



Course Specifications

Course Title:	Academic English Language Level 120 اللغة الإنجليزية 120 - علمي
Course Code:	ELIS 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): Students need to have completed ELIS 110 or have placed directly into the course by achieving a score corresponding to A2 level on the Cambridge English Placement Test.
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. 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		
Total**		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 trimester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	225
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	225
Other Learning Hours***		
1	Study	100
2	Assignments	25
3	Library	
4	Projects/Research Essays/Theses	15
5	Others (specify)	
	Total	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

1. Course Description

This is the final course in a 2-course series which aims to strengthen students' grasp of Academic English by bringing them to a B1 level and empowering them to continue to function as independent learners. It gives them tools to deal with more complex structures of Academic English and helps solidify their competence in academic writing/reading and academic listening/speaking.

2. Course Main Objective

The purpose of this course is to bring students to a solid Intermediate (B1) proficiency in Academic English preparing them to successfully enter into their selected English-medium majors.

3. Course Learning Outcomes

CLOs**		Aligned PLOs
1	Knowledge and Understanding On successful completion of this course it is expected that students will be able to:	
1.1	Knowledge of Vocabulary <ul style="list-style-type: none"> ● identify appropriate academic vocabulary pertaining to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions ● demonstrate appropriate understanding of academic vocabulary in the evaluation of issues relating to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions 	K1
1.2	Knowledge of Grammar <ul style="list-style-type: none"> ● understand meanings conveyed by passive forms, conditional sentences, relative clauses, prepositions, conjunctions and other B1 CEFR grammar presented in the course material ● demonstrate appropriate use of B1 CEFR grammar presented in the course material in a wide range of academic activities including critical thinking tasks and presentations on a range of topics 	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"> ● differentiate main ideas and specific details including opinion and cause and effect in debates, lectures, radio programs, discussions, and talks on topics related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions (CRIT, COLL) ● analyze and evaluate main ideas and specific details of debates, lectures, radio programs, discussions, and talks on topics related to transport, the environment, customs & traditions, health & fitness, discovery & invention and economics (CRIT) 	S1



CLOs**		Aligned PLOs
	<ul style="list-style-type: none"> ● establish the main points of extended discussions, interviews, academic discussions and lectures on course topics (CRIT) ● use understanding of opposing points of view, rhetorical questions, attitude, and lecture organization to better understand topics discussed in course (CRIT) 	
2.2	Reading Comprehension <ul style="list-style-type: none"> ● discover, analyze and evaluate significant points, main ideas, details, and conclusions in straightforward articles and in clearly signaled argumentative texts on subjects related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions (CRIT) ● apply 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. (CRIT) 	S2
2.3	Critical Thinking: <ul style="list-style-type: none"> ● evaluate ideas, arguments, for and against opinions, research topics and persuasive language on subjects related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions. (CRIT, COLL) ● apply critical thinking skills in a range of academic activities related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions. (CRIT) ● analyze discursive essay questions and course content infographics (CRIT, COLL) ● perform academic presentations on subjects related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions (COMM, CREA) 	S3
3	Values 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"> ● express oneself in discussions on a range of issues and perspectives related to animals, transport, customs and traditions, health and fitness, and discoveries and inventions. (COMM, COLL) ● present a clear perspective on anticipated problems, future actions and alternatives related to course content. (COMM, CRIT) ● deliver a presentation on a substantive academic topic from the course content topics (CREA, COMM, COLL) ● express ideas, personal experiences, opinions, and advantages and disadvantages on a range of topics related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions (COMM, CRIT, CREA) 	V1
3.2	Written Interaction	V2



CLOs**		Aligned PLOs
	<ul style="list-style-type: none"> ● pursue the planning and preparation (including task and language checklists) required for production of cohesive and coherent academic writing (CRIT, COLL) ● create a 4-5 paragraph coherent and cohesive problem-solution, advantage-disadvantage, and/or cause-effect essays on topics related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions (CREA, CRIT, COMM) 	

* 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	Weather and Climate	30
2	Business	30
3	Animals	33
4	The Environment	33
5	Transport	33
6	Customs and Traditions	33
7	Health and Fitness	33
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		
1.1	Knowledge of Vocabulary <ul style="list-style-type: none"> identify appropriate academic vocabulary pertaining to weather and climate, business, animal and environmental conservation, transport, customs and traditions, health and fitness, etc. demonstrate appropriate understanding of academic vocabulary in the evaluation of issues relating weather and climate, business, animal and environmental conservation, transport, customs and traditions, health and fitness, etc. 	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 <ul style="list-style-type: none"> understand meanings conveyed by passive forms, conditional sentences, relative clauses, prepositions, conjunctions and other B1 CEFR grammar presented in the course material demonstrate appropriate use of B1 CEFR grammar presented in the course material in a wide range of 	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 and speaking exams.



