



## Course Specifications

<b>Course Title:</b>	<b>English for English Language and Literature Majors 120</b>
<b>Course Code:</b>	<b>ELIE 120</b>
<b>Program:</b>	<b>First Year Program</b>
<b>Department:</b>	<b>English Language Institute</b>
<b>College:</b>	<b>English Language Institute</b>
<b>Institution:</b>	<b>King Abdulaziz University</b>

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>4</b>
1. Course Description.....	4
2. Course Main Objective.....	4
3. Course Learning Outcomes.....	4
<b>C. Course Content</b> .....	<b>7</b>
<b>D. Teaching and Assessment</b> .....	<b>7</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	7
2. Assessment Tasks for Students .....	11
<b>E. Student Academic Counseling and Support</b> .....	<b>12</b>
<b>F. Learning Resources and Facilities</b> .....	<b>12</b>
1. Learning Resources .....	12
2. Facilities Required.....	12
<b>G. Course Quality Evaluation</b> .....	<b>12</b>
<b>H. Specification Approval Data</b> .....	<b>13</b>



## A. Course Identification

<b>1. Credit hours:</b> 3 credit hours*
<b>2. Course type</b>
a. University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> First Year
<b>4. Pre-requisites for this course (if any):</b> Successful completion of ELIE 101
<b>5. Co-requisites for this course (if any):</b> None

\* This is an intensive course that meets for 15 contact hours each 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. In other words, out of the 15 contact hours a week, approximately 5 can be regarded as lecture, and 10 can be counted as practical. It is acknowledged that ideally this course should count for more credit hours than the 3 credit hours currently awarded. However, the ELI has not been able to gain approval from the university administration to award more than 3 credit hours for this course.

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	225	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		
<b>Total**</b>		225	100%

\*\*This is a semester long course of approximately 15 weeks of instruction, at 15 hours of instruction a week, this comes to 225 hours of instruction during the semester.

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	225
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	225
<b>Other Learning Hours***</b>		
1	Study	60
2	Assignments	25
3	Library	
4	Projects/Research Essays/Theses	35
5	Others (specify)	
	<b>Total</b>	120

\*\*\* 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 and library time.

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This is the second in a two-course series that prepares students intending to specialize in English Language and Literature at the Department of European Languages and Literature at King Abdulaziz University. The course is designed to further develop students' grasp of English and bring them from a mid-B1 Common European Framework Reference (CEFR) proficiency level of English to a low B2 CEFR level of English. It does this by providing them with further tools to deal with academic-oriented English and by further strengthening their skills in academic writing/reading and academic listening/speaking.

### 2. Course Main Objective

The objective of this course is to further develop students' academic English skills and to bridge them from B1 CEFR (Pre-Intermediate) to B2 CEFR (Intermediate) proficiency in English.

### 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>understand</b> meaning and usage of high frequency vocabulary related to health and fitness, discovery and invention, economics, globalization, education, medicine, the environment and architecture.</li> <li>• <b>demonstrate</b> usage of high frequency vocabulary appropriately when writing or speaking about health and fitness, discovery and invention, economics, globalization, education, medicine, the environment and architecture.</li> </ul>	K2
1.2	<b>Knowledge of Grammar</b> <ul style="list-style-type: none"> <li>• <b>demonstrate</b> a relatively high degree of grammatical control, avoiding mistakes that lead to misunderstanding, in the following areas: noun phrases, time phrases, comparison and contrast expressions, articles, expressions of concession, cause and effect expressions, conditional phrases, active and passive voice, time expressions, expressions of certainty about future events, and modals of necessity and obligation.</li> <li>• <b>choose</b> accurate grammar to describe a process, compare things, make predictions, describe graphs, and give reasons and examples.</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>develop</b> understanding of recordings, including clearly structured lectures, on health and fitness, discovery and invention, economics, globalization, education, medicine, the</li> </ul>	S1

CLOs**		Aligned PLOs
	<p>environment and architecture and identify speaker viewpoints and attitudes as well as the information conveyed.</p> <ul style="list-style-type: none"> <li>• <b>establish</b> the essentials of both live and recorded talks, reports and other forms of academic and/or professional presentation which are propositionally and linguistically complex on the topics of health and fitness, discovery and invention, economics, globalization, education, medicine, the environment and architecture.</li> <li>• <b>use</b> a variety of strategies to achieve comprehension, including listening for main points and using contextual clues.</li> </ul>	
2.2	<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• <b>use</b> strategies to quickly scan through long and complex texts about health and fitness, discovery and invention, economics, globalization, education, medicine, the environment and architecture locating relevant details.</li> <li>• <b>differentiate</b> information, ideas and opinions from highly specialized sources on the topics of health and fitness, discovery and invention, economics, globalization, education, medicine, the environment and architecture.</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	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> both sides of an argument, the advantages and disadvantages of something or of a course of action, and data in pie charts. (CRIT)</li> <li>• <b>evaluate</b> arguments, ideas, possible courses of action, solutions, the reliability of data, and supporting examples (CRIT)</li> <li>• <b>develop</b> summaries of information from research, reading passages, and listening passages (CRIT)</li> <li>• <b>use</b> a variety of diagrams and charts to analyze similarities and differences, evaluate arguments and various options to solve problems, and brainstorm main ideas, supporting examples, advantages, and disadvantages (CRIT)</li> </ul>	S3
3	<p><b>Values</b> On successful completion of this course it is expected that students will be able to:</p>	
3.1	<p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• <b>deliver</b> a well-organized and well-developed presentation which clearly outlines an issue or a problem related to health and fitness, discovery and invention, economics, globalization, education, medicine, and/or the environment and architecture, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. (CREA, CRIT, COMM)</li> </ul>	V1

