Technology, Numerical		
4.1	Communicate in speaking and writing.	Computer-mediated Communication	
4.2	Do activities via e-mails and Blackboard.		
5.0	Psychomotor		
5.1			

5. Schedule of Assessment Tasks for Students During the Semester

Test	Units Q- skills	Date
Quiz 1 Level One	Units (1, 2,3)	Sunday 9/2/2020, 15/6/1441
Quiz 2 Level One	Units (4,5,6)	Sunday 23/2/2020, 29/6/1441
<i>Mid-term Speaking Test</i>		<i>Sunday 8/3/2020, 13/7/1441</i>
<i>Mid-term Paper Test</i>		<i>Monday 9/3/2020, 14/7/1441</i>
Quiz 1 Level Two	Units (1,2,3)	Sunday 29/3/2020, 5/8/1441
Quiz 2 Level Two	Units (4,5,6)	Sunday 12/4/2020, 19/8/1441
<i>Final Speaking Test</i>		<i>Sunday 26/4/2020, 3/9/1441</i>
<i>Final Paper Test</i>		<i>Monday 27/4/2020, 4/9/1441</i>

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

<p>1. <i>List Required Textbooks</i></p> <ul style="list-style-type: none"> • <i>Kevin McClure, Mari Vargo .Q: Skills for Success Intro .: Oxford University press 2016 , Second Edition.</i> • <i>Q: Skills for Success Intro</i> • <i>IQ online integrated digital content</i> <p><i>Sarah Lynn, Jaimie Scanlon .Q: Skills for Success Level 1.: Oxford University</i></p> <ul style="list-style-type: none"> • <i>Oxford University press 2016, Second Edition.</i> • <i>Q: Skills for Success level 2</i> <p><i>IQ online integrated digital content</i></p>
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <p><i>N.A</i></p>
<p>3. List Electronic Materials, Web Sites, etc.</p> <ul style="list-style-type: none"> • <i>Smart board</i> • <i>Learning Management System (i.e., Blackboard)</i>
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> • <i>IQ ONLINE with integrated digital content .</i> • <i>Video .</i> • <i>Audio tracks</i>

F. Facilities Required

<p>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.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <p><i>32-students Classroom & two 22-students computer lab; both equipped with smartboards.</i></p>
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <p><i>Smartboards, projectors and speakers.</i></p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p><i>N.A</i></p>



G. Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> - <i>Online questionnaires</i> - <i>Direct feedback to the academic supervisors.</i>
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p><i>Peer observations.</i></p>
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> - <i>Workshops</i> - <i>presentations</i> - <i>Regular meetings.</i>
<p>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)</p> <ul style="list-style-type: none"> - <i>Marking and scoring checking the exam papers by the course teachers.</i> - <i>Two teachers assessing the student together in the speaking exams depending on specific criteria.</i> - <i>Two teachers grading the same sample of students writing when assessing the writing task in the exams depending on specific criteria.</i>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p><i>Dividing teachers into teams and getting a weekly feedback</i></p>

Name of Course Instructors: Dr. Ahmed Almenei, Dr. Naser Alzaidiyeen, & Ms. Sora Alquraishi

Signature: *A. Almenei* Date Specification Completed: 2 /3 /2020

Program Coordinator: Mr. Muhammad N. Rasheed & Ms. Summira Mushtaq

Signature: Date Received:

