اعتماد
NCAAA
T4
2020

Course Specifications

Course Title:	English Language (2) اللغة الانجليزية ١٠٢ ـ تمهيدي آداب
Course Code:	**ELCA 102**
Program:	**First 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	

2. Course type

a.   University [X]   College [ ]   Department [ ]   Others [ ]

b.   Required [X]   Elective [ ]

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

4. Pre-requisites for this course (if any)**:**
Successful completion of ELCA 101

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**	45	100%
2	**Blended**		
3	**E-learning**		
4	**Correspondence**		
5	**Other**		
Total		45	100%

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	**Lecture**	45
2	**Laboratory/Studio**	
3	**Tutorial**	
4	**Others** (specify)	
	Total	45
Other Learning Hours*		
1	**Study**	45
2	**Assignments**	20
3	**Library**	
4	**Projects/Research Essays/Theses**	
5	**Others** (specify)	
	Total	65

* 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 is the second of a two-course series of English Language Proficiency courses offered for students majoring in courses other than English Language and Literature within the Department of European Languages. The purpose of this course is to further develop beginner level students' communicative English Language skills so that they will be able to interact in a simple way in familiar situations.

2. Course Main Objective
The course aims at helping beginning English learners achieve an overall English language proficiency of high-A1 on the Common European Framework of Reference for Languages (CEFR), developing "generative language use" to interact in a simple way and ask and answer simple questions.

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 Grammar: **demonstrate** understanding of meaning and correct usage of a limited range of grammar at the CEFR A1 level, including present simple verb endings (-s/-es) and questions, past simple statements/questions (positive and negative), the present progressive, can/can't, past time expressions and wh-questions.	K1
1.2	Knowledge of Vocabulary: **demonstrate** understanding of meaning and correct usage of a limited range of vocabulary at the CEFR A1 level, including expressions related to daily routines, adverbs of frequency, transport, leisure activities, months, seasons, the weather, nationalities, years and life events.	K1
2	**Skills** On successful completion of this course it is expected that students will be able to:	
2.1	Listening Comprehension: • **establish** meaning of the message, main ideas, and limited details in speech, which is very slow and carefully articulated, with long pauses to assimilate meaning on familiar topics such as daily routine, things done in the recent past, places visited, past vacations, arrangements, invitations, and important life events (CRIT, COLL) • **show** understanding of instructions and short, simple directions given carefully and slowly (COMM)	S1
2.2	Reading Comprehension: • **show** understanding of very short, simple texts a single phrase at a time, recognizing familiar names, words and basic phrases on familiar topics such as daily routine, things done in the recent past, places visited, past vacations, arrangements, invitations, and important life events (COMM) • **differentiate** main ideas and details in short simple informational material and short simple descriptions, especially if there is visual support (CRIT)	S2

** 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.

Program Learning Outcomes:
At the end of the program, students will be able to:
K1: **demonstrate** understanding of basic grammar and vocabulary at the A1 CEFR level as taught in the course material
S1: **differentiate** between purpose of the message, main ideas, and limited details in speech, which is very slow and carefully articulated, with long pauses to assimilate meaning.
S2: **analyze** main ideas and details of short, simple texts, recognizing familiar names, words and basic phrases.

C. Course Content

No	List of Topics	Contact Hours
7	What's happening now? – Present and ongoing activities and events	7
8	What are you good at? - Skills and abilities.	7
9	Where are you going on vacation? - Future Arrangements	7
10	What are you doing this weekend? – Plans	8
11	Memories – People and events from the past	8
12	Recounting events – What did you do last weekend?	8
Total		45

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** On successful completion of this course it is expected that students will be able to:		
1.1	Knowledge of Grammar: **demonstrate** understanding of meaning and correct usage of a limited range of grammar at the CEFR A1 level, including present simple verb endings (-s/-es) and questions, past simple statements/questions (positive and negative), the present progressive, can/can't, past time expressions and wh-questions.	Pair Work Group Work Teacher-Fronted Presentation Practice Activities	Mid-Semester CBT Final CBT

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.2	Knowledge of Vocabulary: **demonstrate** understanding of meaning and correct usage of a limited range of vocabulary at the CEFR A1 level, including expressions related to daily routines, adverbs of frequency, transport, leisure activities, months, seasons, the weather, nationalities, years and life events.	Pair Work Group Work Teacher-Fronted Presentation Practice Activities	Mid-Semester CBT Final CBT
2.0	**Skills** On successful completion of this course it is expected that students will be able to:		
2.1	Listening Comprehension: • **establish** meaning of the message, main ideas, and limited details in speech, which is very slow and carefully articulated, with long pauses to assimilate meaning on familiar topics such as daily routine, things done in the recent past, places visited, past vacations, arrangements, invitations, and important life events • **show** understanding of instructions and short, simple directions given carefully and slowly	Activate Schema Pre-Listening Activities Playing recorded lectures and dialogs Assisting students in answering comprehension and other questions about the listening	Mid-Semester CBT Final CBT
2.2	Reading Comprehension: • **show** understanding of very short, simple texts a single phrase at a time, recognizing familiar names, words and basic phrases on familiar topics such as daily routine, things done in the recent past, places visited, past vacations, arrangements, invitations, and important life events • **differentiate** main ideas and details in short simple informational material and short simple descriptions, especially if there is visual support	Activate Schema Pre-Reading Activities Previewing difficult vocabulary Assisting students in answering comprehension and other questions about the reading.	Mid-Semester CBT Final CBT

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Computer-Based Mid-Semester Examination	Around Week 8	30%
2	Computer-Based Final Examination	University Exam Week	50%
3	Blackboard-based Tasks and Assignments	Throughout Semester	20%

*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.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Evolve Special Edition 1 – Coursebook with Digital Pack (Cambridge University Press) – Units 7 to 12
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.)	Classrooms with at least 40 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	Teacher resources room and library for lesson preparation.

Item	Resources
(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

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	ELI Council
Reference No.	
Date	