



# Course Specifications

<b>Course Title:</b>	<i>Intensive English for Academic Purposes-1</i>
<b>Course Code:</b>	<i>999805-2</i>
<b>Program:</b>	<i>English for Academic Purposes across different streams</i>
<b>Department:</b>	<i>English Language Center</i>
<b>College:</b>	<i>Health/Engineering/Computer and IT/Medicines/Pharmacy</i>
<b>Institution:</b>	<i>Taif University</i>

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## A. Course Identification

<b>1. Credit hours:</b> 2 Hours
<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> Semester 1 2018/19
<b>4. Pre-requisites for this course (if any):</b> None
<b>5. Co-requisites for this course (if any):</b> 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
<b>Contact Hours</b>		
1	Lecture	180
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	180
<b>Other Learning Hours*</b>		
1	Study	42
2	Assignments	15
3	Library	-
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	<b>Total</b>	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 builds on the basics of English and further consolidate learners' grasp of basic structures while introducing them to further vocabulary, grammatical structures so that they develop in them an ability to deal with simple, straightforward information and begin to express themselves in familiar contexts.

### 2. Course Main Objective

This course helps learners to achieve CEFR goal near to A2 level

### 3. Course Learning Outcomes

CLOs		Taif University Graduate Attributes (TUGA)
<b>1</b>	<b>Knowledge:</b>	
1.1	<p>Knowledge of Vocabulary</p> <p><b>develop</b> a repertoire of essential words and phrases to describe topics related people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</p>	-
1.2	<p>Knowledge of Grammar</p> <p><b>demonstrate</b> knowledge of simple A1/A2 CEFR grammatical structures including comparatives, superlatives, prepositions of time and place, adverbs of frequency, singular and plural nouns, articles, use of future tense such as <i>be going to, present perfect verbs, present progressive have got etc.</i></p>	-
<b>2</b>	<b>Skills:</b>	
2.1	<p>Listening Comprehension:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>demonstrate</b> understanding of phrases and expressions related to people, weather, places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</li> <li><input type="checkbox"/> <b>extract</b> essential information from short podcasts, lectures, discussions, radio and news programs, and presentations people, weather, places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</li> <li><input type="checkbox"/> <b>identify</b> main ideas, details, and reasons in listening passages on topics related to people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</li> </ul>	1.1, 1.3, 3.2, 3.5. 2.2

CLOs		Taif University Graduate Attributes (TUGA)
2.2	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>locate</b> specific information in simple written material on topics related to people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</li> <li><input type="checkbox"/> <b>predict</b> reading content and text type by quickly scanning the text</li> <li><input type="checkbox"/> <b>identify</b> main ideas and details in written material on topics related to the course</li> </ul>	1.3, 3.2, 3.5. 2.2
2.3	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>analyze and evaluate</b> ideas, examples, tables, and graphs</li> <li><input type="checkbox"/> <b>organize</b> information using a variety of visual organizers such as T-charts, ideas maps, and wh-charts</li> <li><input type="checkbox"/> <b>identify</b> the advantages and disadvantages of ideas and possible courses of action</li> </ul>	1.1, 1.2, 1.3, 3.1, 3.2,
<b>3 Competence:</b>		
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>participate</b> in short conversations on topics related to people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology</li> <li><input type="checkbox"/> <b>justify</b> briefly reasons and explanations for opinions</li> <li><input type="checkbox"/> <b>produce</b> a short, basic presentation about a place, technology, and/or the results of a survey</li> </ul>	1.3 , 3.3
3.2	<p>Written Interaction</p> <p><b>produce</b> a couple of comparative, descriptive, and/or opinion based paragraph about people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>compose</b> paragraphs that are well-organized and well-developed with topic and supporting sentences, clear organization, and appropriate reasons and examples.</li> <li><input type="checkbox"/> <b>use</b> “because”, “so”, “and”, “also”, “too”, “but”, and “however” to link simple sentences and phrases in order to complete a paragraph or describe something as a simple list of points.</li> <li><input type="checkbox"/> <b>employ</b> correct capitalization and punctuation and correct word order in sentences.</li> </ul>	1.3 , 3.3

### C. Course Content

No	List of Topics	Contact Hours
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1	Orientation	12
2	Unlock 1 ( Reading and Writing, Listening and Speaking) Unit 1 People	12
3	Unlock 1 ( Reading and Writing, Listening and Speaking) Unit 2 Seasons	12
4	Unlock 1 ( Reading and Writing, Listening and Speaking) Unit 4 Places	12
5	Unlock 1 ( Reading and Writing, Listening and Speaking) Unit 5 Sport	12
6	Unlock 1 ( Reading and Writing, Listening and Speaking) Unit 6 Jobs	12
7	Unlock 1 ( Reading and Writing, Listening and Speaking) Unit 7 Homes and culture	12
8	Unlock 1 ( Reading and Writing, Listening and Speaking) Unit 8 Food and culture	12
9	Unlock 1 ( Reading and Writing, Listening and Speaking) Unit 9 Animals	12
10	Unlock 1 ( Reading and Writing, Listening and Speaking) Unit 10 Transport	12
11	Unlock 2 ( Reading and Writing, Listening and Speaking) Unit 1 Places	12
12	Unlock 2 ( Reading and Writing, Listening and Speaking) Unit 2 Festivals and celebrations	12
13	Unlock 2 ( Reading and Writing, Listening and Speaking) Unit 3 School and education	12
14	Unlock 2 ( Reading and Writing, Listening and Speaking) Unit 4 The Internet and technology	12
15	Unlock 2 ( Reading and Writing, Listening and Speaking) Unit 5 Language and communication	12
<b>Total</b>		<b>180</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	Knowledge of Vocabulary <b>develop</b> a repertoire of essential words and phrases to describe topics related people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.	Pair Work Elicitation Role play. Teacher-Fronted Presentation Pre- and Post- Reading and Listening activities that focus on vocabulary Practice Activities	Mid-term Exams Final Exams Online Progress using CLMS Assignments through Blackboard Classroom Quizzes.

