اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	**English for Geosciences 110** **اللغة الإنجليزية 110 - بيئي**
Course Code:	**ELIG 110**
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 credit hours*	

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)**:**
None

5. Co-requisites for this course (if any)**:**
None

* This is an intensive course that meets for 9 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. 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 credit hours currently awarded. However, the ELI has not been able to gain approval from the university administration to award more credit hours for this course.

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	108	80%
2	**Blended**	27	20%
3	**E-learning**		
4	**Correspondence**		
5	**Other**		
Total**		135	100%

**Since these courses are offered each module, and a module equals approximately 15 weeks of instruction, at 9 hours of instruction a week, this comes to 135 hours of instruction during the entire semester. As shown in the table above, of these 135 hours, approximately 108 are classroom hours and about 27 are blended learning hours.

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	**Lecture**	135
2	**Laboratory/Studio**	
3	**Tutorial**	
4	**Others** (specify)	
	Total	135
Other Learning Hours***		
1	**Study**	75
2	**Online Assignments (on Blackboard LMS)**	35
3	**Library**	
4	**Projects/Research Essays/Theses**	
5	**Others** (specify)	
	Total	110

*** 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 first course in the 2-course series of English proficiency courses targeting students in undergraduate programs in the faculties of Meteorology, earth sciences, and Marine Science at KAU. Thus, it aims to get students to approximately the halfway point of program learning objectives, by developing their proficiency to approximately A1 proficiency level on the CEFR scale. It does so through simultaneous strengthening of all four skills (plus grammar and vocabulary)

2. Course Main Objective
The objective of this course is to develop students' academic English skills and bring them to an A1 CEFR level of proficiency in English while also enhancing their knowledge of and exposure to academic and science-related vocabulary, reading, and listening passages.

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 Vocabulary **understand** a basic repertoire of isolated words and phrases and collocations related to people, lifestyle, places and jobs	K1
1.2	Knowledge of Grammar **demonstrate** limited control of a few simple grammatical structures and sentence patterns featured in the course content including personal pronouns, possessive adjectives, prepositions of place, the "be" verb, present simple statements and questions, imperatives, comparative adjectives, *have/has to*, *should*, past simple regular and irregular verbs, and short answers to yes/no questions	K2
2	**Skills** On successful completion of this course it is expected that students will be able to:	
2.1	Listening Comprehension • **show** understanding of presentations, conversations, interviews, and lectures that are very slow and carefully articulated, with long pauses to assimilate meaning • **differentiate** between main ideas and details including opinions and reasons on topics such as people, lifestyle, places and jobs (CRIT)	S1
2.2	Reading Comprehension: • **contrast** main ideas and details in short simple texts about people, lifestyle, places and jobs, especially if there is visual support (CRIT) • **practice** techniques such as skimming, scanning, previewing a text, and using background knowledge to find both main ideas and details in short simple texts (CRIT)	S2
2.3	Critical Thinking • **draw** idea maps (CRIT) • **analyze** surveys, maps, and directions, pie charts (CRIT, COLL) • **organize, synthesize** and **evaluate** ideas (CRIT)	S3

CLOs**		Aligned PLOs
	• **compare** data collected in a survey (COMM, COLL, CRIT)	
3	**Values** On successful completion of this course it is expected that students will be able to:	
3.1	Spoken Interaction • **perform** appropriate turn-taking in conversation, asking and answering question about themselves and other people in the context of pairs and small groups, conducting/responding to a survey or interview, and/or giving directions (COMM, COLL) • **express** oneself an interview answering simple direct questions spoken very slowly and clearly in direct, non-idiomatic speech about personal details and topics related to the course (COMM) • **create** a presentation about topics such as people, lifestyle, places and jobs, and/or the results of a survey using a prepared statement or notes (CREA)	V1
3.2	Written Interaction • **build** 7-10 sentences using appropriate word order in subject-verb, subject-verb-object, subject-verb-adjective, and subject-verb-adverb sentence structures (CREA) • **create** short descriptive, comparative, explanatory paragraph about people, lifestyle, places and jobs using appropriate paragraph structures such as titles, topic sentences, supporting sentences and concluding sentences. (CREA) • **adopt** the use of very basic linear connectors such as "*and", "but",* and "*then"* correctly to link words or groups of words, in both simple and compound sentences, in both the affirmative and the negative (COMM) • **adopt** basic punctuation such as full-stops, commas and capital letters correctly (COMM)	V2

** 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 A2 CEFR level.

K2:   **Understand** the structure and usage of grammatical constructions widely used in Academic English texts, both spoken and written, at the A2 CEFR level.

S1:   **Establish** and appropriately respond to the content of conversations, lectures, discussions, and talks on a range of academically oriented topics at the high-elementary level (high A2 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 range of academically oriented topics at the high-elementary level (high A2 CEFR).

S3:   **Apply** a variety of critical thinking skills needed to evaluate and analyze ideas, proposals and content of spoken and written Academic English texts on a range of academic topics at the A2 CEFR level.

