



Course Specifications

Course Title:	English for Geosciences 120 اللغة الإنجليزية 120 - بيئي
Course Code:	ELIG 120
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 <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"/>
3. Level/year at which this course is offered:	First Year
4. Pre-requisites for this course (if any):	Successful completion of ELIG 110
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 second course in the 2-course series of English proficiency courses targeting the foundation year students in undergraduate programs in the faculties of Meteorology, earth sciences, and Marine Science at KAU. Thus, it aims to enable students to successfully achieve program learning objectives detailed below, by building on the language skills developed in ELIG 110, further developing their proficiency to an A2 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 further develop students' academic English skills and bring them to an A2 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 Describe places, festivals & celebrations, internet & technology, and weather/climate with high frequency vocabulary	K1
1.2	Knowledge of Grammar Understand A2 CEFR grammatical structures including comparatives/superlatives, gerunds and infinitives, future forms, zero and 1 st conditionals, prepositions of time and place, adverbs of frequency & degree, past-continuous tense, countable/uncountable nouns, modals of necessity, articles, quantifiers and <i>that</i> -clauses in complex sentences appropriately and accurately, with some errors.	K2
2	Skills On successful completion of this course it is expected that students will be able to:	
2.1	Listening Comprehension <ul style="list-style-type: none"> • show understanding of phrases and expressions related to places, festivals & celebrations, internet & technology, and weather/climate (COMM) • analyze and synthesize essential information from short podcasts, lectures, discussions, radio and news programs, and presentations on places, festivals & celebrations, internet & technology, and weather/climate (CRIT) • differentiate main ideas and details such as facts, opinions, examples, reasons, biases, and speaker-attitude in level-appropriate listening passages on topics related to places, festivals & celebrations, internet & technology, and weather/climate (CRIT) 	S1
2.2	Reading Comprehension <ul style="list-style-type: none"> • apply scanning and other strategies to locate specific information in simple written material on topics related to places, festivals & celebrations, internet & technology, and weather/climate (CRIT) 	S2

CLOs**		Aligned PLOs
	<ul style="list-style-type: none"> • compare main ideas and details in written material on topics related to the course (CRIT, COLL) • establish meaning from context, discover inferences, audience, author's purpose and/or text type and synthesize information from the reading (CRIT, COLL) 	
2.3	<p>Critical Thinking:</p> <ul style="list-style-type: none"> • analyze ideas, examples, tables, and graphs (CRIT) • evaluate the relevance/importance of information for a presentation (CRIT) • organize information using a variety of visual organizers such as T-charts, ideas maps, and wh-charts (CRIT) • formulate the advantages and disadvantages of ideas possible courses of action, and/or possible solutions to problems (CRIT) 	S3
3	<p>Values On successful completion of this course it is expected that students will be able to:</p>	
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> • perform at an appropriate level in short conversations and group discussions on topics related to places, festivals & celebrations, internet & technology, and weather/climate, presenting his/her opinion, reasons, emphasizing his/her point, and asking and giving clarification on a certain point. (COMM, COLL) • support his/her choice, given several available options/ways of doing something, by making suggestions, agreeing or disagreeing with his/her interlocutor, and talking about the pros and cons of the various different options. (COMM, COLL, CRIT) • deliver a short, basic presentation about places, festivals & celebrations, internet & technology, and weather/climate, and/or the results of a survey in a logically organized manner, using appropriate linking word and signposting and including personal opinions, advantages and disadvantages, and/or information about cause and effect as relevant to the topic. (COMM, COLL, CRIT, CREA) 	V1
3.2	<p>Written Interaction</p> <ul style="list-style-type: none"> • create well-organized paragraphs describing events and situations in the past, present and future about a variety of topics, structuring ideas in paragraphs with topic sentences, supporting sentences and concluding sentences, and with clear organization, and giving appropriate reasons and examples. (CREA, CRIT, COMM) • adopt appropriate grammatical structures and vocabulary to write about events and situations in different time frames (past, present and future) (CRIT, COMM) • build a variety of sentence structures through the use of adjective clauses in subject and object positions as well as the use of modals (CRIT, CREA) • adopt the use of “because”, “so”, “and”, “also”, “too”, “but”, and “however” to link simple sentences and phrases in order to 	V2

CLOs**		Aligned PLOs
	complete a paragraph or describe something as a simple list of points. (COMM)	

**** 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 High-A2 CEFR level.
- K2: **Understand** the structure and usage of grammatical constructions widely used in Academic English texts, both spoken and written, at the High-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 High-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	Places	30
2	Festivals and celebrations	35

