



Course Specifications

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|----------------------|--|
| Course Title: | <i>Regular English for Academic Purposes 1 (REAP1)</i> |
| Course Code: | <i>999801-2</i> |
| Program: | <i>Bachelor Degree Program</i> |
| Department: | <i>English Language Centre</i> |
| College: | <i>Art/Science/ Community ...etc.</i> |
| Institution: | <i>Taif University</i> |

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A. Course Identification

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| 1. Credit hours: 2 |
| 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: S2 1819 Level1 |
| 4. Pre-requisites for this course (if any): None |
| 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 | 6X14=84 | 70% |
| 2 | Blended | | - |
| 3 | E-learning | 28 | 30% |
| 4 | Correspondence | | - |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|------------------------------|---------------------------------|----------------|
| Contact Hours | | |
| 1 | Lecture | 84 |
| 2 | Laboratory/Studio | - |
| 3 | Tutorial | - |
| 4 | Others (specify) | - |
| | Total | 84 |
| Other Learning Hours* | | |
| 1 | Study (CLMS) | 28 |
| 2 | Assignments | 10 |
| 3 | Library | - |
| 4 | Projects/Research Essays/Theses | - |
| 5 | Others (specify) | - |
| | Total | 38 |

* 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 introduces learners to the very basics of English to help them develop a basic ability to communicate and exchange information in a simple way.

2. Course Main Objective

This course helps learners to achieve CEFR goal equal to A1 level.

3. Course Learning Outcomes

| CLOs | | Taif University Graduate Attributes |
|----------|--|-------------------------------------|
| 1 | Knowledge: | |
| 1.1 | Knowledge of Vocabulary use a basic repertoire of isolated words and phrases related to family, people, shopping (things to buy), routine activities, months and seasons, weather, school subjects, days of the week, time expressions, places in the city. | |
| 1.2 | Knowledge of Grammar demonstrate a limited control of a few simple grammatical structures and sentence patterns featured in the course content including personal pronouns, singular and plural nouns, possessive adjectives, prepositional phrases, the “be” verb, there is/there are, the present simple, forming questions using past expressions such “when”, “how long”, articles, comparative adjectives, and use of have/has to. | |
| 2 | Skills: | |
| 2.1 | Listening Comprehension: <input type="checkbox"/> follow presentations, conversations, interviews, and lectures that are very slow and carefully articulated, with long pauses to assimilate meaning. <input type="checkbox"/> identify main ideas and details in listening passages on topics related to family, people, shopping (things to buy), routine activities, months and seasons, weather, places and jobs. | 1.1, 1.3, 3.2, 3.5. 2.2 |
| 2.2 | Reading Comprehension: <input type="checkbox"/> identify main ideas and details in short simple texts about topics related to family, people, shopping (things to buy), routine activities, months and seasons, weather, places and jobs people, seasons, lifestyle, places, sport and job, especially if there is visual support. <input type="checkbox"/> skim and scan to find information | 1.3, 3.2, 3.5. 2.2 |
| 3 | Competence: | |
| 3.1 | Can understand and use familiar everyday expressions and very basic phrases. | 1.3, 3.3 |
| 3.2 | Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.. | 1.3, 3.3 |
| 3.3 | Can interact in a simple way provided the other person talks | 1.3, 3.3, 3.5 |

| CLOs | | Taif University Graduate Attributes |
|------|---|-------------------------------------|
| | slowly and clearly and is prepared to help. | |
| 3.4 | Students are able to write correct simple phrases and sentences. | 1.3 , 3.3 |
| 3.4 | use very basic linear connectors such as and or then correctly to link words or groups of words employ basic punctuation such as full-stops, commas and capital letters correctly use appropriate word order in subject-verb, subject-verb-object, subject-verb-adjective, and subject-verb-adverb sentence structures | 1.3 , 3.3 |

