



# Course Specification

— (Bachelor)

**Course Title:** Academic English Language

**Course Code:** ENG101-1

**Program:** English Language Program

**Department:** NA

**College:** English Language Institute

**Institution:** Princess Nourah bint Abdulrahman University

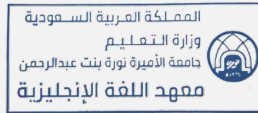
**Version:** Third Version

**Last Revision Date:**



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## A. General information about the course:

### 1. Course Identification

#### 1. Credit hours:

3 hours

#### 2. Course type

- A.  University  College  Department  Track  Others
- B.  Required  Elective

#### 3. Level/year at which this course is offered: Level 1 (2023-2024)

#### 4. Course general Description:

English for Academic Studies 101-1 is a beginner course intended to provide students with a foundation from which they can advance from A1 to A2 Academic English on the Common European Framework of Reference for Languages (CEFR). A2 learner can understand sentences and frequently used expressions as well as communicate and exchange messages related to familiar matters. Additionally, for this course, there is considerable focus on developing and integrating the relevant critical thinking skills learners will need for academic life and the 21st century workplace. It is an eighteen-week module course with 15 hours of instruction each week.

#### 5. Pre-requirements for this course (if any):

This is a beginner level English language course with no prerequisites.  
See attached policy for student placement and exemption.

#### 6. Co-requisites for this course (if any):

N/A

#### 7. Course Main Objective(s):

The main purpose of this course is to provide students with key knowledge and skills to help them comprehend the gist of clear, standard input on familiar topics encountered in everyday situations, such as very basic personal and family information, shopping, local geography, and employment. The course can develop students' abilities to think critically, and articulate personal experiences and opinions related to matters in areas of immediate needs.

### 2. Teaching mode

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	١٨٠	٨٠





No	Mode of Instruction	Contact Hours	Percentage
2	E-learning	٤٥	٢٠
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>	N/A	N/A
4	Distance learning	N/A	N/A

### 3. Contact Hours

No	Activity	Contact Hours
1.	Lectures	180
2.	Laboratory/Studio	N/A
3.	Field	N/A
4.	Tutorial	N/A
5.	Others (Assignments, Projects, Blackboard participation)	45
<b>Total</b>		<b>225</b>

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Demonstrate sound knowledge of the use of lexical items and grammar structures related to various familiar contexts at a beginner level.	N/A	Individual work Pair work Group work	Written and spoken exams. Assignments Projects 15
<b>2.0</b>	<b>Skills</b>			
2.1	Apply reading strategies with simple short texts on various topics	N/A	Jigsaw Reading Brainstorming	Exams Projects Assignments Reading 15



Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	related to course syllabus.			
2.2	Employ listening strategies when listening to speech on familiar matters to a satisfactory level of comprehension.	N/A	Guided discovery Listening Teacher-fronted elicitation	Exams Projects Assignments Listening 15
2.3	Write a series of simple phrases and sentences linked with connectors in academic and nonacademic contexts.	N/A	Individual work Pair work Group work Problem solving activities	Exams Projects Assignments Writing 10
2.4	Articulate and communicate with reasonable ease a short conversation, a description and series of sentences.	N/A	Role play Wole-class discussion Group discussions Students' presentations	Exams Projects Assignments Speaking 10
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Perform tasks that promote learners' autonomy when using English language.	N/A	Games and puzzles Individual work Group work Pair work	
3.2	Demonstrate collaboration, responsibility, and respect when performing tasks that involve using English language.	N/A	Individual work Group discussion Mingle activities Students' presentations Modelling and drilling	Research And mind maps Written drafts Notecards Presentations Projects 30

### C. Course Content

No	List of Topics	Contact Hours
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## Unlock 2

### Unit 1

#### Listening

Key listening skill:

- Predicting content using visuals
- Listening for main ideas
- Listening for detail
- Understanding key vocabulary
- Distinguishing fact from opinion
- Pronunciation for listening:
- Vowel sounds: /eɪ/ /ɒ/ /ɪ/ /ʌ/

#### Speaking

Preparation for speaking

- Organize information for a presentation
- Pronunciation for speaking
- Connected speech
- Speaking task
- Create a presentation for your classmates about an interesting place.

1.

Give factual information about the place you choose.

