|  |  |
| --- | --- |
| **Course Title:** | English Language |
| **Course Code:** | ENG 302 |
| **Program:** | Bachelor Degree Level 6 |
| **Department:** | College of Nursing and Health Sciences |
| **College:** | College of Nursing and Health Sciences |
| **Institution:** | Jazan University |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3 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 6** | | | | |
| **4. Pre-requisites for this course** (if any)**: ENG 301** | | | | | | | | | | | | | | | | |
| **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** | 45 | 100% |
| **2** | **Blended** | NA | NA |
| **3** | **E-learning** | NA | NA |
| **4** | **Distance learning** | NA | NA |
| **5** | **Other** | NA | NA |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 45 |
| **2** | **Laboratory/Studio** | NA |
| **3** | **Tutorial** | NA |
| **4** | **Others** (specify) | NA |
|  | **Total** | 45 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description The course is designed to provide relevant and up-to-date information related to the field of nursing. The course units are taken in accordance with the allotted hours for the prescribed course. Along with a clear and straightforward structure, each unit contains a menu of learning outcomes, along with an end-of-unit checklist. Students will have enough practice for language skills which they need for their professional lives. Reading on medical related topics, health and disease related vocabulary, additional activities like brief projects, and tests in the Teachers Resource Book make the course suitable for mixed-ability classes.  Benchmark: ENG 115, Common First Year, King Saud University  (ref. https://cfy.ksu.edu.sa/male/sites/py.ksu.edu.sa.male/files/images/115\_0.pdf);  CEFR Level B2 to C1 & SAQF\* Level 7 |
| 2. Course Main Objective Suitable for students with background knowledge of English, the course aims to guide pre-work students communicate accurately and effectively in English, with patients and colleagues. This course is ideal for pre-work students, studying at pre-intermediate to intermediate level, who need English in work situations. It further directs students in developing better understanding of language with the help of reading texts, pronunciation practice, and short listening conversations. |
|  |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Apply background knowledge to maintain a record of patient problems and available care facilities. | The assigned program aims to prepare qualified graduates with proper knowledge of language and the knowledge of the topics pertaining to the field of nursing.  To follow up all education improvements through self- learning process during university years and after graduation. |
| 1.2 | Recording and reproducing information and using in professional arena competently. |
| 1.3 | Recognize and discuss patient care symptoms and signs. |
| **2** | **Skills :** |  |
| 2.1 | Develop skills in making empathetic responses. | Developing subject related capabilities for students and encouraging them to continue their higher studies in field of nursing.  Developing critical thinking and problem solving attitude in the beginner level students of nursing. |
| 2.2 | Ability to describe nursing procedures and medical equipment. |
| 2.3 | Develop skills and giving directions and instructions related to patient care. |
| **3** | **Values:** |  |
| 3.1 | Work collaboratively across disciplines to define, discuss and resolve health problems. | The mission of the program is to prepare competent nurses who will apply legal and ethical principles in professional practice. |
| 3.2 | Apply accepted policies, ethics, and guidelines for the management of health information and caring for patients at different settings. |
| 3.3 | Developing team nursing by focusing on different case studies. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Unit: 8 – Gastroenterology | 7 |
| 2 | Unit: 9 – Neurology | 7 |
| 3 | Unit: 10 – Coronary | 6 |
| 4 | Unit: 11 – Surgery | 6 |
| 5 | Unit: 12 - infectious diseases | 6 |
| 6 | Unit: 13 – Renal | 6 |
| 7 | Unit: 15 Outpatients | 7 |
| **Total** | | 45 |

# 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 | Apply background knowledge to maintain a record of patient problems and available care facilities. | Lectures, Instruction, Questioning, Classwork Group and Pair work, Task based activities | Objective Test  Quizzes, Progress Test, final exam. |
| 1.2 | Recording and reproducing information and using in professional arena competently. | Lectures, Instruction, Questioning, Classwork Group and Pair work, Task based activities | Objective Test  Quizzes, Progress Test, final exam. |
| 1.3 | Recognize and discuss patient care symptoms and signs. | Lectures, Instruction, Questioning, Classwork Group and Pair work, Task based activities | Objective Test  Quizzes, Progress Test, final exam. |
| **2.0** | **Skills** | | |
| 2.1 | Develop skills in making empathetic responses. | Lectures, Classwork, Group and Pair work, Task based activities, Role play | Quizzes, Problem sets, Progress Test, Final Exam |
| 2.2 | Ability to describe nursing procedures and medical equipment. | Lectures, Classwork, Group and Pair work, Task based activities, Role play | Quizzes, Problem sets, Progress Test, Final Exam |
| 2.3 | Develop skills and give directions and instructions related to patient care. | Lectures, Classwork, Group and Pair work, Task based activities, Role play | Quizzes, Problem sets, Progress Test, Final Exam |
| **3.0** | **Values** | | |
| 3.1 | Work collaboratively across disciplines to define, discuss and resolve health problems. | Case study, assignments, Power Point Presentation | Oral Presentation,  Rubric, |
| 3.2 | Apply accepted policies, ethics, and guidelines for the management of health information and caring for patients at different settings. | Group project, Task based activities | Oral Presentation,  Questionnaire |
| 3.3 | Developing team nursing by focusing on different case studies. | Demonstration, Multimedia Presentation | Oral Presentation,  Feedback Form  Questionnaire |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Quiz 1 | 5 | 10 % |
| **2** | Progress Test | 9 | 20 % |
| **3** | Quiz 2 | 12 | 10 % |
| **4** | Final Exam | 15-16 | 60 % |
| **8** | **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 **03** hours per week for his/her group, along with the other **10** hours for administrative duties. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Nursing 2: Oxford English for Careers  (Unit 8 to 13 and 15) Tony Grice |
| **Essential References Materials** | Addition worksheets and activities from teacher’s resource book |
| **Electronic Materials** | Smart board, OHP, Blackboard |
| **Other Learning Materials** | Handouts and website link  Websites:  British Council; <http://www.britishcouncil.org/>  English Club: <https://www.englishclub.com>  English School: <https://twitter.com/Englishschooll>  Talk English: <http://www.talkenglish.com/>  Voki: <http://www.voki.com> |

## 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 * Black Board * Sound system * Internet * Speakers (for audio) * Laptop (with internet connectivity) * Audio player * Audio recorder * OHP * Internet connection |
| **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 (2 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 and Accreditation 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 and Accreditation 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 & Accreditation Unit, English Language Institute |
| **Reference No.** | ELI/QAU/CS/ENG302 |
| **Date** | 20 October 2020 |