|  |  |
| --- | --- |
| **Course Title:** | **English Language** |
| **Course Code:** | **ENG 104** |
| **Program:** | **Bachelor Degree Level 2** |
| **Department:** | **College of Computer Science** |
| **College:** | **College of Computer Science** |
| **Institution:** | **Jazan University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3 (15 hours/ week contact hours)** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | | **√** | | College | | |  | Department | | | |  | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level 2** | | | | |
| **4. Pre-requisites for this course** (if any)**: ENG 103** | | | | | | | | | | | | | | | | |
| **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** | 15 | 100% |
| **2** | **Blended** |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 225 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | **225** |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description An extended and better-integrated syllabus, promoting critical thinking, actively engages students in their language learning. Reading texts are followed by interactive reading comprehension activities; a recording of the text to listen to. Reading involves articles and blogs. Writing skills can be practised through writing about personal descriptions, places, describing tourist destinations, writing adverts, messages, short stories, emails, short descriptions, typing cover letter writing a paragraph, etc. Each learning module follows an Engage-Explore-Task-Reflect activity sequence to help students practice and learn effectively. Topic-based videos engage students to focus on speaking as well as listening skills. Critical thinking provides the tools needed to generate individual ideas and opinions.  ***Benchmark:*** ENG 104, Common First Year (CFY), English Language Skills Department (ELSD), King Saud University (KSU) (ref. <https://cfy.ksu.edu.sa/male/sites/py.ksu.edu.sa.male/files/images/101_0.pdf>); CEFR Level A2 to B1 & SAQF\* Level 7.  ***\*Common European Framework of Reference for Languages*** ***\*Saudi Arabian Qualifications Framework*** |
|  |
| 2. Course Main Objective The course is aimed at furthering the learning outcomes of ENG 103, building upon the language skills learnt earlier, in order to develop more advanced language functions and communicative competence. Students will be able to: identify the main points in a range of listening & reading texts; recognize descriptions in narratives & events; initiate & interact in social exchanges; provide detailed descriptions & explanations; construct connected text on familiar topics with sustained fluency & control; develop conversational skills, expressing ideas, & dealing with problems/ situations where they meet unpredictable language. The course develops academic skills in Listening, Speaking, Reading & Writing (LSRW), where students will be able to: listen & extract meaning from conversations; give opinions, compare & contrast ideas, convey ideas on specific topics; use proper pronunciation; scan, skim & comprehend reading texts/ articles while listening; read & analyze expressions/ texts; write short paragraphs, emails, text messages, reviews; & to introduce simple vocabulary & grammar rules. Learners would develop their ability to think critically and communicate effectively in the global community. |
|  |

## 

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Listen & extract meaning from conversations; give opinions, compare & contrast ideas, convey ideas on a range of topics. | The mission of the program is to prepare highly qualified graduates in Computer Science and IT via a sophisticated and integrated educational system.  To contribute to the technical and educational research development and consolidation in field of  Computer Science and IT |
| 1.2 | Initiate & interact in social exchanges; provide detailed descriptions & explanations; construct connected text on familiar topics with sustained fluency & control. |
| 1.3 | Identify the main points of reading/ listening texts on familiar matters regularly encountered in work, college, leisure, etc. |
| 1.4. | Write on a range of topics like formal letters, business letters, blogs, cover letters, descriptions of a place etc. |
| **2** | **Skills :** |  |
| 2.1 | Analyze language to find patterns in the language and to identify their own mistakes in their performance, use study skill knowledge to improve understanding and recall, draw a mind map to help process writing, review their language production. | To follow up all education improvements through self- learning process during university years and after graduation. |