CLOs**		Aligned PLOs
	<ul style="list-style-type: none"> <li>• <b>build</b> an argument systematically with appropriate highlighting of significant points, and relevant supporting detail including data from charts. (CRIT, CREA, COMM)</li> <li>• <b>take a stance</b> on a topical issue related to the course content giving the advantages and disadvantages of various options, anticipating problems, and providing possible solutions. (COMM, COLL, CRIT)</li> <li>• <b>express</b> information, opinions and views confidently, clearly and politely with clear, natural, pronunciation and intonation, and adopting a level of formality appropriate to the circumstances (COMM)</li> </ul>	
3.2	<p><b>Written Interaction</b></p> <ul style="list-style-type: none"> <li>• <b>create</b> a well-developed, 5 paragraph cause-effect, compare and contrast, persuasive, balanced opinion, and/or process essay with a clear structure and relevant supporting evidence, examples, and detail on topics related to health and fitness, discovery and invention, economics, globalization, education, medicine, the environment and architecture. (CREA, CRIT, COMM)</li> <li>• <b>adopt</b> a variety of linking words and cohesive devices, including those to appropriately express comparison and contrast, concession, cause and effect, conditions, and the order of events, steps, or stages (COMM)</li> <li>• <b>adopt</b> conventional essay-format by dividing essays appropriately into effective introductory and concluding paragraphs and well-structured and well-developed body paragraphs (COMM)</li> </ul>	V2

\* 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.

**\*\* 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: **Understand** the meaning and appropriate usage of words and lexical constructions widely attested in spoken and written Academic English discourse at the B2 CEFR level.
- K2: **Understand** the structure and usage of grammatical constructions widely used in Academic English texts, both spoken and written, at the B2 CEFR level.
- S1: **Evaluate** and appropriately respond to the content of conversations, debates, lectures, discussions, and talks on a range of academic topics at the intermediate level.
- S2: **Analyze** and appropriately respond to significant points, main ideas, details, and conclusions in a variety of different kinds of reading passages on a range of academic topics at the intermediate level.
- 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.
- V1: **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.
- V2: **Create** well-organized, coherent and cohesive essays, 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	Health and Fitness	28
2	Discovery and Invention	28
3	Fashion	28
4	Economics	28
5	Globalization	28
6	Education	28
7	Medicine	28
8	The Environment	29
<b>Total</b>		225

### 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	<b>Knowledge of Vocabulary</b> <ul style="list-style-type: none"> <li><b>understand</b> meaning and usage of high frequency vocabulary related to health and fitness, discovery and invention, economics, globalization, education, medicine, the environment and architecture.</li> <li><b>demonstrate</b> usage of high frequency vocabulary</li> </ul>	Pair Work Elicitation Teacher-Fronted Presentation Pre- and Post-Reading and Listening activities	Mid-Semester CBT Final CBT

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	appropriately when writing or speaking about health and fitness, discovery and invention, economics, globalization, education, medicine, the environment and architecture.	that focus on vocabulary  Practice Activities	
1.2	<p><b>Knowledge of Grammar</b></p> <ul style="list-style-type: none"> <li><b>demonstrate</b> a relatively high degree of grammatical control, avoiding mistakes that lead to misunderstanding, in the following areas: noun phrases, time phrases, comparison and contrast expressions, articles, expressions of concession, cause and effect expressions, conditional phrases, active and passive voice, time expressions, expressions of certainty about future events, and modals of necessity and obligation.</li> <li><b>choose</b> accurate grammar to describe a process, compare things, make predictions, describe graphs, and give reasons and examples.</li> </ul>	Pair Work  Group Work  Teacher-Fronted Presentation  Practice Activities	Mid-Semester CBT Final CBT  *Also assessed as part of the rating scale for the writing exam.
2.0	<b>Skills</b>		
2.1	<p><b>Listening Comprehension</b></p> <ul style="list-style-type: none"> <li><b>develop</b> understanding of recordings, including clearly structured lectures, on health and fitness, discovery and invention, economics, globalization, education, medicine, the environment and architecture and identify speaker viewpoints and attitudes as well as the information conveyed.</li> <li><b>establish</b> the essentials of both live and recorded talks, reports and other forms of academic and/or professional presentation which are propositionally and linguistically complex on the</li> </ul>	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



