Course Specifications

Course Title:	*Regular English for Academic Purposes 3 (REAP3)*
Course Code:	*999803-2*
Program:	*Bachelor Degree Program*
Department:	*English Language Centre*
College:	*Art/Science/ Community …etc.*
Institution:	*Taif 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: *S2 2 819 Level 3*

4. Pre-requisites for this course (if any)**:**
(REAP 2) (**999802-2**)

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**	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**	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 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.
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3. Course Learning Outcomes

	CLOs	Taif University Graduate Attributes
1	**Knowledge:**	
1.1	Knowledge of Vocabulary ☐ **recognize** high frequency vocabulary used to describe people's lives and their achievements, profession and study, food and travel anecdotes, past habits and states, imaginary situations, homes and housing. ☐ **use** high frequency vocabulary appropriately when writing or speaking people's lives and their achievements, profession and study, food and travel anecdotes, past habits and states, imaginary situations, homes and housing. ☐ **employ** typical academic adjectives appropriately and accurately in relation to course topics. ☐ **apply** systematic vocabulary learning techniques to new lexical items and patterns within the course topics .	
1.2	Knowledge of Grammar ☐ **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	Listening Comprehension:	1.1, 1.3, 3.2 , 3.5. 2.2

CLOs	Taif University Graduate Attributes
☐ **extract** essential information from short podcasts, lectures, discussions, radio and news programs, and presentations related to people's lives and their achievements, profession and study, food and travel anecdotes, past habits and states, imaginary situations, homes and housing. ☐ **identify** main ideas, details, and reasons in listening passages on 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. .	

2.2	Reading Comprehension: ☐ **locate** specific information in medium-length written materials on 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. ☐ **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	1.3, 3.2 , 3.5. 2.2
3	**Competence:**	
3.1	Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	1.3 , 3.3
3.2	Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.	1.3 , 3.3
3.3	☐ **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. ☐ **produce** a variety of types of academic writing including description, narration, explaining a process, comparing, and presenting both sides of an issue. ☐ **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	Unit1: People in your life	6 hours/week
2	Unit2: Away from home	6 hours/week
٣	Unit3: Your time	6 hours/week

٤	Unit4: Changes	6 hours/week
5	Unit5: Your space	6 hours/week
٦	Unit6: What would you like?	6 hours/week
٧	Unit7: Work-life balance	6 hours/week
٨	Unit8: What's she like?	6 hours/week
٩	Unit9: Getting around	6 hours/week
١٠	Unit10: Getting together	6 hours/week
١١	Unit 11: Journeys	6 hours/week
١٢	Unit 12: Are you OK?	6 hours/week
١٣	Unit 13: Experiences	6 hours/week
14	Unit 14: Choices	6 hours/week
Total		٨٤

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 ☐ **recognize** high frequency vocabulary used to describe people's lives and their achievements, profession and study, food and travel anecdotes, past habits and states, imaginary situations, homes and housing. ☐ **use** high frequency vocabulary appropriately when writing or speaking people's lives and their achievements, profession and study, food and travel anecdotes, past habits and states, imaginary situations, homes and housing. ☐ **employ** typical academic adjectives appropriately and accurately in relation to course topics. ☐ **apply** systematic vocabulary learning techniques to new lexical items and patterns within the course topics .	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	**Knowledge of Grammar** ☐ **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. .	-Pair Work Group Work Teacher-Fronted Presentation Practice Activities . .	Mid-term Exams Final Exams Online Progress using CLMS Assignments through Blackboard Classroom Quizzes.
2.0	**Skills**		
2.1	Listening Comprehension: ☐ **extract** essential information from short podcasts, lectures, discussions, radio and news programs, and presentations related to people's lives and their achievements, profession and study, food and travel anecdotes, past habits and states, imaginary situations, homes and housing. . . ☐ **identify** main ideas, details, and reasons in listening passages on 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.	Activate Schema Pre-Listening Activities Playing recorded lectures and dialogs Assisting students in answering comprehension and other questions about the listening	Mid-term & Final Exams
2.2	Reading Comprehension: ☐ **locate** specific information in medium-length written materials on 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. ☐ **recognize** main ideas and important details in reading passages related to course topics	Activate Schema Pre-Reading Activities Previewing difficult vocabulary Teaching specific reading strategies	Mid-term Exams Final Exams Online Progress using CLMS Classroom Quizzes.

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	☐ **apply** effective reading strategies such as skimming, scanning, reading for main ideas and for detail, and making inferences for a range of purposes.	Assisting students in answering comprehension and other questions about the reading.	
3.0	**Competence**		
3.1	Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	Role play activities. -Interviews -Pair work -Group work -Presentations/Classroom participation	Mid-Module and final Speaking Exams Speaking Project.
3.2	Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.	-Role play activities. -Interviews -Pair work -Group work -Presentations/Classroom participation	Mid-Module and final Speaking Exams Speaking Project
3.3	☐ **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. ☐ **produce** a variety of types of academic writing including description, narration, explaining a process, comparing, and presenting both sides of an issue. ☐ **use** a range of cohesive devices, grammatical structures, and lexical items appropriately and accurately in academic writing on course topics	Pair work Teacher fronted presentation Process writing Teach specific writing sub-skills (as taught in the coursebook) Practice writing tasks done in class which the teacher collects and gives feedback on. Students write answers on the board and the teacher gives whole class feedback.	Mid-Module and Final Writing Exams Online Writing Task through CLMS and on-site classroom practice

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	*English Unlimited Special Edition 3*
Essential References Materials	*REAP3 Supplementary materials*
Electronic Materials	*Online Workbook*
Other Learning Materials	*CLMS*

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

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Exam and Assessment criterions	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
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