

Course Specifications

| | |
|---------------|--|
| Course Title: | Academic English Language Level 103 اللغة الإنجليزية ١٠٣ - علمي |
| Course Code: | ELIS 103 |
| 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 <input checked="" type="checkbox"/> | College <input type="checkbox"/> | Department <input type="checkbox"/> |
| b. | Required <input checked="" type="checkbox"/> | Elective <input type="checkbox"/> | Others <input type="checkbox"/> |
| 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 102 or have placed directly into the course by achieving a score corresponding to a pre-intermediate proficiency 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 | 40 |
| 2 | Assignments | 15 |
| 3 | Library | |
| 4 | Projects/Research Essays/Theses | 15 |
| 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 further develops students' grasp of Academic English by bringing them to a low B1 level and empowering them to start learning Academic English independently. It gives them tools to deal with more complex structures of Academic English and broadens and deepens their competence in academic writing/reading and academic listening/speaking.

2. Course Main Objective

The purpose of this course is to further develop students' academic English skills and to bridge them from high A2 (elementary) to low B1 (pre-intermediate) 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 <ul style="list-style-type: none"> understand high frequency vocabulary used to describe business, people, space exploration, animals and the environment demonstrate use of high frequency vocabulary appropriately in writing or speaking about business, people, space exploration, animals and the environment and use typical academic adjectives appropriately accurately in relation to course topics. choose appropriate and systematic vocabulary learning techniques to new lexical items and patterns within the course topics | K1 |
| 1.2 | Knowledge of Grammar demonstrate appropriate usage of grammatical structures presented in the course from the A2 and B1 CEFR range accurately and appropriately (including subject/verb agreement, past and present tenses, "when" clauses, noun phrases with "of", subject and object pronouns, possessive adjectives, comparative adjectives, adverbs of frequency, prepositional phrases, modals for obligation and suggestions, linking words, and dependent prepositions.) | K2 |
| 2 | Skills On successful completion of this course it is expected that students will be able to: | |
| 2.1 | Listening Comprehension <ul style="list-style-type: none"> differentiate main ideas and details by identifying explanations, counter-arguments, reactions, contrasting ideas, text organization, and signposting language from short recorded lectures, debates, discussions, presentations, conversations, radio programs, and podcasts on topics related to business, people, space exploration, animals and the environment. | S1 |

| CLOs | | Aligned PLOs |
|------|---|--------------|
| | <ul style="list-style-type: none"> establish main ideas and important details in short talks and lectures about historical events, personalities, and topics related to business, people, space exploration, animals and the environment | |
| 2.2 | Reading Comprehension <ul style="list-style-type: none"> discover specific information in medium-length written material (approximately 325-475 words) on topics such as business, people, space exploration, animals and the environment. apply effective reading strategies such as skimming, scanning, summarizing, identifying the author's purpose and audience, and working out meaning from context to recognize both main ideas and details in straightforward level-appropriate written academic texts. | S2 |
| 2.3 | Critical Thinking: <ul style="list-style-type: none"> evaluate ideas and arguments for and against opinions on subjects related to business, people, space exploration, animals and the environment apply critical thinking skills in a range of academic activities related to business, people, space exploration, animals and the environment analyze discursive essay questions and course content infographics including charts, graphs and illustrations plan, design and formulate academic presentations on subjects related to sports and competition, work/business, describing people and animals, customs, traditions and history | S3 |
| 3 | Competence On successful completion of this course it is expected that students will be able to: | |
| 3.1 | Spoken Interaction <ul style="list-style-type: none"> participate in conversations and discussions on topics related to business, people, space exploration, animals and the environment, expressing lack of understanding and/or the need for further clarification when necessary communicate appropriate advice in a range of situations express the advantages and disadvantages of several possible choices related to problems raised by topics covered in the course agree (or disagree) in a range of situations lead and/or participate in delivering an effective academic presentation on a substantive academic topic related to topics covered in the course using clear signposting and appropriate linking words and including appropriate examples and details. | C1 |
| 3.2 | Written Interaction <ul style="list-style-type: none"> communicate in writing using up to 3 well-organized, cohesive, and coherent paragraphs and/or an academically structured 4-paragraph essay with relevant supporting details and examples on academic topics related to business, people, space exploration, animals and the environment | C2 |



| CLOs | | Aligned PLOs |
|------|--|--------------|
| | <ul style="list-style-type: none"> express ideas in a variety of types of academic writing including narrative, explanatory, comparative, cause and effect, and/or opinion paragraphs and essays. exemplify the usage of a range of cohesive devices, grammatical structures, and lexical items appropriately and accurately | |

