|  |  |
| --- | --- |
| **Course Title:** | **English Language** |
| **Course Code:** | **ENGL 101** |
| **Program:** | **B.A English** |
| **Department:** | **English** |
| **College:** | **science and humanities in Rumaah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **2 Hours** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | | **√** | | College | | |  | Department | | | |  | Others |  |  |
| **b.** | | Required | | | |  | Elective | | | **√** |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **LEVEL 1** | | | | |
| **4. Pre-requisites for this course** (if any)**:**  NA | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**:** | | | | | | | | | | | | | | | | |
| NA | | | | | | | | | | | | | | | | |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 2 hours per week | 100% |
| **2** | **Blended** | 0 | 0% |
| **3** | **E-learning** | 0 | 0% |
| **4** | **Distance learning** | 0 | 0% |
| **5** | **Other** | 0 | 0% |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 2 (hours) X 15(weeks) |
| **2** | **Laboratory/Studio** | 0 |
| **3** | **Tutorial** | 0 |
| **4** | **Others** (specify) | Office Hours = 1X 15 weeks |
|  | **Total** | 45 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description The course includes various types of topics revolving around different thematic issues such as countries, health, time, jobs, and colors among other things. In each chapter students would be helped to implement all the five English skills; reading, writing, listening, speaking, and grammar. |
|  |
| 2. Course Main Objective The purpose of this course is to develop students’ ability in using simple English in different daily situations aiming to burnish their performance. |
|  |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and understanding** |  |
| 1.1 | Demonstrate an ability to read quickly enough to cope with an academic course and spell words through an analysis of the structure of the English Language. | K1 |
| 1.2 | Demonstrate spoken language that is easily comprehensible throughout where L1 has minimal effect on intelligibility. | K2 |
| 1.3 | Demonstrate an understanding of paragraph unity, support, and coherence. | K3 |
| 1.4 | Know the factors that influence use of grammar and vocabulary in speech and writing. | K4 |
| **2** | **Skills:** |  |
| 2.1 | Produce simple sentence and short paragraph in response to reading. | S1 |
| 2.2 | Produce responses appropriately and critically to wide range of situations. | S2 |
| 2.3 | Produce simple sentences that are compatible with the English rules. | S3 |
| 2.4 | Identify basic parts of speech. | S4 |
| **3** | **Values:** |  |
| 3.1 | Undertake team and inter-teamwork, taking initiatives to study relevant cases (dependent and interdependent skills) and communicating effectively and freely in both oral and written contexts. | V1 |
| 3.2 | Complete their work tasks in the time allotted. | V2 |
| 3.. |  |  |
| 3.. |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Introduction | 2 |
| 2 | Hello: Verb to be/ greetings / numbers/ plural / introductions | 4 |
| 3 | Your World : Subject pronouns / nationalities / practicing conversations | 4 |
| 4 | All about you: Negatives/questions/short answers/jobs/social expressions / personal information / role-play | 4 |
| 5 | Family and friends: Possessive adjectives / Possessive ‘S / has/have | 2 |
| 6 | The way I live: Present simple / a/an / adjectives | 4 |
| 7 | Every day: Questions and negatives / adverbs of frequency | 2 |
| 8 | My favorites: Question words / pronouns / this and that | 4 |
| 9 | Where I live: There is/ there are / prepositions / rooms and furniture | 2 |
| 10 | Times past: Past simple / irregular verbs / saying years, months | 4 |
| **Total** | | 32 |

# 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** | **Knowledge and Understanding** | | |
| 1.1 | Demonstrate an ability to read quickly enough to cope with an academic course and spell words through an analysis of the structure of the English Language | -Group discussions  -Written models  - Lectures/tutorials  -Individual work  -Team/peer work | -Written assignments  -Midterm and Final exams  -Quizzes |
| 1.2 | Demonstrate spoken language that is easily comprehensible throughout where L1 has minimal effect on intelligibility. | - Lectures/tutorials  -Individual work  -Team/peer work | -Written assignments  -Midterm and Final exams  -Quizzes |
| 1.3 | Demonstrate an understanding of paragraph unity, support, and coherence. | - Lectures/tutorials  -Individual work  -Team/peer work | -Written assignments  -Midterm and Final exams  -Quizzes |
| 1.4 | Know the factors that influence use of grammar and vocabulary in speech and writing. | - Lectures/tutorials  -Individual work  -Team/peer work | -Written assignments  -Midterm and Final exams  -Quizzes |
| **2.0** | **Skills** | | |
| 2.1 | Produce simple sentence and short paragraph in response to reading. | - Lectures/tutorials  -Individual work  -Team/peer work | -Written assignments  -Midterm and Final exams  -Quizzes |
| 2.2 | Produce responses appropriately and critically to wide range of situations. | - Lectures/tutorials  -Individual work  -Team/peer work | -Written assignments  -Midterm and Final exams  -Quizzes |
| 2.3 | Produce simple sentences that are compatible with the English rules | - Lectures/tutorials  -Individual work  -Team/peer work | -Written assignments  -Midterm and Final exams  -Quizzes |
| 2.4 | Identify basic parts of speech. | - Lectures/tutorials  -Individual work  -Team/peer work | -Written assignments  -Midterm and Final exams  -Quizzes |
| **3.0** | **Values** | | |
| 3.1 | Demonstrate self and career development strategies in the domain of English language skills, Applied Linguistics, Translation, Literature and Criticism. | -Group discussions  -Written models | -Group discussions  -Class participation |
| 3.2 | Undertake team and inter-team work, taking initiatives to study relevant cases (dependent and interdependent skills) and communicating effectively and freely in both oral and written contexts | -Writing exercises | -Class participation  -Individual assessment |
|  |  |  |  |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation | Throughout | 10% |
| **2** | Assignments and Activities | Weekly | 20% |
| **3** | Midterms | Week 7 | 20% |
| **4** | Final Exam | Week 16 | 50% |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |

**\*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 :** |
| 1. Students are encouraged to consult with the course instructor during office hours. 2. Students are encouraged to exchange emails with the course instructor outside office hour. 3. Academic advisors are available during office hours and hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed. 4. Communication and interaction via the blackboard between students and instructors. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | John and Liz Soars. New Headway Plus. Special Edition, Beginner. Oxford University Press. |
| **Essential References Materials** | None |
| **Electronic Materials** | Improve your IELTS Listening and Speaking Skills CD2 (MacMillan,2007)  http://www.bbc.co.uk/skillswise/topic-group/speaking-and-listening  http://owl.english.purdue.edu/  www.better.english.com |
| **Other Learning Materials** | None |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Large classrooms can accommodate up to 20 students. * Library. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms. |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | None |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Instructors and coordinators | #A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.  #A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.  # A "Program evaluation" questionnaire done by the students at the end of each term. |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Instructors and coordinators | # Revising study plans of the department by the college committee of Academic Study Plans.  # Quality check by colleagues and Head of the Department. |
|  |  |  |
|  |  |  |

**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** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |