

# Course Specifications

Course Title:	Academic English Language Level 104 اللغة الإنجليزية ١٠٤ - علمي
Course Code:	ELIS 104
Program:	Preparatory Year Program
Department:	English Language Institute
College:	English Language Institute
Institution:	King Abdulaziz University



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## A. Course Identification

<b>1. Credit hours:</b> 2 credit hours*			
<b>2. Course type</b>			
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"/>
<b>3. Level/year at which this course is offered:</b> Preparatory Year			
<b>4. Pre-requisites for this course (if any):</b> Students need to have completed ELIS 103 or have placed directly into the course by achieving a score corresponding to an intermediate proficiency level on the Cambridge English Placement Test.			
<b>5. Co-requisites for this course (if any):</b> 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		
<b>Total**</b>		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
<b>Contact Hours</b>		
1	Lecture	126
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	126
<b>Other Learning Hours***</b>		
1	Study	40
2	Assignments	15
3	Library	
4	Projects/Research Essays/Theses	15
5	Others (specify)	
	<b>Total</b>	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 aims to strengthen students' grasp of Academic English by bringing them to a solid B1 level and empowering them to continue to function as independent learners. It gives them tools to deal with more complex structures of Academic English and helps solidify their competence in academic writing/reading and academic listening/speaking.

### 2. Course Main Objective

The purpose of this course is to bring students to a solid Intermediate (B1) proficiency in Academic English preparing them to successfully enter into their selected English-medium majors.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge</b> On successful completion of this course it is expected that students will be able to:	
1.1	<b>Knowledge of Vocabulary</b> <ul style="list-style-type: none"> <li><b>identify</b> appropriate academic vocabulary pertaining to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> <li><b>demonstrate</b> appropriate understanding of academic vocabulary in the evaluation of issues relating to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> </ul>	K1
1.2	<b>Knowledge of Grammar</b> <ul style="list-style-type: none"> <li><b>understand</b> meanings conveyed by passive forms, conditional sentences, relative clauses, prepositions, conjunctions and other B1 CEFR grammar presented in the course material</li> <li><b>demonstrate</b> appropriate use of B1 CEFR grammar presented in the course material in a wide range of academic activities including critical thinking tasks and presentations on a range of topics</li> </ul>	K2
2	<b>Skills</b> On successful completion of this course it is expected that students will be able to:	
2.1	<b>Listening Comprehension</b> <ul style="list-style-type: none"> <li><b>differentiate</b> main ideas and specific details including opinion and cause and effect in debates, lectures, radio programs, discussions, and talks on topics related to transport, customs &amp; traditions, health &amp; fitness, discovery &amp; invention and economics</li> <li><b>analyze and evaluate</b> main ideas and specific details of debates, lectures, radio programs, discussions, and talks on topics related to transport, customs &amp; traditions, health &amp; fitness, discovery &amp; invention and economics</li> </ul>	S1



CLOs		Aligned PLOs
	<ul style="list-style-type: none"> <li><b>establish</b> the main points of extended discussions, interviews, academic discussions and lectures on course topics</li> <li><b>use</b> understanding of opposing points of view, rhetorical questions, attitude, and lecture organization to better understand topics discussed in course</li> </ul>	
2.2	<b>Reading Comprehension</b> <ul style="list-style-type: none"> <li><b>discover, analyze and evaluate</b> significant points, main ideas, details, and conclusions in straightforward articles and in clearly signaled argumentative texts on subjects related to transport, customs &amp; traditions, health &amp; fitness, discovery &amp; invention and economics.</li> <li><b>apply</b> a range of skills and strategies such as previewing a text, using background knowledge, using visuals to predict content, making inferences, and making annotations on a text to recognize both the main ideas and details of level-appropriate academic written texts.</li> </ul>	S2
2.3	<b>Critical Thinking:</b> <ul style="list-style-type: none"> <li><b>evaluate</b> ideas, arguments, for and against opinions, research topics and persuasive language on subjects related to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> <li><b>apply</b> critical thinking skills in a range of academic activities related to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> <li><b>analyze</b> discursive essay questions and course content infographics</li> <li><b>perform</b> academic presentations on subjects related to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> </ul>	S3
<b>3</b>	<b>Competence</b> On successful completion of this course it is expected that students will be able to:	
3.1	<b>Spoken Interaction</b> <ul style="list-style-type: none"> <li><b>listen, respond to and participate</b> in discussions on a range of issues and perspectives related to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> <li><b>express</b> anticipated problems, future actions and alternatives related to course content.</li> <li><b>lead and participate</b> in a presentation on a substantive academic topic from the course content topics</li> <li><b>listen and respond to</b> ideas, personal experiences, opinions, and advantages and disadvantages on a range of topics related to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> </ul>	C1
3.2	<b>Written Interaction</b>	C2



