VISION 2030
KINGDOM OF SAUDI ARABIA

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد
NCAAA

Course Specifications

Course Title:	*English for Specific Purposes (ESP)*
Course Code:	999817-2
Program:	*Bachelor Degree Program*
Department:	*English Language Centre*
College:	*Medicine*
Institution:	*Taif University*

Table of Contents

A. Course Identification

1. Credit hours:	2 hours

2. Course type

a. University ☐ College ✔ Department ☐ Others ☐

b. Required ✔ College ☐

3. Level/year at which this course is offered: 2nd year/2nd semester

4. Pre-requisites for this course (if any):
IEAP 1 and IEAP 2

5. Co-requisites for this course (if any):
N/A

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	14wks x 3hrs =42	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity		Learning Hours
Contact Hours			
1	Lecture	14x3=42	42
2	Laboratory/Studio		
3	Tutorial		
4	Others (specify)		
	Total		42
Other Learning Hours*			
1	Study		14wks x 1hr/wkly = 14hrs
2	Assignments		14wks x 30min/wkly = 7hrs
3	Library		
4	Projects/Research Essays/Theses		
5	Others (specify)		
	Total		21

* 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

English for Medicine is a skill-based course designed to provide students with the vocabulary and language needed to understand and use medical terms as well as get a job within the medical sector.

Course Goal:

This course enables learners to be proficient in English language in medicine equivalent to CEFR B1 level.

2. Course Main Objective

At the end of this course, students will be able to:

- *Listen and understand the main points of clear standard input on topics of professional interest*

- *Deal with most situations likely to arise in both their academic and professional environments*

- *Produce simple connected text on topics in the context of their professional context (medicines)*

3. Student Learning Outcomes

Students will be able to:

	SLOs
1	**Vocabulary:** Recall enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as 'achievement in medicine' 'computer in medicine' 'evidence-based medicine' etc
2	**Grammar:** Demonstrate reasonably accurately a repertoire of frequently used 'routines' and grammatical patterns associated with more predictable situations in their relevant academic and professional fields
3	**Listening:** Recognise the main point of many radio or TV programmes/documentaries on topics of professional interest when the delivery is relatively slow and clear
4	**Reading:** Identify the ideas in texts that consist mainly of high frequency every day or job-related language in their academic and career specific fields
5	**Speaking:** Employ phrases in a simple way to describe their professional experiences and give reasons and explanations for opinions and plans
6	**Writing:** Write simple connected text on topics that are familiar or of professional interest (such as 'clinical setting')

*Acknowledgement: SLOs are adopted from Common European Framework for languages (CEFR).

C. Course Content

No	List of Topics	Contact Hours
1	Introduction	3 hours
2	Unit 2: Achievements in medicine	3 hours
3	Unit 2: Achievements in medicine	3 hours
4	Unit 4: Computers in medicine	3 hours
5	Unit 4: Computers in medicine	3 hours
6	Unit 6: Biology, biochemistry and pharmacology	3 hours
7	Unit 6: Biology, biochemistry and pharmacology	3 hours
8	**Review**	3 hours
9	**Midterm Exams**	3 hours
10	Unit 8: Clinical setting: primary care	3 hours
11	Unit 8: Clinical setting: primary care	3 hours
12	Unit 10: Evidence- based medicine	3 hours
13	Unit 10: Evidence- based medicine	3 hours
14	**Review**	3 hours
15	**Final exam**	3 hours
	Total	45

D. Teaching and Assessment

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

At the end of this course, students will be able to:

Code	Student Learning Outcomes	Teaching Strategies	Assessment Methods	Distribution of Marks	Benchmark Target
1	**Vocabulary:** Recall enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as 'achievement in medicine' 'computer in medicine' 'evidence-based medicine' etc	Individual/pair work Elicitation Role play Teacher fronted presentation Pre and Post Reading and Listening activities that focus on vocabulary Practice activities Class discussion	Written mid/ final Exams Assignments through Blackboard/ Class participation	15%	80% of students will achieve 60% in this SLO
	Grammar: Demonstrate reasonably accurately a repertoire of frequently used 'routines' and grammatical patterns associated with more predictable situations in their relevant academic and	Individual/pair work Presentation Group Presentation Role play Participations Group	Written mid/final Exams Assignments through Blackboard/	15%	80% of students will achieve 60% in this SLO

	professional fields	discussion Question and answer session related to topics	Class participation		
3	**Listening:** Recognise the main point of many radio or TV programmes/documentaries on topics of professional interest when the delivery is relatively slow and clear	Activate Schema Pre-Listening Activities Playing recorded lectures and dialogs Assisting students in answering comprehension and other questions about listening	Auditory Quizzes	15%	80% of students will achieve 60% in this SLO
4	**Reading:** Identify the ideas in texts that consist mainly of high frequency every day or job-related language in their academic and career specific fields	Activate Schema Pre-Reading Activities Previewing difficult vocabulary Teaching specific reading strategies and/or techniques such as: Scanning Skimming Summarizing Assisting students in answering comprehension and other questions about reading	Written mid/ final Exams Assignments through Blackboard/ Class participation	20%	80% of students will achieve 60% in this SLO
5	**Speaking:** Employ phrases in a simple way to describe their professional experiences and give reasons and explanations for opinions and plans	Role play activities Interviews Pair work Group work Presentations Classroom participation	Oral Quizzes	15%	80% of students will achieve 60% in this SLO

6	**Writing:** Write simple connected text on topics that are familiar or of professional interest (such as 'clinical setting: primary care')	Pair work Teacher fronted presentation Process writing Teaching specific writing sub-skills (as taught in the course book) 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	Written mid/ final Exams Assignments through Blackboard/ Class participation	10%	80% of students will achieve 60% in this SLO

2. Assessment Tasks for Students

Activities / Assignments	Quiz						Final Exam			Total
	Q1		Q2		Q3		Language	Reading	Writing	
	L	S	L	S	L	S				
10	5	5	5	5	5	5	30	20	10	
	30									
	40						60 marks			100

*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
- Student support programs
- Teacher's work e-mail and class social network platform

F. Learning Resources and Facilities
1. Learning Resources

Required Textbooks	English for Medicine in Higher Education Studies: Ros Wright
Essential References Materials	
Electronic Materials	Websites related to language learning esltower.com esl-galaxy.com Azargrammar.com Eltgames.com
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom, resource rooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Projector
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

No.	Task	Detail of Processes	Review of tasks/ processes	Target Date	Supporting Documents
1	College need assessment	After five years	Feedback from respective TU colleges	End of academic year 2021	Meetings with colleges
2	Goals and objectives and syllabi for each course	Annual review	Feedback from faculty and students	End of academic year	Course Report Survey for faculty and students
3	Teaching materials	Annual review	Feedback from faculty and students	End of academic year	Course Report Survey for faculty and students

4	Teaching methods and methodologies	Annual review	Feedback from faculty and students	End of academic year	Course Report Survey for faculty and students
5	Student learning outcomes	Annual review	Feedback from faculty and students	End of academic year	Course Report Survey for faculty and students

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. Academic Advising

Students receive academic advising in their respective colleges. However, if they have English related queries, they refer to the Academic Coordination and Follow up Unit.

1. Repeating Levels of Courses
If a student fails a prerequisite course or level, he/she is neither allowed to enroll in the next course, nor drop it.

2. Attendance and Denial
Students have to attend classes regularly. They will be denied access to final exams if their attendance rate is less than 75%.

3. Complaints Policy
To raise a formal complaint whether Academic (marks, denial, teachers' indiscipline, etc.) or Non-academic (threatening, verbal abuse, etc.), the student must complete a form and submit it to the Academic Coordination Unit. At the ELC, the Academic Coordination Unit investigates the complaint and responds to the student. In case a student is not satisfied with the decision, he/she may have recourse to the Student Rights Committee.

4. Make-up Exams
The Testing Unit arranges make-up exams for students who failed to attend the final exams. Absent students are allowed to take the Make-up exams based on their accepted excuses presented to their respective colleges.

I. Specification Approval Data

Council / Committee	
Reference No.	
Date	