3	The internet and technology	35
4	Weather and climate	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 describe places, festivals & celebrations, internet & technology, and weather/climate with high frequency vocabulary	Pair Work Elicitation Teacher-Fronted Presentation Pre- and Post-Reading and Listening activities that focus on vocabulary Practice Activities	Mid-Semester CBT Final CBT Blackboard Assignments
1.2	Knowledge of Grammar understand A1/A2 CEFR grammatical structures including comparatives/superlatives, gerunds and infinitives, future forms, zero and 1 st conditionals, prepositions of time and place, adverbs of frequency & degree, past-continuous tense, countable/uncountable nouns, modals of necessity, articles, quantifiers and <i>that</i> -clauses in complex sentences appropriately and accurately, with some errors.	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 project.
2.0	Skills		
2.1	Listening Comprehension <ul style="list-style-type: none"> show understanding of phrases and expressions related to cities and places, festivals & celebrations, internet & technology, weather, climate & meteorology, business studies and professional accomplishment/personal achievement 	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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> • analyze and synthesize essential information from short podcasts, lectures, discussions, radio and news programs, and presentations on cities and places, festivals & celebrations, internet & technology, weather, climate & meteorology, business studies and professional accomplishment/personal achievement • differentiate main ideas and details such as facts, opinions, examples, reasons, biases, and speaker-attitude in level-appropriate listening passages on topics related to cities and places, festivals & celebrations internet & technology, weather, climate & meteorology, business studies and professional accomplishment/personal achievement 		
2.2	<p>Reading Comprehension</p> <ul style="list-style-type: none"> • apply scanning and other strategies to locate specific information in simple written material on topics related to cities and places, festivals & celebrations internet & technology, weather, climate & meteorology, business studies and professional accomplishment/personal achievement • compare main ideas and details in written material on topics related to the course • establish meaning from context, discover inferences, audience, author's purpose and/or text type and synthesize information from the reading 	<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> <p>Blackboard Assignments</p>
2.3	<p>Critical Thinking:</p> <ul style="list-style-type: none"> • analyze ideas, examples, tables, and graphs 	<p>Activities inside and outside the course book which require</p>	<p>Mid-Semester and Final Writing Exams</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> • evaluate the relevance/importance of information for a presentation • organize information using a variety of visual organizers such as T-charts, ideas maps, and wh-charts • formulate the advantages and disadvantages of ideas possible courses of action, and/or possible solutions to problems 	<p>students to compare two or more listening or reading passages on the same topic</p> <p>Activities designed to have students apply knowledge learned from reading or listening in speaking and writing activities</p> <p>Activities designed to have students critically analyze material presented</p>	<p>Speaking Project</p> <p><i>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.</i></p>
3.0	Values		
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> • perform at an appropriate level in short conversations and group discussions on topics related to cities and places, festivals & celebrations, internet & technology, weather, climate & meteorology, business studies and professional accomplishment/personal achievement, presenting his/her opinion, reasons, emphasizing his/her point, and asking and giving clarification on a certain point. • support his/her choice, given several available options/ways of doing something, by making suggestions, agreeing or disagreeing with his/her interlocutor, and talking about the pros and cons of the various different options. • deliver a short, basic presentation about cities and places, festivals & celebrations, internet & technology, weather, climate & meteorology, business studies and professional 	<p>Pair Work</p> <p>Group Work</p> <p>Whole Class Discussion</p>	<p>Speaking Project</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	accomplishment/personal achievement, and/or the results of a survey in a logically organized manner, using appropriate linking word and signposting and including personal opinions, advantages and disadvantages, and/or information about cause and effect as relevant to the topic.		
3.2	<p>Written Interaction</p> <ul style="list-style-type: none"> • create well-organized paragraphs describing events and situations in the past, present and future about a variety of topics, structuring ideas in paragraphs with topic sentences, supporting sentences and concluding sentences, and with clear organization, and giving appropriate reasons and examples. • adopt appropriate grammatical structures and vocabulary to write about events and situations in different time frames (past, present and future) • build a variety of sentence structures through the use of adjective clauses in subject and object positions as well as the use of modals • adopt the use of “because”, “so”, “and”, “also”, “too”, “but”, and “however” to link simple sentences and phrases in order to complete a paragraph or describe something as a simple list of points. 	<p>Pair work</p> <p>Teacher fronted presentation</p> <p>Process writing</p> <p>Teaching specific writing sub-skills (as taught in the coursebook)</p> <p>Practice writing tasks done in class which the teacher collects and gives feedback on.</p> <p>Students write answers on the board and the teacher gives whole class feedback.</p>	<p>Mid-Semester and End-of-Semester Writing Exams</p> <p>Blackboard Writing Assignments</p>

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%

#	Assessment task*	Week Due	Percentage of Total Assessment Score
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 2 – Coursebook for Listening & Speaking 2 nd Edition (Units 1,2,3,4) UNLOCK 2– Coursebook for Reading & Writing 2 nd Edition (Units 1,2,3,4)
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	