



## Course Specifications

|                      |   |
|----------------------|---|
| <b>Course Title:</b> | <b>Academic English Language Level 110</b><br>اللغة الإنجليزية 110 - علمي |
| <b>Course Code:</b>  | <b>ELIS 110</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>6</b>  |
| <b>D. Teaching and Assessment</b> .....   | <b>6</b>  |
| 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment<br>Methods ..... | 6         |
| 2. Assessment Tasks for Students .....  | 9         |
| <b>E. Student Academic Counseling and Support</b> .....   | <b>9</b>  |
| <b>F. Learning Resources and Facilities</b> .....   | <b>9</b>  |
| 1. Learning Resources .....   | 10        |
| 2. Facilities Required.....   | 10        |
| <b>G. Course Quality Evaluation</b> .....   | <b>10</b> |
| <b>H. Specification Approval Data</b> .....   | <b>11</b> |



## A. Course Identification

|   |   |
|---|---|
| <b>1. Credit hours:</b>                               | <b>3 credit hour*</b>   |
| <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> | <b>First Year</b>   |
| <b>4. Pre-requisites for this course (if any):</b>    | None  |
| <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. Hence, out of every 15 semester-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 number of credit hours currently awarded. However, the ELI has not been able to gain approval from the university administration to award more.

### 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%       |

\*\*Since these courses are offered each semester, and a semester equals approximately 15 weeks of instruction, at 15 hours of instruction a week, this comes to 225 hours of instruction during the entire semester.

### 7. Contact 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                           | 100            |
| 2                              | Assignments                     | 25             |
| 3                              | Library                         |                |
| 4                              | Projects/Research Essays/Theses | 15             |
| 5                              | Others (specify)                |                |
|                                | <b>Total</b>                    | 140            |

\*\*\* 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

|  |
|--|
| <p><b>1. Course Description</b><br/>This course introduces students to the basics of Academic English and aims to bring students to an A2 level in Academic English by giving them tools to deal with the most basic aspects of academic-oriented English and by introducing them to academic writing/reading and academic listening/speaking.</p> |
| <p><b>2. Course Main Objective</b><br/>The purpose of this course is to introduce beginner level students to the basics of Academic English.</p>   |

### 3. Course Learning Outcomes

| CLOs** |  | Aligned PLOs |
|--------|--|--------------|
| 1      | <p><b>Knowledge and Understanding</b><br/>On successful completion of this course it is expected that students will be able to:</p>  |              |
| 1.1    | <p>Knowledge of Vocabulary<br/><b>understand</b> a basic repertoire of words, phrases and collocations related to family, jobs and work-related vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, cities and urban areas, festivals &amp; celebrations internet &amp; technology etc.</p>   | K1           |
| 1.2    | <p>Knowledge of Grammar<br/><b>demonstrate</b> 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 and should</p>  | K2           |
| 2      | <p><b>Skills</b><br/>On successful completion of this course it is expected that students will be able to:</p>   |              |
| 2.1    | <p>Listening Comprehension:</p> <ul style="list-style-type: none"> <li>● <b>show</b> understanding of presentations, conversations, interviews, and lectures that are very slow and carefully articulated, with long pauses to assimilate meaning</li> <li>● <b>differentiate</b> between main ideas and details including opinions and reasons on topics such as people, lifestyle, places, jobs and homes &amp; buildings</li> </ul>   | S1           |
| 2.2    | <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>● <b>differentiate</b> between main ideas and details in short simple texts about family, jobs and work-related vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, cities and urban areas, festivals &amp; celebrations internet &amp; technology etc. especially if there is visual support</li> <li>● <b>practice</b> techniques such as skimming, scanning, previewing a text, and using background knowledge to find both main ideas and details in short simple texts</li> </ul> | S2           |

