



Course Specifications

Course Title:	<i>Intensive English for Academic Purposes-2</i>
Course Code:	999806-2
Program:	<i>English for Academic Purposes across different streams</i>
Department:	<i>English Language Center</i>
College:	<i>Computer & IT, Engineering, Medicine, Dentistry, Pharmacology and Health college</i>
Institution:	<i>Taif University</i>

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A. Course Identification

1. Credit hours: 2 Hours
2. Course type
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"/>
3. Level/year at which this course is offered: Semester 2-2018/19
4. Pre-requisites for this course (if any): (1EAP 1) (999806-2)
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	180	80%
2	Blended		-
3	E-learning	42	20%
4	Correspondence		-
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	180
2	Laboratory/Studio	-
3	Tutorial	
4	Others (specify)	-
	Total	180
Other Learning Hours*		
1	Study	42
2	Assignments	15
3	Library	-
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	Total	57

* 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

This course further develops students' command of English by empowering them to begin learning Academic English in an independent manner so that they become capable of employing and using more complex structures in academic reading/writing, listening/speaking skills.

2. Course Main Objective

This course helps learners to achieve CEFR goal equal to B1 level by developing the ability to express themselves in a limited way in familiar situations and to deal in a general way with nonroutine information.

3. Course Learning Outcomes

CLOs		Taif University Graduate Attributes
1	Knowledge:	
1.1	<p>Knowledge of Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognize high frequency vocabulary used to describe topics related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> use high frequency vocabulary appropriately when writing or speaking about sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> employ typical academic adjectives appropriately and accurately in relation to course topics. <input type="checkbox"/> apply systematic vocabulary learning techniques to new lexical items and patterns within the course topics. 	
1.2	<p>Knowledge of Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> use grammatical structures presented in the course from the A2 and B1 CEFR range accurately and appropriately which includes , “when” clauses, noun phrases with “of”, subject and object pronouns, comparative adjectives, adverbs of frequency, prepositional phrases, modals for obligation and suggestions, linking words, and dependent prepositions, passive sentences, future plans and arrangements, present perfect tense. 	
2	Skills:	
2.1	<p>Listening Comprehension:</p> <ul style="list-style-type: none"> <input type="checkbox"/> extract essential information from short podcasts, lectures, discussions, radio and news programs, and presentations related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> identify main ideas, details, and reasons in listening passages on topics related to sports and competition, business and economics, 	1.1, 1.3, 3.2 , 3.5. 2.2

CLOs		Taif University Graduate Attributes
	ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport.	
2.2	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> <input type="checkbox"/> locate specific information in medium-length written materials on topics related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> recognize main ideas and important details in reading passages related to course topics <input type="checkbox"/> apply effective reading strategies such as skimming, scanning, reading for main ideas and for detail, and making inferences for a range of purposes 	1.3, 3.2 , 3.5. 2.2
2.3	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <input type="checkbox"/> evaluate ideas and arguments for and against opinions on subjects related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> apply critical thinking skills in a range of academic activities related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> analyze discursive essay questions and course content infographics including charts, graphs and illustrations <input type="checkbox"/> prepare academic presentations on subjects related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. 	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.5.
3	Competence:	
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> participate in conversations and discussions on topics related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. 	1.3 , 3.3

CLOs		Taif University Graduate Attributes
	<ul style="list-style-type: none"> <input type="checkbox"/> express lack of understanding and need for further clarification in conversational contexts <input type="checkbox"/> communicate appropriate advice in a range of situations <input type="checkbox"/> express agreement and disagreement in a range of situations <input type="checkbox"/> deliver an effective academic presentation on a substantive academic topic related to topics covered in the course. 	
3.2	<p>Written Interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> produce up to 3 cohesive and coherent paragraphs and/or an academically structured 4-paragraph essay on academic topics related to people's lives and their achievements, profession and study, food and travel anecdotes, past habits and states, imaginary situations, homes and housing. <input type="checkbox"/> produce a variety of types of academic writing including description, narration, explaining a process, comparing, and presenting both sides of an issue. <input type="checkbox"/> use a range of cohesive devices, grammatical structures, and lexical items appropriately and accurately in academic writing on course topics 	1.3 , 3.3, 3.5

C. Course Content

No	List of Topics	Contact Hours
1	Orientation	12
2	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 6 Weather and climate	12
3	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 7 Sports and competition	12
4	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 8 Business	12
5	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 9 Ordinary people and extraordinary lives	12
6	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 10 Space and the universe	12
7	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 1 Animals and culture	12
8	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 2 Customs and traditions	12
9	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 3 History	12
10	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 4 Transport	12
11	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 5 Environment	12
12	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 6 Health and fitness	12
13	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 7 Discovery and invention	12
14	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 8 Fashion	12
15	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 9 Economics	12