| 2.2 | Compare and contrast the given situation and express those using phrases, sharing opinions, on given topics. |
| 2.3 | Analyze texts, news articles, interviews to practice critical thinking to speculate, predict and infer meaning/summarize information. |
| 2.4. | Use critical thinking and problem-solving techniques while reading, writing, listening and speaking. | To keep abreast with up-to-date developments and approaches in Computer Science and IT research. |
| **3** | **Values:** |  |
| 3.1 | Develop a teamwork attitude as a responsible member of the team to aid peer editing and correction. | Preparing a generation of researchers in the field of art education. |
| 3.2 | Uphold and practice good social behaviour in consonance with Islamic traditions and values. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Unit 1: Culture and Identity – Student Book and Workbook | 25 |
| 2 | Unit 2: Performing – Student Book and Workbook | 25 |
| 3 | Unit 3: Water – Student Book and Workbook | 25 |
| 4 | Unit 4: Opportunities – Student Book and Workbook | 25 |
| 5 | Unit 5: Wellbeing – Student Book and Workbook | 25 |
| 6 | Unit 6: Mysteries – Student Book and Workbook | 25 |
| 7 | Unit 7: Living Space – Student Book and Workbook | 25 |
| 8 | Unit 8: Travel – Student Book and Workbook | 25 |
| 9 | Unit 9: Shopping – Student Book and Workbook | 25 |
| **Total** | | **225** |

# 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 and Understanding** | | |
| 1.1 | Listen & extract meaning from conversations; give opinions, compare & contrast ideas, convey ideas on a range of topics. | Lectures, classwork and independent homework, groups and pair work, task-based activities, individual mentoring. | Classroom activities, Formative assessments Quizzes, Progress Tests, Final Exam |
| 1.2 | Initiate & interact in social exchanges; provide detailed descriptions & explanations; construct connected text on familiar topics with sustained fluency & control. | Lectures, classwork and independent homework, groups and pair work, task-based activities, individual mentoring. | Classroom activities, Formative assessments Quizzes, Progress Tests, Final Exam |
| 1.3 | Identify the main points of reading/ listening texts on familiar matters regularly encountered in work, college, leisure, etc. | Strategy-based lessons  with rigorous practice  of listening and reading worksheets, study guides, and grammar | Classroom activities, Formative assessments Quizzes, Progress Tests, Final Exam |
| 1.4 | Write on a range of topics like formal letters, business letters, blogs, cover letters, descriptions of a place etc. | Daily engagement with practicing writing skills. Work in pair or group task-based activities, project in group, individual mentoring | Classroom activities, Formative assessments Quizzes, Progress Tests, Final Exam |
| **2.0** | **Skills** | | |
| 2.1 | Analyze language to find patterns in the language and to identify their own mistakes in their performance use study skill knowledge to improve understanding and recall, draw a mind map to help process writing, Review their language production | Lectures, classwork and independent homework., groups and pair work, task-based activities, individual mentoring. | Group reports  Graphic  organizers’  exercises  Quizzes |
| 2.2 | Express themselves in daily situations, using phrases, sharing opinions, using notes for short talks | Students will expand upon their speaking and writing strategies and will be exposed to a variety of preparatory exercises. | Assignments and  Speaking tests, group work, pair work, role play, discussion forum, interviews. |
| 2.3 | Paraphrase ideas, infer an author’s intention or opinion within a CEFR A2 reading passage and detect purpose | Lectures, classwork and independent homework, groups and pair work, task-based activities, individual mentoring. | Classroom  Activities,  Worksheets, work in pair, assignments, quizzes, Progress Tests, Final Exam |
| 2.4 | Use critical thinking and problem-solving techniques while reading, writing, listening and speaking. | Directed practice sessions to enable students to focus on task base activities | Classroom  Activities,  Worksheets, work in pair, assignments, quizzes, Progress Tests, Final Exam |
| **3.0** | **Values** | | |
| 3.1 | Develop a teamwork attitude as a responsible member of the team to aid peer editing and correction. | Team and individual mentoring, | Task-based  assignments and  group drills |
