Course Specifications

Course Title:	English Language (3) اللغة الانجليزية ١٠٣ ـ تعليم عن بعد
Course Code:	ELID 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: 3 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)**:** Successful completion of ELID 102 or sufficient marks on the placement test

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		
2	Blended		
3	E-learning	27	100%
4	Correspondence		
5	Other		
Total*		27	100%

*9 weeks of instruction with 80 minutes (1.5 contact hours) of instruction a week

7. Contact Hours (based on academic trimester)

No	Activity	Learning Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	27

B. Course Objectives and Learning Outcomes

1. Course Description

This course is the last of a 3-course series of English Language Proficiency courses offered for distance learning/external students working towards degree programs at the university. The purpose of this course is to further develop the language proficiency of A2 level EFL students and enable them to reach a B1 "Intermediate" level on the Common European Framework of Reference for Languages (CEFR).

2. Course Main Objective

The course aims to help learners achieve an overall English language proficiency of B1 (Intermediate) level on the Common European Framework of Reference for Languages (CEFR) and enable them to become independent learners of the language.

3. Course Learning Outcomes

	CLOs**	Aligned PLOs
1	**Knowledge and Understanding** On successful completion of this course it is expected that students will be able to:	
1.1	Knowledge of Grammar:	K1

	CLOs**	Aligned PLOs
	Understand and use a wide range of grammar at the B1 CEFR level, including articles, advice with if, present perfect, and verbs 'be going to', 'be hoping to' and 'would like to' for future hopes, plans and wishes, present progressive, nouns with prepositional modifiers, modals *have to/can* comparative adjectives, the modals *will, might* and *may*, *some* versus *any*, passive voice, present perfect for giving news, use of infinitives versus gerunds, *used to* and *would* to talk about past habits and routines, real and unreal conditional	
1.2	Knowledge of Vocabulary: **Demonstrate** the use of a range of vocabulary at the B1 CEFR level, including travel & journeys, health & medicine, hopes & plans, places visited, sights & experiences, cultural events, study & work, food & meals, money & paying for things, the weather, giving directions & asking for tourist information, the environment, describing objects/possessions, emotions/feelings, housing & living situations, describing places, talking about attitudes and beliefs and expressing and defending opinions	K2
2	**Skills** On successful completion of this course it is expected that students will be able to:	
2.1	Listening Comprehension: • **apply** understanding of a range of vocabulary and grammar used up to and including the B1 level in spoken conversation, to be able to meet needs of a concrete type, provided speech is clearly and slowly articulated (CRIT, COMM) • **establish** the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives (CRIT) • **draw** pertinent information from recorded interviews or conversations where people say what they do in their free time, what they particularly like doing, and what they do not like doing, provided that they speak slowly and clearly (COMM, COLL) • **establish** the main points of radio news bulletins, recorded material about familiar subjects and extended discussions provided speech is delivered relatively slowly and clearly and articulated in standard dialect (COLL, COMM)	S1
2.2	Reading Comprehension: • **analyze** straightforward factual texts on subjects related to his/her interests with a satisfactory level of comprehension (CRIT) • **discover** information in basic types of standard routine letters and documents (enquiries, orders, letters of confirmation, brochures and short official documents etc.) on familiar topics (COMM, CRIT, COLL)	S2

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

4. Connection between the CLOs and the 4Cs

The four-letter codes used here to tag some of the CLOs are meant to highlight the connection between the ELI curriculum on the one hand and "the 4Cs" which are: communication (COMM), collaboration (COLL), critical thinking (CRIT) and creativity (CREA) on the other.

As is evident, most of our CLOs strengthen students' engagement with one or more of the 4Cs. However, we have tagged only those CLOs that directly contribute to the 4Cs. Otherwise, all the CLOs can be said to, either directly or indirectly, contribute to the strengthening of the 4Cs. For example, "knowledge of grammar" contributes indirectly to the 4Cs, for without it, communication would be impossible (as indeed would be any of the other three Cs). Such indirect connections to the 4Cs have not been tagged.

Furthermore, collaboration is an integrated feature of many of these CLOs. Therefore, it appears as a second or third tag for many of the CLOs. This is especially so for CLOs that are activated as part of pair- or group-work during classroom activities.

The four-letter tags denoting the 4Cs that appear after each CLO are listed according to their order of importance for that particular CLO.

5. Program Learning Outcomes:

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

K1: **Understand** the structure and usage of grammatical constructions widely used in general spoken and written English at the B1 CEFR level.

K2: **Understand** the meaning and appropriate usage of words and lexical constructions widely attested in general spoken and written English at the B1 CEFR level.

S1: **Establish** and appropriately respond to the content of conversations, extended, and recorded material about common everyday or job-related topics and other subjects familiar to the student.

