|  |  |
| --- | --- |
| **Course Title:**  | **English Language** |
| **Course Code:** | **ENG 403** |
| **Program:** | **Bachelor Degree Level 8** |
| **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 8** |
| **4. Pre-requisites for this course** (if any)**: ENG 302** |
| **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**  |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning**  |  |  |
| **5** | **Other**  |  |  |

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

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

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description It is an up-to-date course which is good for practicing all language skills quite effectively, where grammar serves as a crux for all the skills. The course focuses upon understanding and dealing with real life situations. It is an integrated course dealing with all the skills needed to develop better understanding and comprehension. The book prescribed focuses on all the skills while dealing with the topics like: case reports, observation, gastroscopy, encouraging patients and making suggestions, empathizing, communicating and other related topics. A limited number of units have been taken in accordance with the contact hours prescribed for the course.**Benchmark:** ENG 116, Common First Year, King Saud University (ref. <https://fac.ksu.edu.sa/sites/default/files/English_101_Course_Specification.pdf>) CEFR\* Level B2 to C1 & SAQF\* Level 7 \****Common European Framework of Reference for Languages*** ***\*Saudi Arabian Qualifications Framework*** |
|  |
| 2. Course Main Objective This course aims at teaching students about their career in nursing. Students will enhance their knowledge and understanding of English to work efficiently in real life situations, and will grasp the right vocabulary and discourse as necessary to communicate effectively with patients and peers. The course will enable the students to learn what they need to know for a career related to the field of nursing and medical sciences. A balance of receptive (reading and listening) and productive (speaking and writing) language practices, through communicative classes and self-study, shall enhance students' linguistic competence and performance. |
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## 3. Course Learning Outcomes

| **CLOs** | **Aligned****PLOs** |
| --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Apply knowledge of infection control in maintenance of patient care facilities. | ***The assigned program aims to prepare qualified graduates with proper knowledge of language and the knowledge of medical related 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 | Apply principles of evidence-based medicine to determine clinical diagnosis. |
| 1.3 | Show how changes in the treatment have come in the new millennium. |
| **2** | **Skills :** |  |
| 2.1 | Communicate effectively in written and spoken English. | ***Developing research capabilities for students and encouraging them to use their expertise in the field of nursing after the completion of the Bachelor course******Developing critical thinking and problem-solving techniques for the senior level students of nursing*** |
| 2.2 | Communicate effectively with patients and their families regardless of their age, gender, social, cultural, religious, or ethnic backgrounds in various situations. |
| 2.3 | Demonstrate the ability to deal with patients in difficult circumstances. |
| 2.4 | Communicate medical information appropriately, using verbal and writing skills (e.g. patient records, referrals, medical reports).  |
| **3** | **Values:** |  |
| 3.1 | Display a professional commitment to ethical practice. | ***The mission of the program is to graduate highly qualified nurses.*** |
| 3.2 | Work independently and with others under time constraints. |
| 3.3 | Demonstrate the ability to manage one’s own time and balance between professional and personal responsibilities. |
| 3.4 | Participate in class discussions with colleagues and with teachers. |

#

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Unit: 1 – Presenting complaints | 6 |
| 2 | Unit: 2 – Working in general practice | 5 |
| 3 | Unit: 3 – Instructions and procedures  | 5 |
| 4 | Unit: 4 – Explaining and reassuring | 5 |
| 5 | Unit: 5 – Dealing with medication | 6 |
| 6 | Unit: 6 – Lifestyle | 6 |
| 7 | Unit: 7 – Parents and young children | 6 |
| 8 | Unit: 8 – Communication | 6 |
| **Total** | **45** |

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# 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 knowledge of infection control in maintenance of patient care facilities. | Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring | Quizzes, midterm and final exam. |
| 1.2 | Apply principles of evidence-based medicine to determine clinical diagnosis. |
| 1.3 | Show how changes in the treatment have come in the new millennium. |
| **2.0** | **Skills** |
| 2.1 | Communicate effectively in written and spoken English. | Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring. | Quizzes, midterm and final exam. |
| 2.2 | Communicate effectively with patients and their families regardless of their age, gender, social, cultural, religious, or ethnic backgrounds in various situations. |
| 2.3 | Demonstrate the ability to deal with patients in difficult circumstances. |
| 2.4 | Communicate medical information appropriately, using verbal and writing skills (e.g. patient records, referrals, medical reports). |
| **3.0** | **Values** |
| 3.1 | Display a professional commitment to ethical practice. | Lectures, classwork and independent homework. The communicative approach, groups and pair work, task-based activities, individual mentoring | Quizzes, midterm and final exam. |
| 3.2 | Work independently and with others under time constraints. |
| 3.3 | Demonstrate the ability to manage one’s own time and balance between professional and personal responsibilities. |
| 3.4 | Participate in class discussions with colleagues and with teachers. |

##

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Quiz1 | 6 | %10 |
| **2** | Mid term | 9 | %20 |
| **3** | Quiz2 | 11 | %10 |
| **4** | Final Exam | 15-16 | %60 |
| **5** | **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:**Every teacher is supposed to allocate a minimum of 03hours per week for his/ her group, along with the other **10** hours for administrative duties. |
|  |

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# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Medicine 1: Oxford English for Careers (Unit 1 to 8)  Sam McCarter |
| **Essential References Materials** | Dictionaries |
| **Electronic Materials** | Smart board, OHP |
| **Other Learning Materials** | Handouts and the website link |

## 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)
* 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.
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# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| Students’ personal introspection | Students | Surveys designed by the English Language Institute (ELI)/ University – distributed among the students. **Direct** |
| Classroom visits and observation | Faculty | Surveys designed by the English Language Institute (ELI)/ University – distributed among the course instructors. **Direct/ Indirect** |
| Professional development workshops and training courses by the ELI. | Resource persons(national/ international) | The course effectiveness is reviewed bi-annually by the ELI and improvements are planned and implemented.Meetings will be arranged to discuss the effectiveness of the course plan.Evaluation and guidance to students who show weak performance. Benchmarking of course content and student performance with other similar programs. |
| 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/ QAU/CS/ ENG 403 |
| **Date** | 20 October 2020 |