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	academic activities including critical thinking tasks and presentations on a range of topics		
2.0	Skills		
2.1	<p>Listening Comprehension</p> <ul style="list-style-type: none"> ● differentiate main ideas and specific details including opinion and cause and effect in debates, lectures, radio programs, discussions, and talks on topics related to weather and climate, business, animal and environmental conservation, transport, customs and traditions, health and fitness, etc. ● analyze and evaluate main ideas and specific details of debates, lectures, radio programs, discussions, and talks on topics related to weather and climate, business, animal and environmental conservation, transport, customs and traditions, health and fitness, etc. ● establish the main points of extended discussions, interviews, academic discussions and lectures on course topics ● use understanding of opposing points of view, rhetorical questions, attitude, and lecture organization to better understand topics discussed in course 	<p>Activate Schema</p> <p>Pre-Listening Activities</p> <p>Playing recorded lectures and dialogs</p> <p>Assisting students in answering comprehension and other questions about the listening</p>	<p>Mid-semester CBT</p> <p>Final CBT</p> <p>Blackboard Assignments</p>
2.2	<p>Reading Comprehension</p> <ul style="list-style-type: none"> ● discover, analyze and evaluate significant points, main ideas, details, and conclusions in straightforward articles and in clearly signaled argumentative texts on 	<p>Activate Schema</p> <p>Pre-Reading Activities</p> <p>Previewing difficult vocabulary</p>	<p>Mid-semester CBT</p> <p>Final CBT</p> <p>Blackboard Assignments</p>



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>subjects related to weather and climate, business, animal and environmental conservation, transport, customs and traditions, health and fitness, etc.</p> <ul style="list-style-type: none"> ● apply 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. 	<p>Teaching specific reading strategies</p> <p>Assisting students in answering comprehension and other questions about the reading.</p>	
2.3	<p>Critical Thinking:</p> <ul style="list-style-type: none"> ● evaluate ideas, arguments, for and against opinions, research topics and persuasive language on subjects related to weather and climate, business, animal and environmental conservation, transport, customs and traditions, health and fitness, etc. ● apply critical thinking skills in a range of academic activities related to weather and climate, business, animal and environmental conservation, transport, customs and traditions, health and fitness, etc. ● analyze discursive essay questions and course content infographics ● perform academic presentations on subjects related to weather and climate, business, animal and environmental conservation, transport, customs and traditions, health and fitness, etc. 	<p>Activities inside and outside the course book which require 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>Final Writing Exams</p> <p>Final Speaking/Exam Project</p>



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.0	Values		
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> ● express oneself in discussions on a range of issues and perspectives related to weather and climate, business, animal and environmental conservation, transport, customs and traditions, health and fitness, etc. ● present a clear perspective on anticipated problems, future actions and alternatives related to course content. ● deliver a presentation on a substantive academic topic from the course content topics ● express ideas, personal experiences, opinions, and advantages and disadvantages on a range of topics related to weather and climate, business, animal and environmental conservation, transport, customs and traditions, health and fitness, etc. 	<p>Pair Work</p> <p>Group Work</p> <p>Whole Class Discussion</p>	<p>Final Speaking Exam/Project</p>
3.2	<p>Written Interaction</p> <ul style="list-style-type: none"> ● pursue the planning and preparation (including task and language checklists) required for production of cohesive and coherent academic writing ● create a 4-5 paragraph coherent and cohesive problem-solution, advantage-disadvantage, and/or cause-effect essays on topics related to weather and climate, business, animal and environmental conservation, transport, customs and traditions, health and fitness, etc. 	<p>Teach 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>Final Writing Exam/Project</p> <p>Blackboard 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%
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

Required Textbooks	UNLOCK 2– Coursebook for Listening & Speaking 2nd Edition (Units 4 and 6) UNLOCK 2– Coursebook for Reading & Writing 2 nd Edition (Units 4 and 6) UNLOCK 3– Coursebook for Listening & Speaking 2nd Edition (Units 1 to 5) UNLOCK 3– Coursebook for Reading & Writing 2 nd Edition (Units 1 to 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 35 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, speakers, printers, photocopiers, and laptops for teachers. Computer labs need up-to-date software and quality headphones.



Item	Resources
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 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 Aptis and other external tests to verify that the intended language proficiency level has been achieved.

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	