#### Reading

Key reading skill:

- Scanning for numbers
- Understanding key vocabulary
- Making predictions
- Reading for main ideas
- Reading for detail
- Scanning to find information
- Working out meaning
- Scanning to predict content
- Making inferences

30



### Writing

Academic writing skills:

- Capital letters and full stops

Writing task type:

- Write descriptive sentences.

Writing task:

- Describe the place where you live.
- Write about the positives and negatives.

### Grammar

- Review of the Past simple
- Nouns, verbs and adjectives

Grammar for writing:

- Sentence structure 1: subject + verb
- There is / There are

### Vocabulary

- Vocabulary for places we live and work  
(e.g. pedestrian area, bus stop, cottage)
- Vocabulary to describe places (e.g. exciting, interesting, polluted, noisy, boring)

### Critical Thinking

- Understand the differences between two texts
- Evaluate information using a T-chart
- Analyze positives and negatives using a T-chart
- Create your own T-chart to organize your ideas
- Plan a presentation

## Unit 2

### Listening

2.

Key listening skill:

- Listening and taking notes
- Understanding key vocabulary

30





- Predicting content using visuals
- Listening for main ideas
- Listening for examples
- Recognizing examples
- Pronunciation for listening:
- Stressed words in connected Speech

### **Speaking**

- Preparation for speaking
- Make suggestions
- Speaking task
- Discuss a new festival and make suggestions for events. Give a poster presentation about your festival to the rest of your group.

### **Reading**

Key reading skill:

- Previewing
- Understanding key vocabulary
- Reading for main ideas
- Reading for detail
- Recognizing text type
- Scanning to predict content
- Recognizing text type

### **Writing**

Academic writing skills:

- Paragraph organization 1: organizing sentences into a paragraph

Writing task type:

- Write a descriptive paragraph.

Writing task:

- Describe a festival or special event.





	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Review of Present tense question forms</li> </ul> <p>Prepositions of time and place: on, in, at</p> <ul style="list-style-type: none"> <li>• Adverbs of frequency</li> </ul> <p>Grammar for writing 2:</p> <ul style="list-style-type: none"> <li>• Sentence structure 2:</li> <li>• Subject and verb order</li> <li>• Prepositional phrases</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Collocations (e.g. go to a concert, take a photograph, have a nice time)</li> <li>• Vocabulary to describe festivals (e.g. lucky, culture, traditional, history, highlights)</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Apply your knowledge to a calendar</li> <li>• Evaluate events in your country from an outsider's point of view</li> <li>• Create a spider diagram to organize Ideas</li> <li>• Use a table to organize ideas</li> </ul>	
3	<p><b>Unit 3</b></p> <p><b>Listening</b></p> <p>Key listening skill:</p> <ul style="list-style-type: none"> <li>• Using visual clues to listen</li> <li>• Understanding key vocabulary</li> <li>• Activating your knowledge</li> <li>• Listening for detail</li> <li>• Pronunciation for listening:</li> <li>• Word stress</li> <li>• Understanding intonation</li> </ul>	15





### **Speaking**

Preparation for speaking

- Offer opinions, agree and disagree
- Phrases for giving opinions in a debate Speaking task
- Hold a debate about whether students should choose how they learn. Explain if you agree or disagree with your classmates during the debate.

### **Reading**

Key reading skill:

- Skimming
- Understanding key vocabulary
- V Using visuals to predict content
- Reading for main ideas
- Reading for detail
- Understanding discourse
- Making inferences
- Previewing
- Using your knowledge

### **Writing**

Academic writing skills:

- Paragraph organization 2: topic and supporting sentences

Writing task type:

- Write a descriptive paragraph.

Writing task:

- Describe your education

### **Grammar**

- Basic verb patterns
- Education nouns



	<ul style="list-style-type: none"> <li>• Plural nouns</li> </ul> <p>Grammar for writing:</p> <ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• because and so</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Collocations about learning</li> </ul> <p>(e.g. study v Geography, learn Biology, teach French, revise History)</p> <ul style="list-style-type: none"> <li>• Review of prepositional Phrases.</li> <li>• Vocabulary to describe education (e.g. a principal, a lecturer, a lab, a graduate, an office)</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Remember information from texts</li> <li>• Analyze information in your notes</li> <li>• Create a wh- chart to organize Information</li> <li>• Use an idea wheel to categorize vocabulary</li> </ul>	
4	<p><b>Unit 4</b></p> <p><b>Listening</b></p> <p>Key listening skill:</p> <ul style="list-style-type: none"> <li>• Predicting ideas form research</li> <li>• Understanding Key vocabulary</li> <li>• Using your knowledge</li> <li>• Predicting comment using visuals</li> <li>• Taking notes on main ideas</li> <li>• Listening for detail</li> <li>• Synthesizing</li> <li>• Rising and falling intonation to understand mood</li> <li>•Vowel sounds /D/and/EU</li> </ul>	30