| CLOs** |   | Aligned PLOs |
|--------|---|--------------|
| 2.3    | Critical Thinking <ul style="list-style-type: none"> <li>● <b>draw</b> idea maps, (CRIT)</li> <li>● <b>analyze</b> surveys, maps, and directions, (CRIT)</li> <li>● <b>evaluate</b> ideas (CRIT)</li> </ul>   | S3           |
| 3      | <b>Values</b><br>On successful completion of this course it is expected that students will be able to:  |              |
| 3.1    | Spoken Interaction <ul style="list-style-type: none"> <li>● <b>perform</b> a 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</li> <li>● <b>deliver</b> 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</li> <li>● <b>perform</b> a presentation about topics such as family, jobs and work–related vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, cities and urban areas, festivals &amp; celebrations internet &amp; technology etc., and/or the results of a survey using a prepared statement or notes</li> </ul> | V1           |
| 3.2    | Written Interaction <ul style="list-style-type: none"> <li>● <b>create</b> 7-10 sentences and/or a short descriptive or comparative paragraph about family, jobs and work–related vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, cities and urban areas, festivals &amp; celebrations internet &amp; technology etc.</li> <li>● <b>adopt</b> the use of very basic linear connectors such as “and”, “but”, and “then” correctly to link words or groups of words</li> <li>● <b>adopt</b> basic punctuation such as full-stops, commas and capital letters correctly</li> <li>● <b>build</b> sentences with appropriate word order in subject-verb, subject-verb-object, subject-verb-adjective, and subject-verb-adverb sentence structures</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 B1 CEFR level.
- K2: **Understand** the structure and usage of grammatical constructions widely used in Academic English texts, both spoken and written, at the B1 CEFR level.
- S1: **Establish** and appropriately respond to the content of conversations, debates, lectures, discussions, and talks on a wide range of academic topics at the intermediate level (B1 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 wide range of academic topics at the intermediate level (B1 CEFR).
- 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** a well-organized, coherent and cohesive essays that are 4-5 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            | People                      | 27            |
| 2            | Lifestyle                   | 27            |
| 3            | Places                      | 27            |
| 4            | Jobs                        | 27            |
| 5            | Homes & Buildings           | 27            |
| 6            | Urban Areas                 | 30            |
| 7            | Festivals and Celebrations  | 30            |
| 8            | The Internet and Technology | 30            |
| <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  | Knowledge of Vocabulary<br><b>understand</b> a basic repertoire of words, phrases and collocations | Pair Work<br>Elicitation | Mid-Semester CBT<br>Final CBT |

| Code       | Course Learning Outcomes   | Teaching Strategies   | Assessment Methods  |
|------------|--|---|---|
|            | related to family, jobs and work–related vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, cities and urban areas, festivals & celebrations internet & technology etc.  | Teacher-Fronted Presentation<br><br>Pre- and Post-Reading and Listening activities that focus on vocabulary<br><br>Practice Activities  | Blackboard Assignments  |
| 1.2        | Knowledge of Grammar<br><b>demonstrate</b> 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 and should  | Pair Work<br><br>Group Work<br><br>Teacher-Fronted Presentation<br><br>Practice Activities  | Mid-Semester CBT<br>Final CBT<br>Blackboard Assignments<br><br>*Also assessed as part of the rating scale for writing and speaking exams. |
| <b>2.0</b> | <b>Skills</b>  |   |   |
| 2.1        | Listening Comprehension: <ul style="list-style-type: none"> <li>● <b>show</b> understanding of presentations, conversations, interviews, and lectures that are very slow and carefully articulated, with long pauses to assimilate meaning</li> <li>● <b>differentiate</b> between main ideas and details including opinions and reasons on topics such as people, lifestyle, places, jobs and homes &amp; buildings</li> </ul>  | Activate Schema<br><br>Pre-Listening Activities<br><br>Playing recorded lectures and dialogs<br><br>Assisting students in answering comprehension and other questions about the listening | Mid-Semester CBT<br>Final CBT<br>Blackboard Assignments   |
| 2.2        | Reading Comprehension: <ul style="list-style-type: none"> <li>● <b>differentiate</b> between main ideas and details in short simple texts about family, jobs and work–related vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, cities and urban areas, festivals &amp; celebrations internet &amp; technology etc.especially if there is visual support</li> <li>● <b>practice</b> techniques such as skimming, scanning,</li> </ul> | Activate Schema<br><br>Pre-Reading Activities<br><br>Previewing difficult vocabulary<br><br>Teaching specific reading strategies<br><br>Assisting students in answering comprehension and | Mid-Semester CBT<br>Final CBT<br>Blackboard Assignments   |