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		
1.1	<p><input type="checkbox"/> recognize high frequency vocabulary used to describe topics related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport</p> <p><input type="checkbox"/> use high frequency vocabulary appropriately when writing or speaking about sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport.</p> <p><input type="checkbox"/> employ typical academic adjectives appropriately and accurately in relation to course topics.</p> <p><input type="checkbox"/> apply systematic vocabulary learning techniques to new lexical items and patterns within the course topics.</p>	<p>Pair Work</p> <p>Elicitation</p> <p>Role play</p> <p>Teacher-Fronted Presentation</p> <p>Pre- and Post- Reading and Listening activities that focus on vocabulary</p> <p>Practice Activities</p>	<p>Mid-term Exams</p> <p>Final Exams</p> <p>Online Progress using CLMS</p> <p>Assignments through Blackboard</p> <p>Classroom Quizzes.</p>
1.2	<p>Knowledge of Grammar</p> <p><input type="checkbox"/> use grammatical structures presented in the course from the A2 and B1 CEFR range accurately and appropriately which includes , “when” clauses, noun phrases with “of”, subject and object pronouns, comparative adjectives, adverbs of frequency, prepositional phrases, modals for obligation and suggestions, linking words, and dependent prepositions, passive sentences, future plans and arrangements, present perfect tense.</p>	<p>-Pair Work</p> <p>Group Work</p> <p>Teacher-Fronted Presentation</p> <p>Practice Activities</p> <p>.</p> <p>.</p>	<p>Mid-term Exams</p> <p>Final Exams</p> <p>Online Progress using CLMS</p> <p>Assignments through Blackboard</p> <p>Classroom Quizzes.</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.0	Skills		
2.1	<p>Listening Comprehension:</p> <ul style="list-style-type: none"> □ extract essential information from short podcasts, lectures, discussions, radio and news programs, and presentations related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. □ identify main ideas, details, and reasons in listening passages on topics related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. 	<p>Activate Schema Pre-Listening Activities Playing recorded lectures and dialogs Assisting students in answering comprehension and other questions about the listening</p>	<p>Mid-term & Final Exams</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.2	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> • locate specific information in medium-length written materials on topics related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. • recognize main ideas and important details in reading passages related to course topics • apply effective reading strategies such as skimming, scanning, reading for main ideas and for detail, and making inferences for a range of purposes 	<p>Activate Schema Pre-Reading Activities Previewing difficult vocabulary</p> <p>Teaching specific reading strategies</p> <p>Assisting students in answering comprehension and other questions about the reading.</p>	<p>Mid-term Exams Final Exams Online Progress using CLMS Classroom Quizzes.</p>
	<p>Critical Thinking:</p> <ul style="list-style-type: none"> • evaluate ideas and arguments for and against opinions on subjects related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. • apply critical thinking skills in a range of academic activities related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. • analyze discursive essay questions and course content infographics including charts, graphs and illustrations • prepare academic presentations on subjects related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and 	<p>Activities inside and outside the course book which require students to compare two or more listening or reading passages on the same topic Activities designed to have students apply knowledge learned from reading or listening in speaking and writing activities Activities designed to have students critically analyze material presented</p>	<p>Mid-Module and Final Writing Exams Speaking Project Mid-Module Speaking Exam</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	transport, health and fitness, fashion and transport.		
3.0	Competence		
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> participate in conversations and discussions on topics to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> express lack of understanding and need for further clarification in conversational contexts <input type="checkbox"/> communicate appropriate advice in a range of situations <input type="checkbox"/> express agreement and disagreement in a range of situations <input type="checkbox"/> deliver an effective academic presentation on a substantive academic topic related to topics covered in the course 	<p>Role play activities.</p> <ul style="list-style-type: none"> -Interviews -Pair work -Group work -Presentations/Classroom participation Whole class discussion 	<p>Mid-Module and final Speaking Exams Speaking Project.</p>
3.2	<p>Written Interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> produce up to 3-5 cohesive and coherent paragraphs and/or an academically structured 4-paragraph essay on academic topics related to people's lives and their achievements, profession and study, food and travel anecdotes, past habits and states, imaginary situations, homes and housing. <input type="checkbox"/> produce a variety of types of academic writing including description, narration, explaining a process, comparing, and presenting both sides of an issue. <input type="checkbox"/> use a range of cohesive devices, grammatical structures, and lexical items appropriately and accurately in academic 	<p>Pair work</p> <p>Teacher fronted presentation</p> <p>Process writing</p> <p>Teach specific writing sub-skills (as taught in the course book)</p> <p>Practice writing tasks done in class which the teacher collects and gives feedback on.</p> <p>Students write answers on the board and the teacher gives whole class feedback.</p>	<p>Mid-Module and Final Writing Exams</p> <p>Online Writing Task through CLMS and on-site classroom practice</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	writing on course topics		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid Term Exams (Speaking 5/ Listening 5/ RWGV 20)	7th/8th Week	40
2	Final Exams (Speaking 10/ Listening 10/ RWGV 40)	14/15	60
3	Online component of the course and classroom participation	Ongoing	20

*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:

- Face to face counseling during allotted office hours
- English club activities
- Student support programs

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	UNLOCK 2– Coursebook for Listening & Speaking (Units 6-10) UNLOCK 2– Coursebook for Reading & Writing (Units 6-10) UNLOCK 3– Coursebook for Listening & Speaking (Units 1-10) UNLOCK 3– Coursebook for Reading & Writing (Units 1-10)
Essential References Materials	<i>Supplementary materials</i>
Electronic Materials	<i>Online Workbook</i>
Other Learning Materials	<i>CLMS</i>

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms, Language Labs, Resource rooms

Item	Resources
Technology Resources (AV, data show, Smart Board, software, etc.)	Overhead projector, whiteboard, course-book software, internet, speakers, printers, photocopiers
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Teacher's Resource Room

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Evaluate teachers' performance, teaching and learning environment.	Students	Questionnaire survey
Effectiveness of Text books	Researchers/ Academicians	Research Project using questionnaire and semi-structured interviews
Teaching approaches in practice	Train the Trainers	Classroom Observation/Peer observation/Feedback sessions
Exam and Assessment criteria	Testing unit and senior members	Feedback from both the teachers and students
Extent of Achievement of Course Learning Outcomes	Quality Assurance Unit Curriculum and Test Development Unit	Course Reports

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	Council of Supportive Studies
Reference No.	Fifth Council
Date	17-9-1440 Hijri

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Deanship of
Supportive Studies