### **Speaking**

Speaking skill:

- Linking words to explain cause and effect
- Speaking task:

Give a presentation about climate change

### **Reading**

Key reading skill:

- Reading for detail
- Using your knowledge to predict content
- Additional skills;
- Understanding key vocabulary
- Reading for main ideas
- Recognizing text type
- Synthesizing

### **Writing**

- Academic writing skills:
- Topic sentences for descriptive paragraphs about a graph
- Supporting sentences
- Giving example: like, such as, and for example.

Writing task type:

Write a paragraph describing data from graphs

Writing task:

Compare the weather in two places, using information from graphs

### **Grammar**

- Gerunds and infinitives
- Future forms
- Decision and plans (will, be going to, present continuous)
- Predictions (Will < be going to)



	<ul style="list-style-type: none"> <li>• Grammar for writing: Comparative and superlative adjectives</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Verb collocations</li> <li>• Collocation with temperature</li> <li>• Vocabulary to describe a graph</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Analyze graphs</li> <li>• Evaluate effects</li> </ul>	
5	<p><b>Unit 5</b></p> <p><b>Listening</b></p> <p>Key skill:</p> <ul style="list-style-type: none"> <li>• Listening for bias</li> <li>• Supporting opinions</li> <li>• Additional skill:</li> <li>• Understanding Key vocabulary</li> <li>• Listening for main ideas</li> <li>• Taking notes</li> <li>• Synthesizing</li> <li>• pronunciation for listening</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Speaking skills:</li> </ul> <p>Emphasizing a point</p> <ul style="list-style-type: none"> <li>• Asking for and giving clarification</li> <li>• Speaking task:</li> </ul> <p>Have a discussion about money in sport</p> <p><b>Reading</b></p> <p>Key reading skill:</p>	30





- Scanning to predict content
- Additional skill:
- Understanding key vocabulary
- Previewing
- Reading for main ideas
- Reading for detail
- Recognizing text type
- Understanding out meaning for context
- Synthesizing

### **Writing**

- Academic writing skills:
- Ordering events in a process
- Removing unrelated information
- Writing task type:
- Writing task:

Describe the Sydney Triathlon

### **Grammar**

- Conditionals
- The zero conditional and the first conditional
- Adverbs of degree
- Preposition of movement
- Grammar for Writing:
- Subject and verb agreement

### **Vocabulary**

- Vocabulary for sport and competition (e.g. competition, score, prize, fan, champion, compete)
- Vocabulary to describe sport

### **Critical Thinking**



	<ul style="list-style-type: none"> <li>• Building a strong argument</li> <li>• Analyzing a Diagram</li> </ul>	
6	<p><b>Unit 6</b></p> <p><b>Listening</b></p> <p>Key skill:</p> <ul style="list-style-type: none"> <li>• Listening for numbers</li> <li>• Additional skills:</li> <li>• Understanding key vocabulary</li> <li>• Using your knowledge</li> <li>• Taking notes on detail</li> <li>• Listening for reaction</li> <li>• Making inferences</li> <li>• Synthesizing</li> <li>• Pronunciation for listening:</li> <li>• Pronouncing numbers</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Speaking skill:</li> <li>• Giving advice</li> <li>• Speaking task:</li> <li>• Give advice to a failing business</li> </ul> <p><b>Reading</b></p> <p>Key reading skill:</p> <ul style="list-style-type: none"> <li>• Working out meaning from context</li> <li>• Annotating a text</li> <li>• Additional skills:</li> <li>• Understanding key vocabulary</li> <li>• Skimming</li> <li>• Scanning to predict content</li> </ul>	30