* 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 appropriate 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 | Business | 25 |
| 2 | People | 25 |
| 3 | The Universe (Space Exploration) | 25 |
| 4 | Animals | 25 |
| 5 | The Environment | 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 | | |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--|--|---|
| 1.1 | <p>Knowledge of Vocabulary</p> <ul style="list-style-type: none"> understand high frequency vocabulary used to describe business, people, space exploration, animals and the environment demonstrate use of high frequency vocabulary appropriately in writing or speaking about business, people, space exploration, animals and the environment and use typical academic adjectives appropriately accurately in relation to course topics. choose appropriate and systematic vocabulary learning techniques to new lexical items and patterns within the course topics | <p>Pair Work</p> <p>Elicitation</p> <p>Teacher-Fronted Presentation</p> <p>Pre- and Post-Reading and Listening activities that focus on vocabulary</p> <p>Practice Activities</p> | <p>Mid-Module CBT</p> <p>Final CBT</p> <p>Online Progress Tests in Blackboard</p> |
| 1.2 | <p>Knowledge of Grammar</p> <p>demonstrate appropriate usage of grammatical structures presented in the course from the A2 and B1 CEFR range accurately and appropriately (including subject/verb agreement, past and present tenses, "when" clauses, noun phrases with "of", subject and object pronouns, possessive adjectives, comparative adjectives, adverbs of frequency, prepositional phrases, modals for obligation and suggestions, linking words, and dependent prepositions.)</p> | <p>Pair Work</p> <p>Group Work</p> <p>Teacher-Fronted Presentation</p> <p>Practice Activities</p> | <p>Mid-Module CBT</p> <p>Final CBT</p> <p>Online Progress Tests in Blackboard</p> <p>*Also assessed as part of the rating scale for writing and speaking exams.</p> |
| 2.0 | Skills | | |
| 2.1 | <p>Listening Comprehension</p> <ul style="list-style-type: none"> differentiate main ideas and details by identifying explanations, counter-arguments, reactions, contrasting ideas, text organization, and signposting language from short recorded lectures, debates, discussions, presentations, conversations, radio programs, and podcasts on topics related to business, | <p>Activate Schema</p> <p>Pre-Listening Activities</p> <p>Playing recorded lectures and dialogs</p> <p>Assisting students in answering comprehension and other questions about the listening</p> | <p>Mid-Module CBT</p> <p>Final CBT</p> <p>Online Progress Tests in Blackboard</p> |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--|---|---|
| | <p>people, space exploration, animals and the environment.</p> <ul style="list-style-type: none"> establish main ideas and important details in short talks and lectures about historical events, personalities, and topics related to business, people, space exploration, animals and the environment | | |
| 2.2 | <p>Reading Comprehension</p> <ul style="list-style-type: none"> discover specific information in medium-length written material (approximately 325-475 words) on topics such as business, people, space exploration, animals and the environment. apply effective reading strategies such as skimming, scanning, summarizing, identifying the author's purpose and audience, and working out meaning from context to recognize both main ideas and details in straightforward level-appropriate written academic texts. | <p>Activate Schema</p> <p>Pre-Reading Activities</p> <p>Previewing difficult vocabulary</p> <p>Teaching specific reading strategies</p> <p>Assisting students in answering comprehension and other questions about the reading.</p> | <p>Mid-Module CBT</p> <p>Final CBT</p> <p>Online Progress Tests in Blackboard</p> |
| 2.3 | <p>Critical Thinking:</p> <ul style="list-style-type: none"> evaluate ideas and arguments for and against opinions on subjects related to business, people, space exploration, animals and the environment apply critical thinking skills in a range of academic activities related to business, people, space exploration, animals and the environment analyze discursive essay questions and course content infographics including charts, graphs and illustrations plan, design and formulate academic presentations on subjects related to sports and competition, work/business, describing people and | <p>Activities inside and outside the course book which require students to compare two or more listening or reading passages on the same topic</p> <p>Activities designed to have students apply knowledge learned from reading or listening in speaking and writing activities</p> <p>Activities designed to have students critically analyze material presented</p> | <p>Mid-Module and Final Writing Exams</p> <p>Speaking Project</p> <p>Mid-Module Speaking Exam</p> |



| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|---|---|---|
| | animals, customs, traditions and history | | |
| 3.0 | Competence | | |
| 3.1 | <p>Spoken Interaction</p> <ul style="list-style-type: none"> • participate in conversations and discussions on topics related to business, people, space exploration, animals and the environment, expressing lack of understanding and/or the need for further clarification when necessary • communicate appropriate advice in a range of situations • express the advantages and disadvantages of several possible choices related to problems raised by topics covered in the course • agree (or disagree) in a range of situations • lead and/or participate in delivering an effective academic presentation on a substantive academic topic related to topics covered in the course using clear signposting and appropriate linking words and including appropriate examples and details. | <p>Pair Work</p> <p>Group Work</p> <p>Whole Class Discussion</p> | <p>Mid Module Speaking Exam</p> <p>Speaking Project</p> |
| 3.2 | <p>Written Interaction</p> <ul style="list-style-type: none"> • communicate in writing using up to 3 well-organized, cohesive, and coherent paragraphs and/or an academically structured 4-paragraph essay with relevant supporting details and examples on academic topics related to business, people, space exploration, animals and the environment • express ideas in a variety of types of academic writing including narrative, explanatory, comparative, cause and effect, and/or | <p>Pair work</p> <p>Teacher fronted presentation</p> <p>Process writing</p> <p>Teach specific writing sub-skills (as taught in the coursebook)</p> <p>Practice writing tasks done in class which the teacher collects and gives feedback on.</p> <p>Students write answers on the board</p> | <p>Mid-Module and Final Writing Exams</p> <p>Online Writing Tasks in Blackboard</p> |



| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|---|---|--------------------|
| | opinion paragraphs and essays. • exemplify the usage of a range of cohesive devices, grammatical structures, and lexical items appropriately and accurately | and the teacher gives whole class feedback. | |

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 2 nd Edition (Units 6-8) UNLOCK 2– Coursebook for Reading & Writing 2 nd Edition (Units 6-8) UNLOCK 3– Coursebook for Listening & Speaking 2 nd Edition (Units 1,2) UNLOCK 3– Coursebook for Reading & Writing 2 nd Edition (Units 1,2) |
| 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. |
| 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 | |