| Code | Course Learning Outcomes   | Teaching Strategies  | Assessment Methods   |
|------|--|--|--|
|      | previewing a text, and using background knowledge to find both main ideas and details in short simple texts  | other questions about the reading.   |  |
| 2.3  | <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>● <b>draw</b> idea maps,</li> <li>● <b>analyze</b> surveys, maps, and directions,</li> <li>● <b>evaluate</b> ideas</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 organize interviews and writing</p> | At this level, the LOs related to Critical Thinking assist students in being better able to listen, read, and write. They are practiced regularly in the classroom, but not formally tested. |
| 3.0  | <b>Values</b>  |  |  |
| 3.1  | <p>Spoken Interaction</p> <ul style="list-style-type: none"> <li>● <b>perform</b> a 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</li> <li>● <b>deliver</b> 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</li> <li>● <b>perform</b> a presentation about topics such as family, jobs and work–related vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, cities and urban areas, festivals &amp; celebrations internet &amp; technology etc., and/or the results of a survey using a prepared statement or notes</li> </ul> | <p>Pair Work</p> <p>Group Work</p> <p>Interviews</p>   | Final Speaking Exam/Project  |
| 3.2  | <p>Written Interaction</p> <ul style="list-style-type: none"> <li>● <b>create</b> 7-10 sentences and/or a short descriptive or comparative paragraph about family, jobs and work–related</li> </ul>  | <p>Pair work</p> <p>Teacher fronted presentation</p>   | Final Writing Exam<br>Blackboard Assignments   |





| Code | Course Learning Outcomes   | Teaching Strategies   | Assessment Methods |
|------|--|---|--------------------|
|      | vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, cities and urban areas, festivals & celebrations internet & technology etc. <ul style="list-style-type: none"> <li>● <b>adopt</b> the use of very basic linear connectors such as “and”, “but”, and “then” correctly to link words or groups of words</li> <li>● <b>adopt</b> basic punctuation such as full-stops, commas and capital letters correctly</li> <li>● <b>build</b> sentences with appropriate word order in subject-verb, subject-verb-object, subject-verb-adjective, and subject-verb-adverb sentence structures</li> </ul> | Process writing<br><br>Teach basic word order, punctuation, and connectors.<br><br>Regularly collect and give feedback on practice writing tasks done in class<br><br>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. The Academic Management Unit (AMU) also supervises a Student Support Committee that provides additional tutoring and help to weaker students or students who were registered late by the university. There is also a Special Educational Needs (SEN) coordinator who helps students with special needs.

## F. Learning Resources and Facilities

## 1. Learning Resources

|                                       |  |
|---------------------------------------|--|
| <b>Required Textbooks</b>             | UNLOCK 1 – Coursebook for Listening & Speaking 2 <sup>nd</sup> Edition<br>(Units: 1, 3, 4, 5, 6)<br>UNLOCK 1 – Coursebook for Reading & Writing 2 <sup>nd</sup> Edition<br>(Units: 1, 3, 4, 5, 6)<br>UNLOCK 2 – Coursebook for Listening & Speaking 2 <sup>nd</sup> Edition<br>(Units: 1, 2, 3)<br>UNLOCK 1 – Coursebook for Reading & Writing 2 <sup>nd</sup> Edition<br>(Units: 1, 2, 3) |
| <b>Essential References Materials</b> | Not Applicable   |
| <b>Electronic Materials</b>           | <a href="https://lms.kau.edu.sa/">https://lms.kau.edu.sa/</a><br><a href="https://eli.kau.edu.sa/Pages-eli-students-en.aspx">https://eli.kau.edu.sa/Pages-eli-students-en.aspx</a>   |
| <b>Other Learning Materials</b>       | Blackboard and the textbook publisher's LMS  |

## 2. Facilities Required

| Item   | Resources   |
|--|---|
| <b>Accommodation</b><br>(Classrooms, laboratories, demonstration rooms/labs, etc.)   | Classrooms with at least 30 seats. Seats should not be bolted to the floor.<br>Enough computer labs to administer each computer-based exam for all students in a maximum of 2 days. |
| <b>Technology Resources</b><br>(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.        |
| <b>Other Resources</b><br>(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<br>Classroom Observation Committee<br>Professional Development Unit<br>External Reviewers such as the CEA Accreditation Agency | Student Surveys<br>Formal Classroom Observation                              |
| Effectiveness of Assessment | Curriculum and Test Development Unit<br>Curriculum Committee<br>Assessment Committee  | Item Analysis Data<br>Teacher Feedback<br>Student Feedback<br>Course Reports |



| Evaluation Areas/Issues                           | Evaluators  | Evaluation Methods  |
|---|---|---|
| Extent of Achievement of Course Learning Outcomes | External Reviewers such as the CEA Accreditation Agency<br>Quality Assurance Unit<br>Curriculum and Test Development Unit | Item Analysis Data<br>Course Reports<br>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                |             |