



Course Specifications

Course Title:	General English- Intensive English Language Program
Course Code:	ICENG 001
Program:	B.A in English/ Intensive English Language Program
Department:	Deanship of Common First Year/ Department of English Language
College:	College of Science and Humanities Rumah
Institution:	Al-Majmaah University

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A. Course Identification

1. Credit hours: 5 hours each course/Total 20 hours	
2. Course type	
a.	University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	<ul style="list-style-type: none"> • General English Language (ICENG001): Leve One • Bachelor Students in the Preparatory Year/Intensive Language Course • Assigned Instructors of English Department • College of Sciences and Humanities Rumah
4. Pre-requisites for this course (if any): Not Applicable	
5. Co-requisites for this course (if any): Not Applicable	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4 hours each course 16x4=20	80%
2	Blended		
3	E-learning	1 hour each course 1x4=4	20%
4	Distance learning		
5	Other (Online Quizzes/BB Discussion Board Tasks)		

B. Course Objectives and Learning Outcomes

1. 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.

2. Course Main Objective

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.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge & Understanding: By the end of the course students should be able to:	
1.1	Recognizing and memorizing new vocabulary.	K1
1.2	Read and Analyze texts	K2
2	Skills : By the end of the course students should be able to:	
2.1	Ability to listen and speak English Language in a proper way.	S1
2.2	Abilities to express their feelings in different way.	S2
2.3	Analyzing and recognizing grammatical rules.	S3
3	Values: By the end of the course students should be able to:	
3.1	Students can build up their skills of communication, listening and evaluating their strengths and weaknesses by regular class discussions.	V1
3.2	Students can act responsibly and learn the skills of management by carrying out different group projects or individual assignments.	V2

C. Course Content

Topics to be Covered

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

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

WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
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<p>2nd Week</p> <p>26-30/1/2020</p> <p>30-4/6/1441</p> <p>Level one</p> <p><i>Reading & Writing</i></p> <p>Unit 1 Business</p> <p>Unit 2 Global Studies</p> <p><i>Listening & Speaking</i></p> <p>Unit 1 Business</p> <p>Unit 2 Cultural Studies</p>	R	5 hours	<p><u>Unit 1 Business page2</u></p> <p>Q: What is a good job?</p> <p>Reading: The right job for you <u>page</u> 4</p> <p>Reading Skill: Previewing a text <u>page</u> 5</p> <p>Reading 2 : The world of work <u>page</u> 9</p> <p>Vocabulary Skill: Word forms <u>page</u> 14</p> <p><u>Unit 2 Global Studies Page 20</u></p> <p>Q: Why do people immigrate to other countries?</p> <p>Reading: The world in a city <u>page</u> 22</p> <p>Reading 2: Immigrant stories <u>page</u> 27</p> <p>Reading Skill: Skimming for the main idea <u>page</u> 28</p> <p>Unit Video: Immigrant gives to his community <u>page</u> 32</p> <p>Vocabulary skill: Word roots <u>page</u> 33</p>
	W	5 hours	<p>Writing Skill: Writing a main idea and supporting sentences <u>page</u> 15</p> <p>Grammar: Verbs + infinitives (like, want, and need) <u>page</u> 17</p> <p>Skill Video: Verbs + infinitives <u>page</u> 17</p> <p>Unit Assignment: write about a job that is right for you</p> <p>Writing Skill: Writing compound sentences with <i>but</i> and <i>so</i> <u>page</u> 34</p> <p>Grammar: Simple past with regular and irregular verbs <u>page</u> 36</p> <p>Unit Assignment: Write sentences about a place that changed with immigration</p>
	L	5 hours	<p><u>Unit 1 Business Page 2</u></p> <p>Q: How can you find a job? 2</p> <p>Note-taking Skill: Writing key words and main ideas <u>page</u> 4</p> <p>Listening 1: Looking for a job <u>page</u> 5</p> <p>Listening Skill: Listening for key words and phrases <u>page</u> 8</p> <p>Listening 2: The Right Person for the Job <u>page</u> 9</p> <p>Vocabulary Skill: Distinguishing between words with similar meanings <u>page</u> 13</p> <p><u>Unit 2 Cultural Studies Page 22</u></p> <p>Q: Why do we study other cultures</p> <p>Note-taking Skill: Taking notes in a T-chart <u>page</u> 24</p> <p>Listening 1: International Advertising <u>page</u> 25</p> <p>Listening Skill: Listening for main ideas and details <u>page</u> 29</p> <p>Skill video: Listening for main ideas and details 29</p> <p>Listening 2: Cultural problems <u>page</u> 30</p> <p>Vocabulary skills: Words in context <u>page</u> 34</p>
	S	5 hours	<p>Grammar: Simple present and simple past <u>page</u> 15</p> <p>Skill video: Simple present and simple past <u>page</u> 16</p> <p>Pronunciation: Simple past –ed 18</p> <p>Speaking Skill: Asking for repetition and clarification <u>page</u> 20</p> <p>Unit Assignment: Role-play a job interview</p> <p>Grammar: Should and shouldn't; it's + adjective + infinitive <u>page</u> 35</p> <p>Pronunciation: The schwa/ ə/ sound <u>page</u> 37</p> <p>Speaking Skill: Presenting information from notes <u>page</u> 38</p> <p>Unit Assignment: Give a presentation</p>

WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
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3rd Week 2-6/2/2020 7-11/6/1441 Level one Reading & Writing Unit 3 Sociology Listening & Speaking 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 Level 1 Reading & Writing Unit 4	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 <u>Unit 5 Psychology Page 84</u> Q: How do sports make you feel? page 84 Unit video: Racing Camels page 85 Reading 1: A Super Soccer fan page 86 Reading Skill: Identifying supporting sentences and details page 91 Reading 2: The History of Soccer page 93

Physiology Unit 5 Psychology Listening & Speaking Unit 4 Physiology Unit 5 Psychology			Vocabulary Skill: The prefix un- page 98
	W	5 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
	L	5 hours	<u>Unit 4 Physiology Page 64</u> 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 <u>Unit 5 Psychology Page 86</u> 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	5 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
5 th Week 16-20/2/2020	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

21-25/6/1441 Level 1 Reading & Writing Unit 6 Ethics Listening & Speaking Unit 6 Philosophy			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	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
	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 Reading & Writing Unit 7 Behavioral Science Listening & Speaking Unit 7 Behavioral Science	R	5 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 <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	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
	S	5 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 1-5/3/2020 6-10/7/1441 Level 1 Reading & Writing Unit 8 Psychology Listening & Speaking Unit 8 Psychology	R	5 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	5 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
	L	5 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
	S	5 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

WEEK COURSE	Days	DESCRIPTION
8th Week 8-12/3/2020 13-17/7/1441 Mid-term Speaking test	Sunday	Mid-term Speaking Test
Mid-term Paper Test	Monday	Mid-term Paper Test
Normal Classes	Tuesday Wednesday Thursday	Level 2 Induction Book Delivery

WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
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9th Week 15-19/3/2020 20-24/7/1441 Level 2 Reading & Writing Unit 1 Marketing Listening & Speaking Unit 1 Architecture	R	5 hours	<u>Unit 1 Marketing Page</u> 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
	W	5 hours	Writing Skill: Writing a descriptive paragraph page 16 Grammar: Present continuous page 20 Unit Assignment: Write a descriptive paragraph page 20
	L	5 hours	<u>Unit 1 Architecture Page 2</u> 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: Sustainable Architecture 9 Vocabulary Skill: Collocations nouns and verbs page 13
	S	5 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

WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
10th Week 22-26/3/2020 27/7-2/8/1441 Level 2 Reading & Writing Unit 2 Psychology Listening & Speaking Unit 2 Psychology	R	5 hours	<u>Unit 2 Psychology Page 24</u> 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 2: The importance of color in business page 33 Vocabulary Skill: Suffixes page 37
	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	<u>Unit 2 Psychology Page 20</u> 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	<u>Unit 3 Social Psychology Page 46</u> Q: What does it mean to be polite? Reading1: Being polite from culture to culture <u>page</u> 48 Reading Skill: identifying supporting details <u>page</u> 53 Reading 2: Answers to all your travel questions <u>page</u> 54 Vocabulary Skills: Prefixes <u>page</u> 60
	W	5 hours	Writing Skill: Supporting your main idea with examples <u>page</u> 62 Grammar: Subject-verb agreement <u>page</u> 65 Skill Video: Subject-verb Agreement <u>page</u> 65 Unit Assignment: Write a paragraph with supporting examples <u>page</u> 65
	L	5 hours	<u>Unit 3 Behavioral Science Page 38</u> Q: Why are good manners important? Listening 1: Be Polite <u>page</u> 40 Listening Skill: Predicting <u>page</u> 41 Note-taking Skill: Organizing notes <u>page</u> 45 Listening 2: Classroom Etiquette <u>page</u> 46 Vocabulary Skill: Synonyms <u>page</u> 50
S	5 hours	Grammar: Modal verbs should and shouldn't <u>page</u> 52 Skill Video: Shall vs. should <u>page</u> 52 Pronunciation: final /s/ or /z/ sounds <u>page</u> 53 Speaking Skill: Giving advice and making recommendations <u>page</u> 54 Unit Assignment: Give a presentation on manners <u>page</u> 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	R	5 hours	<u>Unit 4 Sociology Page 68</u> Q: What makes a competition unfair? Reading : Money and sports <u>page</u> 70 Reading Skill: Taking notes <u>page</u> 75 Skill Video: Taking Notes <u>page</u> 75 Reading 2: The technology Advantage <u>page</u> 76 Vocabulary Skill: Using the dictionary <u>page</u> 82 <u>Unit 5 Business Page 90</u> Q: What makes a family business successful? Unit Video: Family lobster Business <u>page</u> 91 Reading 1: A successful Family Business <u>page</u> 92 Reading Skill: Skimming <u>page</u> 93 Reading 2: The challenge of running a family business <u>page</u> 98

Sociology Unit 5 Business <i>Listening</i> & <i>Speaking</i> Unit 4 Game studies Unit 5 Sociology			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	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	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

WEEK COURSE	SKILL	TOTAL HOURS	DESCRIPTION
13th Week 12-16/4/2020 19-23/8/1441 Level 2	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

Reading & Writing Unit 6 Information technology Listening & Speaking Unit 6 Business	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 & Writing Unit7 Environmental Studies Listening & Speaking Unit7 Environmental Studies	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 Unit Assignment: Write an opinion paragraph page 153
	L	5 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	5 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	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	

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge & Understanding		
1.1	Recognizing and memorizing new vocabulary.	<ul style="list-style-type: none"> • Lecturing • Class discussion • Presentation by Instructor • Brainstorming, Mind-mapping, KWL Chart • Class discussions 	Quizzes & Tests <ul style="list-style-type: none"> • Formative and Summative Assessment methods • Bi-Weekly Quizzes