CLOs		Aligned PLOs
	<ul style="list-style-type: none"> <li>• <b>initiate, participate and cooperate</b> in the planning and preparation (including task and language checklists) required for production of cohesive and coherent academic writing</li> <li>• <b>communicate</b> in writing using 4-5 paragraph coherent and cohesive problem-solution, advantage-disadvantage, and/or cause-effect essays on topics related to transportation, customs and traditions, health, fitness, discoveries and inventions, and economics</li> </ul>	

\* 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	Transport	25
2	Customs and Traditions	25
3	Health and Fitness	25
4	Discovery and Invention	25
5	Economics	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	<b>Knowledge</b>		
1.1	Knowledge of Vocabulary <ul style="list-style-type: none"> <li><b>identify</b> appropriate academic vocabulary pertaining to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> <li><b>demonstrate</b> appropriate understanding of academic vocabulary in the evaluation of issues relating to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> </ul>	Pair Work Elicitation Teacher-Fronted Presentation Pre- and Post-Reading and Listening activities that focus on vocabulary Practice Activities	Mid-Module CBT Final CBT Online Progress Tests in Blackboard
1.2	Knowledge of Grammar <ul style="list-style-type: none"> <li><b>understand</b> meanings conveyed by passive forms, conditional sentences, relative clauses, prepositions, conjunctions and other B1 CEFR grammar presented in the course material</li> <li><b>demonstrate</b> appropriate use of B1 CEFR grammar presented in the course material in a wide range of academic activities including critical thinking tasks and presentations on a range of topics</li> </ul>	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	<b>Skills</b>		
2.1	<b>Listening Comprehension</b> <ul style="list-style-type: none"> <li><b>differentiate</b> main ideas and specific details including opinion and cause and effect in debates, lectures, radio programs, discussions, and talks on topics related to transport, customs &amp; traditions, health &amp; fitness, discovery &amp; invention and economics</li> <li><b>analyze and evaluate</b> main ideas and specific details of debates, lectures, radio</li> </ul>	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



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>programs, discussions, and talks on topics related to transport, customs &amp; traditions, health &amp; fitness, discovery &amp; invention and economics</p> <ul style="list-style-type: none"> <li>• <b>establish</b> the main points of extended discussions, interviews, academic discussions and lectures on course topics</li> <li>• <b>use</b> understanding of opposing points of view, rhetorical questions, attitude, and lecture organization to better understand topics discussed in course</li> </ul>		
2.2	<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• <b>discover, analyze and evaluate</b> significant points, main ideas, details, and conclusions in straightforward articles and in clearly signaled argumentative texts on subjects related to transport, customs &amp; traditions, health &amp; fitness, discovery &amp; invention and economics.</li> <li>• <b>apply</b> a range of skills and strategies such as previewing a text, using background knowledge, using visuals to predict content, making inferences, and making annotations on a text to recognize both the main ideas and details of level-appropriate academic written texts.</li> </ul>	<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><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>• <b>evaluate</b> ideas, arguments, for and against opinions, research topics and persuasive language on subjects related to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> </ul>	<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>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
	<ul style="list-style-type: none"> <li><b>apply</b> critical thinking skills in a range of academic activities related to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> <li><b>analyze</b> discursive essay questions and course content infographics</li> <li><b>perform</b> academic presentations on subjects related to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> </ul>	<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>	
3.0	<b>Competence</b>		
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> <li><b>listen, respond</b> to and <b>participate</b> in discussions on a range of issues and perspectives related to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> <li><b>express</b> anticipated problems, future actions and alternatives related to course content.</li> <li><b>lead</b> and <b>participate</b> in a presentation on a substantive academic topic from the course content topics</li> <li><b>listen and respond to</b> ideas, personal experiences, opinions, and advantages and disadvantages on a range of topics related to transport, customs and traditions, health and fitness, discoveries and inventions, and economics</li> </ul>	<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"> <li><b>initiate, participate and cooperate in</b> the planning and preparation (including task and language checklists) required for production of cohesive and coherent academic writing</li> </ul>	<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>Mid-Module and Final Writing Exams</p> <p>Online Writing Tasks in Blackboard</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> <li><b>communicate</b> in writing using 4-5 paragraph coherent and cohesive problem-solution, advantage-disadvantage, and/or cause-effect essays on topics related to transportation, customs and traditions, health, fitness, discoveries and inventions, and economics</li> </ul>	Students write answers on the board 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

<b>Required Textbooks</b>	UNLOCK 3– Coursebook for Listening & Speaking 2nd Edition (Units 4,5,6,7,9) UNLOCK 3– Coursebook for Reading & Writing 2 <sup>nd</sup> Edition (Units 4,5,6,7,9)
<b>Essential References Materials</b>	Not Applicable
<b>Electronic Materials</b>	<a href="https://eli.kau.edu.sa">https://eli.kau.edu.sa</a>





<b>Other Learning Materials</b>	Blackboard
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## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (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.
<b>Technology Resources</b> (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.
<b>Other Resources</b> (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 Aptis and other external tests to verify that the intended language proficiency level has been achieved.

**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))

## H. Specification Approval Data

Council / Committee	
Reference No.	
Date	

