



# Course Specification

## (Bachelor)

**Course Title:** English Language Skills 2

**Course Code:** 112-PEN-4

**Program:** Preparatory Year (Computer Track)

**Department:** English Language Skills

**College:** Deanship of Preparatory Year

**Institution:** Najran University

**Version:** 2

**Last Revision Date:** August 15, 2024





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## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( 4 )

#### 2. Course type

A.  University  College  Department  Track  Others  
B.  Required  Elective

3. Level/year at which this course is offered: (Level One/ First Year)

#### 4. Course General Description:

*English Language Skills 2* is designed to develop knowledge of vocabulary and grammar, as well as academic and English language skills of reading comprehension, writing and 21st-century skills through various activities based on a task-based approach and critical thinking. It develops students' ability to think critically in an academic context as they start their language learning.

5. Pre-requirements for this course (if any): No

6. Co-requisites for this course (if any): No

#### 7. Course Main Objective(s):

The main objective of the course is to equip students with the academic and language skills required to conduct English reading and writing activities in a university setting.

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	4	100%
4	Distance learning		



### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	64
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
<b>Total</b>		<b>64</b>

### B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	<b>Vocabulary</b> To build general vocabulary related to likes, business, jobs, media, food, nature and culture in reading and writing contexts		Pre, while and post teaching activities such as PowerPoint presentation, pair and group work, audio visual aids, lectures, in-class discussion	Continuous Assessment, Midterm Examination, Final Examination
1.2	<b>Grammar</b> To demonstrate the basics of simple grammatical concepts and structures featured in various academic contexts		Pre, while and post teaching activities such as PowerPoint presentation, pair and group work, audio visual aids, lectures, in-class discussion	Continuous Assessment, Midterm Examination, Final Examination



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	<b>Skills</b>			
2.1	<b>Reading</b> To explain simple types of texts such as short academic texts, news articles, profiles, and short stories		Pre, while and post teaching activities such as PowerPoint presentation, pair and group work, audio visual aids, lectures, in-class discussion	Continuous Assessment, Midterm Examination, Final Examination
2.2	<b>Reading</b> To apply basic skills of reading such as skimming, scanning, reading for detail, previewing, annotating, collecting, categorizing, analyzing information		Pre, while and post teaching activities such as PowerPoint presentation, pair and group work, audio visual aids, lectures, in-class discussion	Continuous Assessment, Midterm Examination, Final Examination
2.3	<b>Writing</b> To compose various types of sentences including simple and descriptive sentences, using correct sentence structure, capitalization and punctuation		Pre, while and post teaching activities such as PowerPoint presentation, pair and group work, audio visual aids, lectures, in-class discussion s	Continuous Assessment, Midterm and Final Exams
2.4	<b>Writing</b> To produce a short piece of writing, including emails,		Pre, while and post teaching activities such as PowerPoint presentation, pair and group work, audio	Continuous Assessment, Midterm and Final Exams



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	profiles, reports, paragraphs and fact sheets		visual aids, lectures, in-class discussion	
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	<b>21<sup>st</sup> Century Literacy</b> To develop lifelong English language learning autonomy through creative media literacy		Group-based learning: collaborative learning, discussion, presentation, and self-evaluation.	Survey, Observation checklist

### C. Course Content

No	List of Topics	Contact Hours
1.	<b>Unit 1: Free Time</b> Pages: 2-27 <b>Reading:</b> My Hobby Reading 2: Favorite Pastimes in the MENA Simple present, Hobbies, Inferring; Predicting; Simple present: + -ing; Fact and Opinion <b>Writing:</b> Prepositions of time; The sentence; Sentence punctuation; And or But; An outline of an essay; Analyze Media	8
2.	<b>Unit 2: Start-Up World</b> Pages: 28-53 <b>Reading:</b> The Careem Story; Online Shopping; Business and industry; Scanning: Predicting; Simple Past: Questions with did; Online Shopping; Predicting; Main Ideas. <b>Writing:</b> Subject, Verb, and Object; Interview; Finding reliable sources during research; A research report; Make a Website	8
3.	<b>Unit 3: World Records</b> Pages: 54-79 <b>Reading:</b> The Middle East on the Sporting Map; A Saudi World Record; Superlative Adjectives; Nouns and Adjectives; Skimming for the main idea; These athletes, Past and Present; Ordinal numbers; Inferring; Skimming <b>Writing:</b> Daily routines; Quantities with per; Units of measurement; Write a profile; Mistakes in grammar and punctuation; A profile about a local star athlete; Make a Budget	8