1.2	Read and Analyze texts	<ul style="list-style-type: none"> Students' independent research activities. Group and Pair work 	<ul style="list-style-type: none"> Class Discussions Assignments Mid-Terms Final written exam
2.0	Skills		
2.1	Ability to listen and speak English Language in a proper way.	<ul style="list-style-type: none"> Learner-centered Approach Presentation by Instructor Brainstorming, Mind-mapping, KWL Chart Class discussions Students' independent research activities. Group and Pair work Lectures Group and Pair Work Class discussions 	<ul style="list-style-type: none"> Formative and Summative Assessment methods Bi-Weekly Quizzes Class Discussions Assignments Mid-Terms Final written exam
2.2	Abilities to express their feelings in different way.		
2.3	Analyzing and recognizing grammatical rules.		
3.0	Values		
3.1	Students can build up their skills of communication, listening and evaluating their strengths and weaknesses by regular class discussions.	<ul style="list-style-type: none"> Class discussions Students' independent research activities. Group and Pair work Formative Assessment Method e.g. KWL Chart, Traffic Lights Discussion Board on Blackboard Learn Online Classroom for Reinforcement of Concepts 	<ul style="list-style-type: none"> Rubric for Timely Submission of Assignments Rubric for Participation in Group and Pair Work Activities Rubric for Discussion Board on Blackboard Learn Online Classroom attendance
3.2	Students can act responsibly and learn the skills of management by carrying out different group projects or individual assignments.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes (Weekly basis)	On-Going	10%
2	Mid-Terms (Speaking & Test Paper)	7 th Week	40%
3	Class Participation	On-Going	5 %
4	Assignments, Projects etc.	On-Going	5 %

#	Assessment task*	Week Due	Percentage of Total Assessment Score
5	Final Examination	End of Semester	50%
6	Total		100%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

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>

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Instructor(Male Section: Mr. Mohammed Naeem
 Email: r.rasheed@mu.edu.sa
 Office Hours: Monday from 10-12:00 noon

Instructor (Female Section) Ms. Summaira Mushtaq Ahmed
 Email: su.mushtaq@mu.edu.sa

2 hours per week face-to-face (office hours) on Wednesday (08:00-10:00 a.m.).
 Available by email and WhatsApp Course Group

F. Learning Resources and Facilities

1. Learning Resources

<p>Required Textbooks</p>	<p><i>1. 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-Oxford Learner’s Bookshelf-IQ Skills Online Tools</i></p>
<p>Essential References Materials</p>	<p>NA</p>
<p>Electronic Materials</p>	<ul style="list-style-type: none"> • <i>Smart Board</i> • <i>Learning Management System (i.e., Blackboard)</i>
<p>Other Learning Materials</p>	<ul style="list-style-type: none"> • IQ ONLINE with integrated digital content . • Videos. • Audio tracks

2. Facilities Required

Item	Resources
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<ul style="list-style-type: none"> • Classroom • Required number of chairs
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<ul style="list-style-type: none"> • E-Podium • Interactive Smart Board • Projectors • Speakers • HDMI Cable • Internet/Wi-Fi to access Edugate, • Blackboard (BB Learn) and other online resources
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	<p>Stationery:</p> <ul style="list-style-type: none"> • Papers, White Board Markers, Pen, Pencils • Papers for printing /photocopying • Chart papers/ Permanent Markers for Activities • Glue, A4 Batteries for PPT Pointer etc.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Questioning Assessment for Learning strategies/ AfL Strategies Self- Assessment, Peer Assessment etc.	Instructor	Indirect Method
Weekly Quizzes and Mid-Term Exams, Final Exam	Instructor	Direct Method
Portfolio of Students Work (Class and Home Assignments)	Instructor	Direct Method
Samples of representative student work generated in response to typical course assignments/Discussion Board on Blackboard Learn	Instructor	Direct Method
End of term college evaluation of course by students (to be collected by the department)	Students	Indirect Method
Evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class.	Students	Indirect Method
Evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class.	Students	Indirect Method
SWOC Analysis: Strengths, Weaknesses, Opportunities, Challenges	Students Instructor (Self-Evaluation)	Indirect Method
Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.	Peers	Indirect Method
- Online questionnaires - Direct feedback to the academic supervisors.	Students	Indirect Method
- 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.	Instructor	Indirect Method

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	English Department Meeting
Reference No.	Department Meeting No. 3
Date	02/10/2019-03-02-1441