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|------------------------|---------------|
| 1 | Unit1: Hello | 8 hours |
| 2 | Unit2: People | 8 hours |
| 3 | Unit3: Where and When? | 8 hours |
| 4 | Unit4: About you | 8 hours |
| 5 | Unit5: Things to buy | 8 hours |
| 6 | Unit6: Every day | 8 hours |
| ٧ | Unit7: Last week | 8 hours |
| ٨ | Unit8: Places | 8 hours |
| ٩ | Unit9: Going out | 8 hours |
| ١٠ | Unit10: People's lives | 8 hours |
| Total | | ٨٠ |

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 | By the end of the semester, students are expected to exhibit: Knowledge of Vocabulary use a basic repertoire of isolated words and phrases related to, greetings, family, people, places, every day expressions, shopping, going out days of the week, time expressions . | 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 |
|------------|---|---|--|
| | <p>Knowledge of Grammar demonstrate limited control of a few simple grammatical structures and sentence patterns featured in the course content including personal pronouns, singular and plural nouns, possessive adjectives, prepositional phrases, the “be” verb, there is/there are, the present simple, articles, and have/has to..</p> | <p>-Pair Work Group Work Teacher-Fronted Presentation Practice Activities . .</p> | <p>Mid-term Exams Final Exams Online Progress using CLMS Assignments through Blackboard Classroom Quizzes.</p> |
| 2.0 | Skills | | |
| 2.1 | <p>Listening Comprehension: □ follow presentations, conversations, interviews, and lectures that are very slow and carefully articulated, with long pauses to assimilate meaning. □ identify main ideas and details in listening passages on topics related to people, seasons, lifestyle, places, sport and jobs.</p> | <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> |
| 2.2 | <p>Reading Comprehension: □ identify main ideas and details in short simple texts about people, seasons, lifestyle, places, sport and job, especially if there is visual support. □ skim and scan to find information</p> | <p>Activate Schema Pre-Reading Activities Previewing difficult vocabulary</p> | <p>Mid-term Exams Final Exams Online Progress using CLMS Classroom Quizzes.</p> |
| 3.0 | Competence | | |
| 3.1 | <p>Can understand and use familiar everyday expressions and very basic phrases aimed</p> | <p>Pair Work Group Work Interviews Presentations/Classroom participation.</p> | <p>Mid-Module and final Speaking Exams Speaking Project</p> |
| 3.2 | <p>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has..</p> | <p>-Role play activities. -Interviews -Pair work -Group work</p> | <p>Mid-Module and final Speaking Exams Speaking Project</p> |
| 3.3 | <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p> | <p>-Role play activities. -Interviews -Pair work -Group work</p> | <p>Mid-Module and final Speaking Exams Speaking Project</p> |
| 3.4 | <p>Students are able to write correct</p> | <p>Pair work</p> | <p>Mid-Module and</p> |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--|---|---|
| | simple phrases and sentences. | Teacher fronted presentation Process writing | Final Writing Exams Online Writing Task through CLMS and on-site classroom practice |
| 3.5 | <p>use very basic linear connectors such as <i>and</i> or <i>then</i> correctly to link words or groups of words</p> <p>employ basic punctuation such as full-stops, commas and capital letters correctly</p> <p>use appropriate word order in subject-verb, subject-verb-object, subject-verb-adjective, and subject-verb-adverb sentence structures</p> | <p>Teach basic word order, punctuation, and connectors</p> <p>Regularly collect and give feedback on practice writing tasks done in class</p> <p>Provide whole class feedback, as needed, on errors commonly encountered in the students' writing tasks</p> | <p>Mid-Module and Final Writing Exams</p> <p>Online Writing Task through CLMS and on-site classroom practice.</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

| | |
|--------------------|--|
| Required Textbooks | <i>English Unlimited Special Edition 1</i> |
|--------------------|--|

| | |
|---------------------------------------|--------------------------------------|
| Essential References Materials | <i>REAPI 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 |
| 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 |

عمادة الدراسات المساندة
Deanship of
Supportive Studies