V1:   **Express** verbally ideas, opinions, issues, problems, and advantages and disadvantages related to academically oriented topics, utilizing appropriate support and detail, in a variety of speaking contexts including one-to-one, small group, and classroom interaction as well as basic presentations.

V2:   **Create** well-organized, cohesive paragraphs of a variety of genres (descriptive, narrative, process, etc.) and on a variety of academically oriented topics with appropriate detail and a significant level of grammatical accuracy.

C. Course Content

No	List of Topics	Contact Hours
1	People	30
3	Lifestyle	35
4	Places	35
5	Jobs	35
Total		135

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 Vocabulary **understand** a basic repertoire of isolated words and phrases and collocations related to people, lifestyle, places and jobs	Pair Work Elicitation Teacher-Fronted Presentation Pre- and Post-Reading and Listening activities that focus on vocabulary	Mid-Semester CBT Final CBT Blackboard Assignments

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Practice Activities	
1.2	Knowledge of Grammar **demonstrate** limited control of a few simple grammatical structures and sentence patterns featured in the course content including personal pronouns, possessive adjectives, prepositions of place, the "be" verb, present simple statements and questions, imperatives, comparative adjectives, *have/has to*, *should*, past simple regular and irregular verbs, and short answers to yes/no questions.	Pair Work Group Work Teacher-Fronted Presentation Practice Activities	Mid-Semester CBT Final CBT Blackboard Assignments *Also assessed as part of the rating scale for writing exam and speaking exam/project.
2.0	**Skills**		
2.1	Listening Comprehension: • **show** understanding of presentations, conversations, interviews, and lectures that are very slow and carefully articulated, with long pauses to assimilate meaning • **differentiate** between main ideas and details including opinions and reasons on topics such as people, lifestyle, places and jobs	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 Blackboard Assignments
2.2	Reading Comprehension: • **contrast** main ideas and details in short simple texts about people, lifestyle, places and jobs, especially if there is visual support • **practice** techniques such as skimming, scanning, previewing a text, and using background knowledge to find both main ideas and details in short simple texts	Activate Schema Pre-Reading Activities Previewing difficult vocabulary Teaching specific reading strategies Assisting students in answering comprehension and other questions about the reading.	Mid-Semester CBT Final CBT Blackboard Assignments
2.3	Critical Thinking • **draw** idea maps	Demonstrate how ideas maps, surveys, and tables can enable	Mid-Semester and Final Writing Exams

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	• **analyze** surveys, maps, and directions, pie charts • **organize**, **synthesize** and **evaluate** ideas • **compare** data collected in a survey	students to better understand reading and listening texts Demonstrate how tables can be used to organize interviews and writing	Speaking Projects *At this level, the LO regarding organizing information using visual organizers is not assessed directly. However, students are required to perform tasks which are aided by their use.*
3.0	**Values**		
3.1	Spoken Interaction • **perform** appropriate turn-taking in conversation, asking and answering question about themselves and other people in the context of pairs and small groups, conducting/responding to a survey or interview, and/or giving directions • **express** oneself an interview answering simple direct questions spoken very slowly and clearly in direct, non-idiomatic speech about personal details and topics related to the course • **create** a presentation about topics such as people, lifestyle, places and jobs, and/or the results of a survey using a prepared statement or notes	Pair Work Group Work Interviews	Final Speaking Exam//Project
3.2	Written Interaction • **build** 7-10 sentences using appropriate word order in subject-verb, subject-verb-object, subject-verb-adjective, and subject-verb-adverb sentence structures • **create** short descriptive, comparative, explanatory	Pair work Teacher fronted presentation Process writing Teach basic word order, punctuation, and connectors.	Final Writing Exam Blackboard Assignments

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	paragraph about people, lifestyle, places and jobs using appropriate paragraph structures such as titles, topic sentences, supporting sentences and concluding sentences. • **adopt** the use of very basic linear connectors such as "*and", "but",* and "*then"* correctly to link words or groups of words, in both simple and compound sentences, in both the affirmative and the negative • **adopt** basic punctuation such as full-stops, commas and capital letters correctly	Regularly collect and give feedback on practice writing tasks done in class Provide whole class feedback, as needed, on errors commonly encountered in the students' Blackboard writing tasks	

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-Semester CBT	Around week 7 to 8	20%
2	Final Writing Exam	End of Semester	15%
3	Final Speaking Exam/Project	End of Semester	15%
4	Final CBT	End of Semester	40%
5	Blackboard Assignments	Weekly or Bi-Weekly	10%

*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	UNLOCK 1 – Coursebook for Listening & Speaking 2nd Edition (Units 1, 3, 4, 5) UNLOCK 1– Coursebook for Reading & Writing 2nd Edition (Units 1, 3, 4, 5)
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 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.
Technology Resources (AV, data show, Smart Board, software, etc.)	Overhead projector, whiteboard, coursebook software, internet. Teachers have their own speakers, and laptops. Computer labs need up-to-date software and quality headphones.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Teacher resources room and library

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	