



# Course Specifications

<b>Course Title:</b>	<b>English Language (2)</b>
<b>Course Code:</b>	<b>ENG 120</b>
<b>Program:</b>	<b>Information and Computer Science</b>
<b>Department:</b>	<b>Computer Science and Information</b>
<b>College:</b>	<b>College of Science at Az Zulfi</b>
<b>Institution:</b>	<b>Al- Majmaah University</b>

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## A. Course Identification

<b>1. Credit hours:</b>	2
<b>2. Course type</b>	
a.	University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input 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>	2
<b>4. Pre-requisites for this course (if any):</b> ENG 110	
<b>5. Co-requisites for this course (if any):</b> NIL	

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	✓	80
2	Blended	✓	10
3	E-learning	✓	5
4	Correspondence	--	--
5	Other	✓	5

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

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	28
2	Laboratory/Studio	--
3	Tutorial	--
4	Others (specify)	--
	<b>Total</b>	28
<b>Other Learning Hours*</b>		
1	Study	20
2	Assignments	8
3	Library	00
4	Projects/Research Essays/Theses	0
5	Others (specify)	00
	<b>Total</b>	28

\* 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

<b>1. Course Description</b>
This course is designed to develop both English skills and good study habits. Skills taught include Reading & Writing and Listening & Speaking.

## 2. Course Main Objective

This course is designed 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. Topics to be covered: Usage of English to introduce yourself, to ask about various places and offering things, to discuss about personal information and suggestions, to discuss about the various places such as hotel, airport and hospitals, to use various terminology in education and business. Students will investigate problems in conjunction with presenting academically acceptable arguments.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Comprehend and appropriately respond to language functions	K1
2	<b>Skills :</b>	
2.1	Making inferences when listening to informal conversation and listening passages.	K1
3	<b>Competence:</b>	
3.1	Making blogs related to academic topics, utilizing appropriate support and detail, in a variety of speaking contexts including one-to-one, small group, and classroom interaction as well as formal presentations and/or debates.	S1
3.2	Practice online listening/speaking tests.	c1

## C. Course Content

No	List of Topics	Contact Hours
1	New Challenges – Critical listening and sharing personal perspectives	4
2	Cooperation and competition – Distinguishing main ideas and details and sharing personal observations	4
3	Relationships – Listening for straw-Man arguments, refuting straw-man arguments and listening for words signaling generalization, sharing assumptions about life experiences	4
4	Health and Leisure – Listening for expressions signaling analogies and discussing effectiveness of analogies	4
5	Business – Listening for information to complete handout and explain a diagram with using language functions in speaking	4
6	Listening tests for language proficiency – Introduction to IELTS listening and speaking tasks	4
7	Speaking tests for language proficiency– Introduction to TOEFL (iBT) listening and speaking tasks	4
<b>Total</b>		28

## 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	Identify main ideas and specific details	Classroom discussions, using speaking and listening texts, Using visual representations of new vocabulary	Written Exam Homework assignments Class Activities Quizzes
1.2	Identify language functions		
2.0	<b>Skills:</b>		
2.1	Pragmatic understanding of opinion	Group discussions, Brainstorming Presentations	Home works and assignments
2.2	Making inferences when listening to informal conversation and listening passages		
3.0	<b>Competence:</b>		
3.1	Making blogs	Group discussions Case Studies Brainstorming Presentations	Written Exam Homework assignments Class Activities Quizzes
3.2	Practice online listening/speaking tests		

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	First written mid-term exam	6	20%
2	Second written mid-term exam	12	20%
3	Class activities, group discussions, Presentation	Every week	10%
4	Homework + Assignments	After every chapter	10%
5	Final written exam	16	40%

\*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 :

Office hours: \_\_\_\_\_,

Email: .....@mu.edu.sa

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Jami Hanreddy , Elizabeth Whalley , <b>Mosaic Level 1 Listening/Speaking Student Book</b> , McGraw-Hill, 6th edition (December 15, 2012), ISBN-10: 0077595203, ISBN-13: 978-0077595203
<b>Essential References Materials</b>	Stephanie Dimond-Bayir, <b>Unlock: Unlock Level 2 Listening and Speaking Skills Student's Book and Online Workbook</b> , CAMBRIDGE UNIVERSITY PRESS, 17 Mar 2014, ISBN10 1107682320 ISBN13 9781107682320.
<b>Electronic Materials</b>	
<b>Other Learning Materials</b>	

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ol style="list-style-type: none"> <li>1. Classrooms with required digital aids and to support traditional method of teaching using blackboard.</li> <li>2. Classrooms with proper lighting and air conditioning system integrated with the sound System /audio system.</li> <li>3. Classroom with smart board interface, display screen and a computer to aid the sessions</li> </ol>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Smart Board with supporting software / computers with updated versions of software as required to understand the subject concepts with quality headphones.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	NIL

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students Classroom Observation Committee Professional Development Unit External Reviewers – accreditation committee	Formal Classroom Observation - Direct Student Surveys - Indirect
Effectiveness of Assessment	Curriculum and Test Development Unit	Faculty Feedback - indirect Student Feedback – indirect Course Reports

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	Curriculum Committee Assessment Committee External Reviewers	
Extent of Achievement of Course Learning Outcomes	Quality Assurance Unit Curriculum and Test Development Unit	Course Reports Annual Program Review

**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

Council / Committee	
Reference No.	
Date	