Course Specifications

Course Title:	**Academic English Language Level 102** اللغة الإنجليزية ١٠٢ ـ علمي
Course Code:	**ELIS 102**
Program:	**Preparatory Year Program**
Department:	**English Language Institute**
College:	**English Language Institute**
Institution:	**King Abdulaziz University**

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A. Course Identification

1. Credit hours: 2 credit hours*	

2. Course type

a.   University **X**   College ☐   Department ☐   Others ☐

b.   Required **X**   Elective ☐

3. Level/year at which this course is offered: Preparatory Year

4. Pre-requisites for this course (if any):

Students need to have completed ELIS 101 or have placed directly into the course by achieving a score corresponding to elementary level on the Cambridge English Placement Test.

5. Co-requisites for this course (if any):
   None

* This is an intensive course that meets for 18 contact hours each week. However, it lasts only half a semester. Therefore, if spread over the course of the entire semester, this course contains 9 contact hours per semester-week. The contact hours are not all lecture (language presentation), nor are they all practical (language practice), but rather contain a mix of the two. Due to the nature of the language classroom, it is not easy to demarcate lecture from practical. However, approximately it can be said that for every hour of language presentation, students get about 2 hours of language practice in the classroom. Hence, out of every 9 semester-contact hours a week, approximately 3 can be regarded as lecture, and 6 can be counted as practical. It is acknowledged that ideally this course should count for more credit hours than the two credit hours currently awarded. However, the ELI has not been able to gain approval from the university administration to award more than 2 credit hours for this course.

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	107	85%
2	Blended	19	15%
3	E-learning		
4	Correspondence		
5	Other		
Total**		126	100%

**Since these courses are offered each module, and a module equals approximately 7 weeks of instruction, at 18 hours of instruction a week, this comes to 126 hours of instruction during the entire module. As show in the table above, of these 126 hours, approximately 107 are classroom hours and about 19 are blended learning hours.

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	126
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	126
Other Learning Hours*		
1	Study	45
2	Assignments	15
3	Library	
4	Projects/Research Essays/Theses	10
5	Others (specify)	
	Total	70

*** 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 builds on the basics of Academic English taught in ELIS 101 and consolidates learners' grasp of basic structures while also introducing students to further vocabulary, grammatical structures and more complex academic texts. It aims at bringing students to an A2 level in Academic English by providing them with the tools to deal with academic-oriented English and by strengthening their skills in academic-oriented writing/reading and academic-oriented listening/speaking.

2. Course Main Objective
The purpose of this course is to bring students to Elementary (A2) proficiency in Academic English.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge** On successful completion of this course it is expected that students will be able to:	
1.1	Knowledge of Vocabulary **describe** places, festivals & celebrations internet & technology, weather & climate and sports & competition with high frequency vocabulary	K1
1.2	Knowledge of Grammar **understand** simple A1/A2 CEFR grammatical structures including comparatives, superlatives, prepositions of time and place, adverbs of frequency, singular and plural nouns, articles, quantifiers appropriately and accurately, with some errors.	K2
2	**Skills** On successful completion of this course it is expected that students will be able to:	
2.1	Listening Comprehension • **show** understanding of phrases and expressions related to cities and places, festivals and celebrations, internet and technology, weather and climate, and sports and competition • **analyze** and **synthesize** essential information from short podcasts, lectures, discussions, radio and news programs, and presentations on cities and places, festivals and celebrations, internet and technology, weather and climate, and sports and competition • **differentiate** main ideas and details such as facts, opinions, reasons, biases, and examples in level-appropriate listening passages on topics related to cities and places, festivals and celebrations, internet and technology, weather and climate, and sports and competition	S1
2.2	Reading Comprehension • **apply** scanning and other strategies to locate specific information in simple written material on topics related to cities and places,	S2