| 3.2 | Uphold and practice good social behaviour in consonance with Islamic traditions and values. | Individual and group counseling focusing on ethics and good conduct | Assessments, Feedback forms |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Quiz 1Integrated (Reading Writing) (Listening Speaking) | 4 | 5% |
| **2** | Quiz 2 Integrated (Reading Writing) (Listening Speaking) | 6 | 5 % |
| **3** | Progress Test | 8 | 20% |
| **4** | Quiz 3 Integrated (Reading Writing) (Listening Speaking) | 10 | 5% |
| **5** | Indirect Assessment: Classroom Performance | 12 | 5% |
| **6** | Final Exam | 15/16 | 60% |
| **7** | Total |  | 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 :** |
| Each group is assigned a teacher for individual guidance, consultation and academic advice. Every teacher is supposed to allocate a minimum of **15**hours per week for his/her group, apart from other 5 hours for administrative duties. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | **Life Intermediate, Student’s Book with DVD:**  - Engaging tasks with fascinating National Geographic content.  - Fully integrated National Geographic video for each unit.  - Review at the end of each unit.  - Grammar reference with practice activities **Life Intermediate, Workbook with Audio CD:**  - Further practice and linear progression of Student’s Book contents.  - Focus on learning skills.  - Sample IELTS tests allow learners to benchmark their learning.  **Life Intermediate, Teacher’s Book with Class Audio CD:**  Detailed teaching notes with lead-ins, additional activities and answer key.  - Notes on vocabulary, grammar, pronunciation and useful background information.  - Photocopiable communicative activities and tests |
| **Essential References Materials** | <http://www.ngllife.com/content/course-overview-0> |
| **Electronic Materials** | <http://www.facebook.com/NGLearningUK>  <http://www.twitter.com/NGLearningUK>  <http://www.youtube.com/NGLearningUK> |
| **Other Learning Materials** | **Life Intermediate, Interactive Whiteboard CD-ROM:**  - Includes IWB tools, ‘zoomable’ pages and easy-to-access audio and video.  - Create your own interactive tasks with the easy-to-use content creation tool.  - Show or hide the key.  - Show justification for the answers to the reading and listening comprehension activities*.* |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Spacious classrooms to accommodate 35 students per class with traditional and smart whiteboards as well as smart touch screens connected to a high-quality sound system. * Internet connection for students to work on their projects, assignments.(if applicable) |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Board * Sound system * Internet * Speakers (for audio) * Laptop (with internet connectivity) * Microphone (for recording speaking skills). * Audio player * Audio recorder * OHP |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * Whiteboard of good quality (to be used as a screen for playing videos as well) * Whiteboard markers (a total of 5 sets of 4 pens for the course per group) * Paper for photocopying quizzes and extra practice materials (4 packets per group) * Photocopying and printing facilities for the teachers and the students |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Quality of learning resources,  Effectiveness of teaching, Assessment Methods | Students | Surveys designed by the English Language Institute (ELI)/ University – distributed among the students. **Direct** |
| Quality of learning resources, Assessment Methods, Extent of achievement of course learning outcomes | Faculty | Surveys designed by the English Language Institute (ELI)/ University – distributed among the course instructors. **Direct/Indirect** |
| Effectiveness of teaching | Quality Assurance and Curriculum Unit, ELI | Classrooms visits and observation. **Direct** |
| Extent of achievement of course learning outcomes | Program Leaders | Statistical analysis of students’ marks in Progress Test and Final Tests.  **Direct** |
| Course effectiveness | Quality Assurance and Curriculum Unit, ELI | Reviewed bi-annually, improvements are planned and implemented. |
| Student assessment  (Summative Test) | Faculty | Marking and remarking of sample of Progress Test and Final Test papers between teachers. **Direct** |
|  |  |  |

**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** | Quality Assurance and Accreditation Unit, English Language Institute |  |
| **Reference No.** | ELI/CS/QAU/ENG104 |  |
| **Date** | 20 October 2020 |  |