



Course Specifications

Course Title:	English for Health Sciences 120
Course Code:	ELIH 120 اللغة الإنجليزية 120 - صحي
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 <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 ELIH 110	
5. Co-requisites for this course (if any): 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 two 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		
Total**		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. Contact Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	225
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	225
Other Learning Hours***		
1	Study	80
2	Assignments	30
3	Online Study	20
4	Projects/Research Essays/Theses	30
5	Others (specify)	
	Total	160

*** 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

This is the second course in the 2-course series of English proficiency courses targeting the students in the Medical or Allied Health Sciences Programs. The course aims to enable students to successfully achieve the program learning objectives, by developing their proficiency to a solid B2 proficiency level on the CEFR scale. It does so through simultaneously strengthening all four skills (plus grammar and vocabulary,) but with a special focus on academic writing and medical terminology.

2. Course Main Objective

The objective of this course is to further develop students' academic English skills and bring them to a solid B2 CEFR level of proficiency in English while also enhancing their knowledge of and exposure to medicine-specific 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 have built on skills developed in ELIH 110 to further enhance their ability to:	
1.1	<ul style="list-style-type: none"> explain a range of medical terms having to do with a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, muscular & skeletal systems and diagnostic and imaging procedures. (COMM) 	K1
1.2	<ul style="list-style-type: none"> classify vocabulary dealing with a variety of medical disciplines, diseases, ailments, medical treatments and surgical procedures (both in spoken and written forms) related to the above anatomical systems, physiological functions and medical subfields. (CRIT) 	K1
1.3	<ul style="list-style-type: none"> demonstrate understanding of the components of academic essays at the B2 CEFR level, on medical/health science themes, including essay structure (introductory paragraphs, supporting paragraphs, concluding paragraphs) essay genres (process, cause and effect, comparison/contrast, argumentative) and writing conventions/norms (paragraph structure, cohesion and coherence, source citation, summaries, transition words, etc.) (CRIT) 	K2
1.4	<ul style="list-style-type: none"> demonstrate a high degree of grammatical control, avoiding mistakes that lead to misunderstanding, in the employment of grammatical structures such as dependent/independent clauses, compound/complex sentences, parallelism, that-clauses, if/whether clauses, question clauses, adverb clauses, adjective clauses and present/past participles in writing and speaking. (CREA, CRIT, COMM) 	K3
2	Skills On successful completion of this course it is expected that students will be able to:	
2.1	<ul style="list-style-type: none"> use accurately and appropriately (both in spoken form and written form) a range of medical terms relating to a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, 	S1

CLOs**		Aligned PLOs
	the ear and hearing, the endocrine system, oncology, muscular & skeletal systems, diagnostic and imaging procedures. (COMM)	
2.2	<ul style="list-style-type: none"> apply vocabulary accurately and appropriately dealing with a variety of medical disciplines, diseases, ailments, medical treatments and surgical procedures (both in spoken and written forms) related to the above anatomical systems, physiological functions and medical subfields. (CRIT, CREA, COMM) 	S1
2.3	<ul style="list-style-type: none"> discover the meaning of medical terms by breaking them down into their component parts (root, suffix, prefix, linking vowels) and deducing meanings. (CRIT, COLL) 	S1
2.4	<ul style="list-style-type: none"> evaluate the main ideas and details of a substantive, medium-length lecture, discussion, interview, dialog or conversation on medical/healthcare topics such as medical advances/achievements, basic anatomy and physiology, use of computers in medicine, causes and effects of disease, aspects of biochemistry and pharmacology, primary versus acute care, public health issues, medical research issues and the future of medicine. (CRIT, COLL) 	S3
2.5	<ul style="list-style-type: none"> analyze a written text of approximately 800 to 1000 words, on medical/healthcare topics such as medical advances/achievements, basic anatomy and physiology, use of computers in medicine, causes and effects of disease, aspects of biochemistry and pharmacology, primary versus acute care, public health issues, medical research issues and the future of medicine and extract main ideas and supporting details. (CRIT) 	S3
2.6	<ul style="list-style-type: none"> use a variety of strategies to listen to recorded talks, interviews and lectures dealing with topics related to healthcare and medicine, differentiating main points from details and opinions, using contextual cues, identifying speaker viewpoints and target audience in order to glean information from B2 level spoken texts. (CREA, CRIT, COMM) 	S3
2.7	<ul style="list-style-type: none"> use strategies to scan through long and complex texts about topics related to healthcare and medicine, differentiate between main ideas, details and opinions, applying a variety of reading skills such as previewing, making inferences, making annotations on a text, using background to predict information, etc., in order to glean information from texts at the B2 level of proficiency. (CRIT) 	S3
2.8	<ul style="list-style-type: none"> use writing aids such as writing guides, dictionaries and online writing resources to aid in producing effective written texts. 	S2
3	Values	
	On successful completion of this course it is expected that students will be able to:	
3.1	<ul style="list-style-type: none"> create a variety of types of well-formed and well-developed essays on medical topics at the B2 CEFR level including essays that describe processes, compare, contrast, explain cause/effect or present an argument, with appropriate introductory paragraphs, supporting paragraphs and concluding paragraphs. (CREA) 	V2
3.2	<ul style="list-style-type: none"> perform actively and effectively in discussions on a variety of contemporary issues in the field of medicine/healthcare such as medical advances/achievements, basic anatomy and physiology, use 	V3