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	CLOs	Aligned PLOs
	festivals and celebrations, internet and technology, weather and climate, and sports and competition • **differentiate** main ideas and details in written material on topics related to the course • **discover** meaning from context, make inferences and recognize text type	
2.3	Critical Thinking: • **analyze** and **evaluate** ideas, examples, tables, and graphs • **organize** information using a variety of visual organizers such as T-charts, ideas maps, and wh-charts • **formulate** the advantages and disadvantages of ideas and possible courses of action	S3
3	**Competence** On successful completion of this course it is expected that students will be able to:	
3.1	Spoken Interaction • **interact** in short conversations and group discussions on topics related to cities and places, festivals and celebrations, internet and technology, weather and climate, and sports and competition, presenting his/her opinion, reasons, emphasizing his/her point, and asking and giving clarification on a certain point. • **express** his/her choice, given several available options/ways of doing something, by making suggestions, agreeing or disagreeing with his/her interlocutor, and talking about the pros and cons of the various different options. • **lead** and/or **participate** in a short, basic presentation about cities and places, festivals and celebrations, internet and technology, weather and climate, sports and competition, and/or the results of a survey in a logically organized manner, using appropriate linking word and signposting and including personal opinions, advantages and disadvantages, and/or information about cause and effect as relevant to the topic.	C1
3.2	Written Interaction • **communicate** by writing well-organized descriptive, process, and/or opinion paragraphs about cities and places, festivals and celebrations, internet and technology, weather and climate, and sports and competition, • **express** ideas in paragraphs that are well-organized and well-developed with topic and supporting sentences, clear organization, and appropriate reasons and examples. • **exemplify** in writing the use of "because", "so", "and", "also", "too", "but", and "however" to link simple sentences and phrases in order to complete a paragraph or describe something as a simple list of points. • **follow** correct capitalization and punctuation and correct word order in sentences.	C2

* Knowledge of grammar and vocabulary is directly related to the students' ability to effectively achieve the program learning outcomes in listening, speaking, reading, and writing.

Program Learning Outcomes:

At the end of the program, students will be able to:

K1: **Understand** the meaning and apporpriate usage of words and lexical constructions widely attested in spoken and written Academic English discourse at the B1 CEFR level.

K2: **Understand** the structure and usage of grammatical constructions widely used in Academic English texts, both spoken and written, at the B1 CEFR level.

S1: **Establish** and appropriately respond to the content of conversations, debates, lectures, discussions, and talks on a wide range of academic topics at the intermediate level (B1 CEFR).

S2: **Analyze** and appropriately respond to significant points, main ideas, details, and conclusions in a variety of different kinds of reading passages on a wide range of academic topics at the intermediate level (B1 CEFR).

S3: **Apply** a variety of critical thinking skills including evaluating and analyzing ideas, proposals, and the content of spoken and written texts on a range of academic topics.

C1: **Express** verbally ideas, opinions, issues, problems, and advantages and disadvantages related to academic topics, utilizing appropriate support and detail, in a variety of speaking contexts including one-to-one, small group, and classroom interaction as well as formal presentations and/or debates.

C2: **Communicate** by writing well-organized, coherent and cohesive essays that are 4-5 paragraphs in length on a variety of academic topics with appropriate detail and support and a significant level of grammatical accuracy.

C. Course Content

No	List of Topics	Contact Hours
1	Places	25
2	Festivals & Celebrations	25
3	Internet and technology	25
4	Weather and climate	25
5	Sports and Competition	26
	Total	126

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	Knowledge of Vocabulary **describe** places, festivals & celebrations internet & technology, weather & climate and sports & competition with high frequency vocabulary	Pair Work Elicitation Teacher-Fronted Presentation Pre- and Post-Reading and Listening activities that focus on vocabulary	Mid-Module CBT Final CBT Online Progress Tests in Blackboard

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Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Practice Activities	
1.2	Knowledge of Grammar **understand** simple A1/A2 CEFR grammatical structures including comparatives, superlatives, prepositions of time and place, adverbs of frequency, singular and plural nouns, articles, quantifiers appropriately and accurately, with some errors.	Pair Work Group Work Teacher-Fronted Presentation Practice Activities	Mid-Module CBT Final CBT Online Progress Tests in Blackboard *Also assessed as part of the rating scale for writing and speaking exams.
2.0	**Skills**		
2.1	Listening Comprehension • **show** understanding of phrases and expressions related to cities and places, festivals and celebrations, internet and technology, weather and climate, and sports and competition • **analyze** and **synthesize** essential information from short podcasts, lectures, discussions, radio and news programs, and presentations on cities and places, festivals and celebrations, internet and technology, weather and climate, and sports and competition • **differentiate** main ideas and details such as facts, opinions, reasons, biases, and examples in level-appropriate listening passages on topics related to cities and places, festivals and celebrations, internet and technology, weather and climate, and sports and competition	Activate Schema Pre-Listening Activities Playing recorded lectures and dialogs Assisting students in answering comprehension and other questions about the listening	Mid-Module CBT Final CBT Online Progress Tests in Blackboard
2.2	Reading Comprehension • **apply** scanning and other strategies to locate specific information in simple written material on topics related to cities and places, festivals and celebrations, internet and technology, weather and	Activate Schema Pre-Reading Activities Previewing difficult vocabulary	Mid-Module CBT Final CBT Online Progress Tests in Blackboard

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	climate, and sports and competition • **differentiate** main ideas and details in written material on topics related to the course • **discover** meaning from context, make inferences and recognize text type	Teaching specific reading strategies Assisting students in answering comprehension and other questions about the reading.	
2.3	Critical Thinking: • **analyze** and **evaluate** ideas, examples, tables, and graphs • **organize** information using a variety of visual organizers such as T-charts, ideas maps, and wh-charts • **formulate** the advantages and disadvantages of ideas and possible courses of action	Activities inside and outside the course book which require students to compare two or more listening or reading passages on the same topic Activities designed to have students apply knowledge learned from reading or listening in speaking and writing activities Activities designed to have students critically analyze material presented	Mid-Module and Final Writing Exams Speaking Project Mid-Module Speaking Exam *At this level, the LO regarding organizing information using visual organizers is not assessed directly. However, students are required to perform tasks which are aided by their use.*
3.0	**Competence**		
3.1	Spoken Interaction • **interact** in short conversations and group discussions on topics related to cities and places, festivals and celebrations, internet and technology, weather and climate, and sports and competition, presenting his/her opinion, reasons, emphasizing his/her point, and asking and giving clarification on a certain point. • **express** his/her choice, given several available options/ways of doing something, by making suggestions, agreeing or disagreeing with his/her interlocutor, and talking about	Pair Work Group Work Whole Class Discussion	Mid Module Speaking Exam Speaking Project

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	the pros and cons of the various different options. • **lead** and/or **participate** in a short, basic presentation about cities and places, festivals and celebrations, internet and technology, weather and climate, sports and competition, and/or the results of a survey in a logically organized manner, using appropriate linking word and signposting and including personal opinions, advantages and disadvantages, and/or information about cause and effect as relevant to the topic.		
3.2	Written Interaction • **communicate** by writing well-organized descriptive, process, and/or opinion paragraphs about cities and places, festivals and celebrations, internet and technology, weather and climate, and sports and competition, • **express** ideas in paragraphs that are well-organized and well-developed with topic and supporting sentences, clear organization, and appropriate reasons and examples. • **exemplify** in writing the use of "because", "so", "and", "also", "too", "but", and "however" to link simple sentences and phrases in order to complete a paragraph or describe something as a simple list of points. • **follow** correct capitalization and punctuation and correct word order in sentences.	Pair work Teacher fronted presentation Process writing Teaching 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 Tasks in Blackboard

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	End of Unit Weekly Review Tasks on Blackboard	Weekly	10%
2	Mid-Module Writing Exam	3 or 4	5%
3	Mid-Module CBT	Early Week 4	20%
4	Mid-Module Speaking Exam	4	5%
5	End-of-Module Writing Exam	6 or 7	10%
6	Speaking Project	Various steps due throughout the module	10%
7	End-of-Module CBT	End of week 7	40%

*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 :

Faculty members dedicate 10 hours every week for office hours, during which students are encouraged to visit their instructor for help, conversation practice and clarifying difficult concepts. The Academic Management Unit (AMU) also supervises a Student Support Committee that provides additional tutoring and help to weaker students or students who were registered late by the university. There is also a Special Educational Needs (SEN) coordinator who helps students with special needs.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	UNLOCK 2 – Coursebook for Listening & Speaking 2nd Edition(Units 1-5) UNLOCK 2 – Coursebook for Reading & Writing 2nd Edition (Units 1-5)
Essential References Materials	Not Applicable
Electronic Materials	https://eli.kau.edu.sa
Other Learning Materials	Blackboard

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms with at least 35 seats. Seats should not be bolted to the floor. Enough computer labs to administer each computer-based exam for all students in a maximum of 2 days.

Item	Resources
Technology Resources (AV, data show, Smart Board, software, etc.)	Overhead projector, whiteboard, coursebook software, internet, speakers, printers, photocopiers, and laptops for teachers. Computer labs need up-to-date software and quality headphones.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Teacher resources room and library for lesson preparation.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students Classroom Observation Committee Professional Development Unit External Reviewers such as the CEA Accreditation Agency	Student Surveys Formal Classroom Observation
Effectiveness of Assessment	Curriculum and Test Development Unit Curriculum Committee Assessment Committee External Reviewers such as the CEA Accreditation Agency	Item Analysis Data Teacher Feedback Student Feedback Course Reports
Extent of Achievement of Course Learning Outcomes	Quality Assurance Unit Curriculum and Test Development Unit	Item Analysis Data Course Reports Annual Program Review

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	
Reference No.	
Date	