



# Course Specifications

<b>Course Title:</b>	<i>General English</i>
<b>Course Code:</b>	<i>(PENG 111)</i>
<b>Program:</b>	Bachelor
<b>Department:</b>	English
<b>College:</b>	Deanship of Common First Year
<b>Institution:</b>	Majmmah University

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## A. Course Identification

<b>1. Credit hours:</b> 8 Hours			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" 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> Bachelor Students in all Departments			
<b>4. Pre-requisites for this course (if any):</b> N.A			
<b>5. Co-requisites for this course (if any):</b> N.A			

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	225	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

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

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	225
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	

\* 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

### 1. Course Description

The purpose of this course is to develop students' receptive and productive language skills

and sub-skills. It also aims to enable students to comprehend spoken English in extended conversation containing some unfamiliar words in familiar contexts, participate in increasingly extended conversations about topics beyond survival or routine activities, differentiate between fact and fiction in simplified reading material and some authentic material using a variety of word analysis skills to determine the meaning of new words, and organize relevant ideas and appropriate details into one or more clearly organized paragraph in a report or personal correspondence.

## 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
<b>1</b>	<b>Knowledge:</b>	
1.1	Recognizing and memorizing new vocabulary.	Aligned
1.2	Describing scientific process	Aligned
1.3	Knowing about others' cultures	Aligned
<b>2</b>	<b>Skills :</b>	
2.1	Ability to listen and speak English Language in a proper way.	Aligned
2.2	Abilities to express their feelings in different way.	Aligned
2.3	Analyzing and recognizing grammatical rules.	Aligned
<b>3</b>	<b>Competence:</b>	
3.1	Students can build up their skills of communication, listening and evaluating their strengths and weaknesses by regular class discussions.	Aligned
3.2	Students can act responsibly and learn the skills of management by carrying out different group projects or individual assignments.	Aligned

## C. Course Content

No	List of Topics	Contact Hours
1	Level one unit 1 : Business	15
2	Level 1 unit 2 : Global Studies	15
3	Level 1 unit 3: Sociology	15
4	Level 1 unit 4 : Physiology	15
5	Level 1 unit 5 : Psychology	15
6	Level 1 Unit 6 : Physiology	15
7	Level 1 Unit 7 : Behavioral Science	15
8	Level 8 Unit 8 : Psychology	15
9	Level 2 Unit 1 : Architecture	15
10	Level 2 Unit 2 : Psychology	15
11	Level 2 Unit 3: Behavioral Science	15
12	Level 2 Unit 4 : Game Studies	15
13	Level 2 Unit 5 : Psychology	15
14	Level 2 Unit 6 : Business	15
15	Level 2 Unit 7 : Environmental Studies	15
	<b>Total</b>	<b>225</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognizing and memorizing new vocabulary.	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework
1.2	Describing scientific process	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework
1.3	Knowing about others' cultures	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework
1.4	Recognizing and memorizing new vocabulary.	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework Speaking
<b>2.0</b>	<b>Skills</b>		
2.1	Ability to listen and speak English Language in a proper way.	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework
2.2	Abilities to express their feelings in different way.	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework
2.3	Analyzing and recognizing grammatical rules.	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework Speaking
<b>3.0</b>	<b>Competence</b>		
3.1	Students can build up their skills of communication, listening and evaluating their strengths and weaknesses by regular class discussions.	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework
3.2	Students can act responsibly and learn the skills of management by carrying out different group projects or individual assignments.	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework Speaking

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Level 1---- 2 Quizzes	4 <sup>th</sup> / 6 <sup>th</sup> week	10%
2	Level 2--- 2 Quizzes	11 <sup>th</sup> / 13 <sup>th</sup> week	10%
3	Participation	.....	10%
4	Midterm	7 <sup>th</sup>	30%
5	Final	15 <sup>th</sup> week	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 :

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

## **F. Learning Resources and Facilities**

### **1. Learning Resources**

<b>Required Textbooks</b>	<i>Jaimie Scanlon .Q: Skills for Success Listening and speaking 1, Oxford University press2016 , Second Edition.</i>
<b>Essential References Materials</b>	<i>Margaret Brooks , Q: Skills for Success Listening and speaking 2 Oxford University press2016 , Second Edition.</i>
<b>Electronic Materials</b>	<i>IQ online integrated digital content</i>
<b>Other Learning Materials</b>	<i>Sarah Lynn .Q: Skills for Success Reading and writing Level 1</i>

### **2. Facilities Required**

<b>Item</b>	<b>Resources</b>
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<i>Classrooms, 5 desks, 20 chairs for 20 students, 20 laptops, smart-boards and whiteboards.</i>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>• <i>Smart board</i></li> <li>• <i>Laptops</i></li> <li>• <i>Overhead Projector</i></li> <li>• <i>TVs</i></li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>• <i>IQ ONLINE with integrated digital content.</i></li> <li>• <i>Video.</i></li> <li>• <i>Audio tracks</i></li> </ul>

## **G. Course Quality Evaluation**

<b>Evaluation Areas/Issues</b>	<b>Evaluators</b>	<b>Evaluation Methods</b>
Direct Feedback to academic supervisor	Faculty	<i>Observations.</i>
-Survey filled by the students	<i>Students</i>	<i>Questioner</i>

Evaluation Areas/Issues	Evaluators	Evaluation Methods
- Two teachers assessing the student together in the speaking exams depending on specific criteria.	Teachers	<i>Peer observations.</i>
- Two teachers grading the same sample of students writing when assessing the writing task in the exams depending on specific criteria.	Teachers	<i>Peer observations.</i>

**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	