CLOs**		Aligned PLOs
	of computers in medicine, causes and effects of disease, aspects of biochemistry and pharmacology, primary versus acute care, public health issues, medical research issues and the future of medicine asking questions, giving opinions and analyzing a variety of options. (COMM, COLL)	
3.3	<ul style="list-style-type: none"> • deliver an effective academic presentation on a substantive medical/healthcare related topic covered in or related to the course material, interacting effectively with the audience, using clear signposting and appropriate linking words and including appropriate examples and details. (COMM, COLL, CRIT, CREA) 	V1

** 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.

4. Program Learning Outcomes

The objective of the ELIH program is to prepare First Year ELI students who are studying in medical and other allied healthcare programs to perform well academically, by developing their English language proficiency to a B2 level on the CEFR scale within an English for Specific Purposes (ESP-Medicine and Health Sciences) framework, with a special focus on academic writing and medical terminology. The program does so through the realization of **nine program learning outcomes**.

On completion of this program it is expected that students will be able to:

- K1: Identify and explain a wide range of medical terms accurately.
- K2: Demonstrate understanding of the mechanics and protocols required to produce effective essays on medical topics at the CEFR B2 proficiency level.
- K3: Understand the structure and usage of grammatical constructions widely used in Academic English texts, both spoken and written, at the B2 CEFR level.
- S1: Apply a wide range of medical terms accurately and appropriately.
- S2: Create effective well-formed academic essays on medical topics at the CEFR B2 proficiency level.
- S3: Analyze and explain a variety of key issues and concerns encountered in a variety of medical settings, both oral and written.
- V1: Adopt the correct usage of a wide range of medical terms effectively and appropriately, both verbally and in writing.
- V2: Create well-formed academic essays on medical topics at the CEFR B2 proficiency level.
- V3: Perform actively and effectively in discussions and written communications regarding issues and concerns encountered in a variety of medical settings.

C. Course Content

Week	List of Topics			Contact Hours
	ESP Main Textbook: <i>English for Medicine</i>	Academic Writing Main Textbook: <i>Longman Academic Writing Series 4</i>	Medical Terminology Main Textbook: <i>Understanding and Using Medical Terms: Intermediate Level (3rd Edition)</i>	
1-2	Bridge Material Provided by the publisher to help students transition from the ELI-H 101 ESP textbook to this one. (approx.. 12 hrs.)	Unit 1: Paragraph structure Unit 4: From Paragraph to Essay	Unit 1: Basic word structure Unit 2: The Digestive System	30
3-4	Bridge Material Provided by the publisher to help students transition from the ELI-H 101 ESP textbook to this one. (approx.. 12 hrs.)	Unit 2: Unity and Coherence Unit 5: Process Essays	Unit 3 The Respiratory System Unit 5: The Lymphatic and Immune Systems	30
5-6	Bridge Material (6 hrs.) Unit 1: What is Medicine?	Unit 12: Adverb Clauses Unit 7: Comparison /Contrast Essays	Unit 6: Blood Unit 9: The Eye and Vision	30
7-8	Unit 2: Achievements in Medicine Unit 3: Basic Principles of Medicine	Unit 3: Using Outside Sources (includes writing summaries) Unit 10: Parallelism and Sentence Problem	Unit 10: The Ear and Hearing Unit 12: The Endocrine System	30
9-10	Unit 4: Computers in Medicine Unit 5: Cause and Effect of Disease	Unit 9: Types of Sentences Unit 6: Cause-Effect essays	Unit 13: Oncology Unit 14: The Skeletal System	30
11-12 and first of 13	Unit 6: Aspects of Biology, Biochemistry, and Pharmacology Unit 7: Acute Care	Unit 11: Noun Clauses Unit 8: Argumentative Essays	Unit 15: The Muscular System Unit 18: Diagnostic and Imaging Procedures system	37.5
Second half of 13, and 14-15	Unit 8: Primary Care Unit 9: Public Health Semester Review	Unit 13: Adjective Clauses Unit 14: Participles and Participial Phrases Semester Review	Unit 19: Pharmacology Semester Review	37.5
Total				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	Knowledge		
	<ul style="list-style-type: none"> explain a range of medical terms having to do with a number of anatomical systems, physiological functions and medical subfields including the 	Teacher-Fronted	Medical Terminology Quizzes Final CBT