4.	<p><b>Unit 4: Famous and Influential People</b> Pages: 80-105</p> <p><b>Reading:</b> Two Creative Arabs, Two Adventurous Arabs (One of) the superlative; Superlative to; Personal Pronouns for Subject and Object; There is / There Are; Making Predictions as You Read; Skimming and Scanning; How? By -ing; Possessive Forms of a Noun; Possessive Forms of a Noun; Taking Notes: Using Symbols and Abbreviations</p> <p><b>Writing:</b> Prepositions of Place; Simple Present with Adverbs of Frequency; Past Time Markers; Types of work; Jobs; Write an email; Write a research report; Respond to Social Media Feedback</p>	8
5.	<p><b>Unit 5: Social Media</b> Pages: 106-101</p> <p><b>Reading:</b> Social Media Usage in MENA; Social Networking: The Pros and Cons; Comparative Adjectives; Superlative Adjectives; Changing a Verb to a Noun; Media and the Internet; Inferring; The 5Ws for Taking Notes and Summarizing; Irregular Comparatives and Superlatives; Fact and Opinion</p> <p><b>Writing:</b> May; Connecting Ideas; Compound Nouns; Phrasal Verbs; Pros and Cons; An essay giving arguments for and against social media; Write a Sponsored Post</p>	8
6.	<p><b>Unit 6: The Deep Sea</b> Pages: 132-157</p> <p><b>Reading:</b> Deep-Sea Creatures; The Deepsea Challenger; Present Continuous; Animals; Scanning; Main Idea and Supporting details; Cause and Effect; a, an, and the; Using a Cause-and-Effect Diagram</p> <p><b>Writing:</b> Be: have; Comparing with as ... as; The Sentence; Reference; Sea animals; Brainstorming and Using a Mind Map; Cause and-Effect Diagrams; Producing a fact sheet; Producing clear and slides Final Writing Task; Write a fact sheet and prepare preset; Slides; Make a Digital Mind Map</p>	8
7.	<p><b>Unit 7: Pop Culture</b> Pages: 158- 183</p> <p><b>Reading:</b> Pop Culture and Gaming in KSA; Dubai Breaks World Record with Longest Graffiti; Will and be going to; Present Continuous for Current Situations; Present Simple for Frequent Events; Scanning; Inferring Opinions from Word Choice; Present Simple for Past Negatives; Using a Problem-Solution Diagram</p> <p><b>Writing:</b> Comparison; However; Punctuation; Traditional Arab culture and values; Problem-Solution Diagrams; Graphic Organizers; Design a Video Game</p>	8
8.	<p><b>Unit 8: Food Around the World</b> Pages 186-211</p>	8





<p><b>Reading:</b> Four Countries- Four Typical Dishes; Robin's Restaurant Review; Verbs; International dishes; Taking Notes; Wh- question words; The 5 Ws for Taking Notes and Summarizing</p> <p><b>Writing:</b> How questions; Abbreviations and measurements; Cooking Equipment; Stages in a recipe; Graphic organizers; Make a Business Plan</p>	
<b>Total</b>	<b>64</b>

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Continuous assessment	4 <sup>th</sup> , 7 <sup>th</sup> , 11 <sup>th</sup> , 13 <sup>th</sup>	30%
2.	Midterm	8 <sup>th</sup> , 9 <sup>th</sup>	30%
3.	Final Examination	17 <sup>th</sup> , 18 <sup>th</sup> , 19 <sup>th</sup>	40%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	Academic Progress Reading and Writing (2) GCC, Student's book and interactive eBook. ISBN: 9781292308821
<b>Supportive References</b>	
<b>Electronic Materials</b>	MyEnglishLab Academic Progress Level 2
<b>Other Learning Materials</b>	Worksheets from Pearson's Upper-Secondary Academy

### 2. Required Facilities and equipment

Items	Resources
<p><b>facilities</b></p> <p>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)</p>	<p>Classroom size should not be more than 24.</p> <p>Language labs</p> <p>Examination Halls well equipped with computers in case of computer-based exams.</p>
<p><b>Technology equipment</b></p> <p>(projector, smart board, software)</p>	<p>Overhead projectors, white boards, smart boards, computers, internet, speakers, headphone with mic, printers, photocopier and laptops for teachers</p>







Items	Resources
<b>Other equipment</b> (depending on the nature of the specialty)	Resource room for teachers, modern seminar room, meeting room, record room and recreational area

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, classroom observation, external reviewers' visit from the Accreditation Agency.	Students survey Formal classroom observation
Effectiveness of assessment	Quality and Development Unit, Curriculum Committee, Assessment Committee	Item analysis data, teachers' feedback, students' feedback, course reports.
Achievement of Course Learning Outcomes	Quality and Development Unit	Course report, data analysis of achievement test
Quality of learning resources	Quality and Development Unit	Quality improvement program review

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	COUNCIL OF DEPARTMENT OF ENGLISH LANGUAGE SKILLS
<b>REFERENCE NO.</b>	14460308-0984-00001
<b>DATE</b>	11/9/2024 1446/3/8 05:00م