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>topics of health and fitness, discovery and invention, economics, globalization, education, medicine, the environment and architecture.</p> <ul style="list-style-type: none"> <li>• <b>use</b> a variety of strategies to achieve comprehension, including listening for main points and using contextual clues.</li> </ul>		
2.2	<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• <b>use</b> strategies to quickly scan through long and complex texts about health and fitness, discovery and invention, economics, globalization, education, medicine, the environment and architecture locating relevant details.</li> <li>• <b>differentiate</b> information, ideas and opinions from highly specialized sources on the topics of health and fitness, discovery and invention, economics, globalization, education, medicine, the environment and architecture.</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-Semester CBT</p> <p>Final CBT</p>
2.3	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> both sides of an argument, the advantages and disadvantages of something or of a course of action, and data in pie charts.</li> <li>• <b>evaluate</b> arguments, ideas, possible courses of action, solutions, the reliability of</li> </ul>	<p>Demonstrate how ideas maps, surveys, and tables can enable students to better understand reading and listening texts</p> <p>Demonstrate how tables can be used to</p>	<p>At this level, the LOs related to Critical Thinking assist students in being better able to listen, read, and write.</p> <p>They are primarily assessed through the</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>data, and supporting examples.</p> <ul style="list-style-type: none"> <li>• <b>develop</b> summaries of information from research, reading passages, and listening passages</li> <li>• <b>use</b> a variety of diagrams and charts to analyze similarities and differences, evaluate arguments and various options to solve problems, and brainstorm main ideas, supporting examples, advantages, and disadvantages.</li> </ul>	<p>organize interviews and writing</p> <p>Activities inside and outside the course book which require students to analyze and evaluate ideas, arguments, courses of action, examples, data, and the advantages and disadvantages of possible solutions</p> <p>Activities designed to have students summarize information learned</p>	<p>tasks students are asked to do to fulfill the requirements of the:</p> <ul style="list-style-type: none"> <li>• End of Unit Writing Tasks</li> <li>• Writing Exam</li> <li>• Speaking Project</li> </ul>
<b>3.0 Values</b>			
3.1	<p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• <b>deliver</b> a well-organized and well-developed presentation which clearly outlines an issue or a problem related to health and fitness, discovery and invention, economics, globalization, education, medicine, and/or the environment and architecture, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</li> <li>• <b>build</b> an argument systematically with appropriate highlighting of significant points, and relevant supporting detail including data from charts.</li> <li>• <b>take a stance</b> on a topical issue related to the course content giving the advantages and disadvantages of various options, anticipating problems, and providing possible solutions.</li> <li>• <b>express</b> information, opinions and views confidently, clearly</li> </ul>	<p>Pair Work</p> <p>Group Work</p> <p>Interviews</p> <p>Whole Class Discussion</p>	<p>Speaking Project</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	and politely with clear, natural, pronunciation and intonation, and adopting a level of formality appropriate to the circumstances		
3.2	<p><b>Written Interaction</b></p> <ul style="list-style-type: none"> <li>• <b>create</b> a well-developed, 5 paragraph cause-effect, compare and contrast, persuasive, balanced opinion, and/or process essay with a clear structure and relevant supporting evidence, examples, and detail on topics related to health and fitness, discovery and invention, economics, globalization, education, medicine, the environment and architecture.</li> <li>• <b>adopt</b> a variety of linking words and cohesive devices, including those to appropriately express comparison and contrast, concession, cause and effect, conditions, and the order of events, steps, or stages.</li> <li>• <b>adopt</b> conventional essay-format by dividing essays appropriately into effective introductory and concluding paragraphs and well-structured and well-developed body paragraphs</li> </ul>	<p>Teacher fronted presentation of specific writing sub-skills followed by student practice (as taught in the coursebook)</p> <p>Providing regular correction of and feedback on practice writing tasks done in class.</p>	<p>Final Writing Exam</p> <p>End of Unit Writing Assignments</p>

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	End of Unit Writings Assignments	TBA	20%
2	Mid-Semester (CBT)	Around Week 8	20%
3	Final Writing Exam	By Week 15 or 16	10%
4	Speaking Project	By Week 15 or 16	10%
5	Final CBT	University Exam Week	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.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	UNLOCK 3 (2 <sup>nd</sup> Ed.) – Coursebook for Listening & Speaking (Units 5-8) UNLOCK 3 (2 <sup>nd</sup> Ed.) – Coursebook for Reading & Writing (Units 5-8)  UNLOCK 4 (2 <sup>nd</sup> Ed.) – Coursebook for Listening & Speaking (Units 1-4) UNLOCK 4 (2 <sup>nd</sup> Ed.) – Coursebook for Reading & Writing (Units 1-4)
<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

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms with at least 30 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	Student Surveys

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	Classroom Observation Committee Professional Development Unit External Reviewers such as the CEA Accreditation Agency	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	