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, muscular & skeletal systems and diagnostic and imaging procedures.</p> <ul style="list-style-type: none"> • classify vocabulary dealing with a variety of medical disciplines, diseases, ailments, medical treatments and surgical procedures (both in spoken and written forms) related to the above anatomical systems, physiological functions and medical subfields. • demonstrate understanding of the components of academic essays at the B2 CEFR level, on medical/health science themes, including essay structure (introductory paragraphs, supporting paragraphs, concluding paragraphs) essay genres (process, cause and effect, comparison/contrast, argumentative) and writing conventions/norms (paragraph structure, cohesion and coherence, source citation, summaries, transition words, etc.) • understand the structure and usage of grammatical constructions widely used in Academic English texts, both spoken and written, at the B2 CEFR level. 	<p>Presentation</p> <p>Previewing difficult vocabulary</p> <p>Practice Activities</p>	
2.0	Skills		
	<ul style="list-style-type: none"> • use accurately and appropriately (both in spoken form and written form) a range of medical terms relating to a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, muscular & skeletal systems, 	<p>Previewing difficult vocabulary</p> <p>Teaching specific reading/listening strategies</p> <p>Pre-Listening/ Pre-Reading Activities</p> <p>Assisting students in answering</p>	

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>diagnostic and imaging procedures.</p> <ul style="list-style-type: none"> • apply vocabulary accurately and appropriately dealing with a variety of medical disciplines, diseases, ailments, medical treatments and surgical procedures (both in spoken and written forms) related to the above anatomical systems, physiological functions and medical subfields. • discover the meaning of medical terms by breaking them down into their component parts (root, suffix, prefix, linking vowels) and deducing meanings. • evaluate the main ideas and details of a substantive, medium-length lecture, discussion, interview, dialog or conversation on medical/healthcare topics such as medical advances/achievements, basic anatomy and physiology, use of computers in medicine, causes and effects of disease, aspects of biochemistry and pharmacology, primary versus acute care, public health issues, medical research issues and the future of medicine. • analyze a written text of approximately 800 to 1000 words, on medical/healthcare topics such as medical advances/achievements, basic anatomy and physiology, use of computers in medicine, causes and effects of disease, aspects of biochemistry and pharmacology, primary versus acute care, public health issues, medical research issues and the future of medicine and extract main ideas and supporting details. • use a variety of strategies to listen to recorded talks, interviews and lectures 	<p>comprehension and other questions about listening/reading</p> <p>Activating Schema</p> <p>Introducing and demonstrating a variety of basic writing aids</p>	<p>Medical Terminology Quizzes</p> <p>Final CBT</p> <p>Writing Assignments</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>dealing with topics related to healthcare and medicine, differentiating main points from details and opinions, using contextual cues, identifying speaker viewpoints and target audience in order to glean information from B2 level spoken texts.</p> <ul style="list-style-type: none"> • use strategies to scan through long and complex texts about topics related to healthcare and medicine, differentiate between main ideas, details and opinions, applying a variety of reading skills such as previewing, making inferences, making annotations on a text, using background to predict information, etc., in order to glean information from texts at the B2 level of proficiency. • use writing aids such as writing guides, dictionaries and online writing resources to aid in producing effective written texts. 		
3.0 Values			
	<ul style="list-style-type: none"> • create a variety of types of well-formed and well-developed essays on medical topics at the B2 CEFR level including essays that describe processes, compare, contrast, explain cause/effect or present an argument, with appropriate introductory paragraphs, supporting paragraphs and concluding paragraphs. • perform actively and effectively in discussions on a variety of contemporary issues in the field of medicine/healthcare such as medical advances/achievements, basic anatomy and physiology, use of computers in medicine, causes 	<p>Pair Work Group Work Interviews Whole Class Discussion Peer Feedback Teaching Presentation Skills Teaching genres of writing and going over model paragraphs</p>	<p>Speaking Project</p> <p>Writing Assignments</p> <p>Final Writing Exam</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>and effects of disease, aspects of biochemistry and pharmacology, primary versus acute care, public health issues, medical research issues and the future of medicine asking questions, giving opinions and analyzing a variety of options.</p> <ul style="list-style-type: none"> • deliver an effective academic presentation on a substantive medical/healthcare related topic covered in or related to the course material, interacting effectively with the audience, using clear signposting and appropriate linking words and including appropriate examples and details. 		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Writing Assignments (3)	TBA	20%
3	Medical Terminology Quizzes	Periodically throughout semester	20%
4	Final Writing Exam	end of Week 14	15%
5	Final Speaking Project	end of Week 14	15%
6	Final CBT	University Exam Week	30%

*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 clarification of difficult concepts.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ol style="list-style-type: none"> 1. <i>Longman Academic Writing Series, Book 4</i>, by Longman Publishing 2. <i>English for Medicine</i> by Garnet Publishing 3. <i>Understanding and Using Medical Terms: Intermediate Level (2nd Edition)</i> by David Evans and Suleiman Mazyad
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 be easily moveable. Sufficient computer labs available to administer the final computer-based exam for all students on the same day.
Technology Resources (AV, data show, Smart Board, software, etc.)	Computer labs with 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 for lesson preparation.

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	Student Surveys Formal Classroom Observation
Effectiveness of Assessment	Curriculum and Test Development Unit Curriculum Committee Assessment Committee External Reviewers such as the CEA	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	