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.2	<p>Knowledge of Grammar</p> <p><b>demonstrate</b> knowledge of simple A1/A2 CEFR grammatical structures including comparatives, superlatives, prepositions of time and place, adverbs of frequency, singular and plural nouns, articles, use of future tense such as be going to, present perfect verbs, present progressive have got etc.</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>
<b>2.0</b>	<b>Skills:</b>		
2.1	<p>Listening Comprehension:</p> <p><input type="checkbox"/> <b>demonstrate</b> understanding of phrases and expressions related to people, weather, places, sports, jobs, homes and culture, food, animals, transport, festival and celebrations, internet and technology.</p> <p>.</p> <p><input type="checkbox"/> <b>extract</b> essential information from short podcasts, lectures, discussions, radio and news programs, and presentations people, weather, places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</p> <p>.</p> <p><input type="checkbox"/> <b>identify</b> main ideas, details, and reasons in listening passages on topics related to people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</p>	<p>Activate Schema</p> <p>Pre-Listening Activities</p> <p>Playing recorded lectures and dialogs</p> <p>Assisting students in answering comprehension and other questions about the listening</p>	<p>Mid-term &amp; Final Exams</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.2	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>locate</b> specific information in simple written material on topics related to people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</li> <li><input type="checkbox"/> <b>predict</b> reading content and text type by quickly scanning the text</li> <li><input type="checkbox"/> <b>identify</b> main ideas and details in written material on topics related to the course</li> </ul>	<p>Activate Schema Pre-Reading Activities Previewing difficult vocabulary</p>	<p>Mid-term Exams Final Exams Online Progress using CLMS Classroom Quizzes.</p>
	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>analyze and evaluate</b> ideas, examples, tables, and graphs</li> <li><input type="checkbox"/> <b>organize</b> information using a variety of visual organizers such as T-charts, ideas maps, and wh-charts</li> <li><input type="checkbox"/> <b>identify</b> the advantages and disadvantages of ideas and possible courses of action</li> </ul>	<p>Activities inside and outside the course book which require students to compare two or more listening or reading passages on the same topic</p> <p>Activities designed to have students apply knowledge learned from reading or listening in speaking and writing activities</p> <p>Activities designed to have students critically analyze material presented</p>	<p>Mid-Module and Final Writing Exams Speaking Project Mid-Module Speaking Exam</p>
<b>3.0</b>	<b>Competence</b>		
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>participate</b> in short conversations on topics related to people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology</li> <li><input type="checkbox"/> <b>justify</b> briefly reasons and explanations for opinions</li> <li><input type="checkbox"/> <b>produce</b> a short, basic presentation about a place, technology, and/or the results of a survey and all the topics in the textbook.</li> </ul>	<p>Pair Work Group Work Interviews Presentations/Classroom participation.</p>	<p>Mid-Module and final Speaking Exams Speaking Project</p>
3.2	<p>Written Interaction</p>	<p>Pair work Teacher fronted presentation</p>	<p>Mid-Module and Final Writing</p>



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p><b>produce</b> a couple of comparative, descriptive, and/or opinion based paragraph about people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</p> <p><input type="checkbox"/> <b>compose</b> paragraphs that are well-organized and well-developed with topic and supporting sentences, clear organization, and appropriate reasons and examples.</p> <p><input type="checkbox"/> <b>use</b> “because”, “so”, “and”, “also”, “too”, “but”, and “however” to link simple sentences and phrases in order to complete a paragraph or describe something as a simple list of points.</p> <p><input type="checkbox"/> <b>employ</b> correct capitalization and punctuation and correct word order in sentences.</p>	<p>Process writing</p> <p>Teaching specific writing sub-skills (as taught in the coursebook)</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>Exams</p> <p>Online Writing Tasks in Blackboard and CLMS.</p>

## 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

<b>Required Textbooks</b>	UNLOCK 1– Coursebook for Listening & Speaking (Units 1-10) UNLOCK 1– Coursebook for Reading & Writing (Units 1-10) UNLOCK 2– Coursebook for Listening & Speaking (Units 1-5) UNLOCK 2– Coursebook for Reading & Writing (Units 1-5)
<b>Essential References Materials</b>	<i>Supplementary materials</i>
<b>Electronic Materials</b>	<i>Online Workbook</i>
<b>Other Learning Materials</b>	<i>CLMS</i>

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms, Language Labs, Resource rooms
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Overhead projector, whiteboard, course-book software, internet, speakers, printers, photocopiers
<b>Other Resources</b> (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