S2: **Analyze** and appropriately respond to both main ideas and details in straightforward, factual reading passages on subjects related to the student's field and/or interests written at an intermediate level (B1 on the CEFR).

C. Course Content

No	List of Topics	Contact Hours
1	Physical and Personality Traits	2.25
2	Material Possessions	2.25
3	Places – Cool spots in the City and Directions to Get There	2.25
4	Planning and Describing Group Activities and Events	2.25
5	Describing and Narrating Unexpected Situations	2.25
6	Urban Issues – Problems and Solutions	2.25
7	Entertainment – Reading, Television and Movies	2.25
8	What've you been up to? - Catching Up with Friends and their News	2.25
9	University Studies and Future Careers	2.25
10	Consumers and the Environment	2.25
11	Success, Failure and Working Hard	2.25
12	The Ups and Downs of Life – Experiences that Change You	2.25
Total		27

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 Grammar: **Understand** and use a wide range of grammar at the B1 CEFR level, including articles, advice with if, present perfect, and verbs 'be going to', 'be hoping to' and 'would like to' for future hopes, plans and wishes, present progressive, nouns with prepositional modifiers, modals *have to/can* comparative adjectives, the modals *will, might* and *may*, *some* versus *any*, passive voice, present perfect for giving news, use of infinitives versus gerunds, *used to* and *would* to talk about past habits and routines, real and unreal conditional	Pair Work Group Work Teacher-Fronted Presentation Practice Activities	Final CBT Quizzes
1.2	Knowledge of Vocabulary: **Demonstrate** the use of a range of vocabulary at the B1 CEFR level, including travel & journeys, health & medicine, hopes & plans, places visited, sights & experiences, cultural events, study & work, food & meals, money & paying for things, the weather, giving directions & asking for tourist information, the environment, describing objects/possessions, emotions/feelings, housing & living situations, describing places, talking about attitudes and beliefs and expressing and defending opinions	Pair Work Group Work Teacher-Fronted Presentation Practice Activities	Final CBT Quizzes
2.0	**Skills**		
2.1	Listening Comprehension: • **apply** understanding of a range of vocabulary and grammar used up to and including the B1 level in spoken conversation, to be able to meet needs of a concrete type, provided speech is clearly and slowly articulated • **establish** the main points of clear standard speech on	Activate Schema Pre-Listening Activities Playing recorded lectures and dialogs Assisting students in answering comprehension and	Final CBT Quizzes Assignments

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	familiar matters regularly encountered in work, school, leisure etc., including short narratives • **draw** pertinent information from recorded interviews or conversations where people say what they do in their free time, what they particularly like doing, and what they do not like doing, provided that they speak slowly and clearly • **establish** the main points of radio news bulletins, recorded material about familiar subjects and extended discussions provided speech is delivered relatively slowly and clearly and articulated in standard dialect	other questions about the listening	
2.2	Reading Comprehension: • **analyze** straightforward factual texts on subjects related to his/her interests with a satisfactory level of comprehension • **discover** information in basic types of standard routine letters and documents (enquiries, orders, letters of confirmation, brochures and short official documents etc.) on familiar topics	Activate Schema Pre-Reading Activities Previewing difficult vocabulary Assisting students in answering comprehension and other questions about the reading.	Final CBT Quizzes Assignments

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments (2 at 3% each)	6 and 10	6%
2	Quizzes (4 at 5% each)	3, 5, 7 and 9	20%
3	Discussion Board	Weekly	4%
4	Computer-Based Final Examination	End	70%

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. In addition, there is a student support unit which struggling students can be referred to for additional remedial support and a Special Educational Needs (SEN) unit dedicated to addressing the unique needs of SEN students.

F. Learning Resources and Facilities
1.Learning Resources

Required Textbooks	Evolve Special Edition 3 – Student book with Digital Pack (Entire book)
Essential References Materials	Not Applicable
Electronic Materials	https://lms.kau.edu.sa/ https://eli.kau.edu.sa/Pages-eli-students-en.aspx
Other Learning Materials	Blackboard and the textbook publisher's LMS

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Instructors are equipped with their own personal computers/laptops with internet connectivity and microphone and speakers
Technology Resources (AV, data show, Smart Board, software, etc.)	Online Blackboard™ course page and Blackboard Ultra™ video-conferencing software. They also have access to the textbook presentation software provided by Cambridge University Press.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	EVOLVE 3 Textbooks – Teacher's Edition Online resources provided by Cambridge University Press. Teacher resources room and library

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students Observation Committee Professional Development Unit	Student Surveys Formal Observation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	External Reviewers such as the CEA Accreditation Agency	
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	ELI Council
Reference No.	12/43108750
Date	1443-10-22