	<ul style="list-style-type: none"> <li>• Reading for main ideas</li> <li>• Reading for detail</li> <li>• Identifying audience</li> <li>• Making inferences</li> <li>• Synthesizing</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Academic writing skills:</li> <li>• Adding details to main facts.</li> <li>• Writing task type:</li> </ul> <p>Write a narrative paragraph</p> <ul style="list-style-type: none"> <li>• Writing task:</li> </ul> <p>Write a narrative paragraph about the history of a business</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Comparatives and superlatives</li> <li>• Grammar for writing:</li> <li>• The present simple and the past simple</li> <li>• Time clauses with when to describe past events</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Phrasal verbs</li> <li>• Collocations with business</li> <li>• Business vocabulary</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Identify solutions to problems</li> <li>• Organizing events in time order</li> </ul>	
<p><b>7</b></p>	<p><b>Unit 7</b></p> <p><b>Listening</b></p> <p>Key skill:</p> <ul style="list-style-type: none"> <li>• Listening for attitude</li> </ul>	<p><b>30</b></p>







- Additional skills:
- Understanding key vocabulary
- Using your knowledge
- Listening for main ideas
- Taking notes on detail
- Synthesizing
- Pronunciation for listening:
- Intonation for emotion and interest

### **Speaking**

- Time order

Examples and details

- Speaking task:
- Give a presentation about a remarkable person and his or her work

### **Reading**

Key reading skill:

- Skimming

Additional skills:

- Understanding key vocabulary
- Reading for main ideas
- Working out meaning from context
- Identifying purpose
- Making inferences
- Synthesizing

### **Writing**

- Academic writing skills:
- Concluding sentence
- Writing task type:
- Write an explanatory paragraph



	<ul style="list-style-type: none"> <li>• Writing task:</li> </ul> <p>Who do you think is a good role model?</p> <ul style="list-style-type: none"> <li>• Write a paragraph explaining the qualities that make that person a good role model</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• The past continuous</li> <li>• Forming the past continuous</li> <li>• The past continuous and the past simple</li> <li>• Noun phrases with of</li> <li>• Grammar for writing</li> <li>• Models of necessity</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Adjective endings –ed and -ing</li> <li>• Adjectives to describe people</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Categorizing ideas</li> <li>• Evaluate the importance of information</li> </ul>	
8	<p><b>Unit 8</b></p> <p><b>Listening</b></p> <p>Key skill:</p> <ul style="list-style-type: none"> <li>• understanding meaning from context</li> </ul> <p>•Additional skills:</p> <ul style="list-style-type: none"> <li>• Understanding key vocabulary</li> <li>• predicting content using visuals</li> <li>• Listening to an introduction</li> <li>• Taking notes on detail</li> <li>• Listening for main idea</li> <li>• Synthesizing</li> </ul>	30





### **Speaking**

- Turn -taking

Showing levels of agreement

- Speaking task:
  - discuss how to get children interested in space exploration

### **Reading**

Key reading skill:

- identifying the author's purpose

Additional skills:

- Understanding key vocabulary

Using your knowledge

- Reading for main ideas
- Reading for details

Skimming

- distinguishing facts from opinion
- Making inferences
- Synthesizing

### **Writing**

- Academic writing skills:
  - essay organization
- Writing task type:
  - complete an opinion essay
- Writing task:

Who do you think is a good role model?

- should governments spend more money on space exploration?

### **Grammar**

- That clauses in complex sentence s
- Infinitives of purpose





<ul style="list-style-type: none"> <li>• Because and So</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for giving evidence and supporting argument.</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Evaluating arguments</li> </ul>	
<b>Total</b>	<b>220</b>

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<b>Continued Assessment: Writing portfolio 10 % Poster Presentation 10 % Quizzes (listening 5% - reading 5%) = 10%</b>	-	30%
2.	<b>Midterm Exam</b>	7-8	30%
3.	<b>Final Exam</b>	15-17	40%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

#### E. Learning Resources and Facilities

##### 1. References and Learning Resources

<b>Essential References</b>	<b>Unlock 2: Reading, Writing &amp; Critical Thinking Unlock 2: Listening, Speaking &amp; Critical Thinking</b>
<b>Supportive References</b>	<b>Cambridge LMS</b>
<b>Electronic Materials</b>	<b>Blackboard</b>
<b>Other Learning Materials</b>	<b>Interactive Whiteboard Software</b>

##### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms



Items	Resources
<b>Technology equipment</b> (projector, smart board, software)	E-podium, overhead projector, electronic whiteboard, coursebook software, internet, speakers
<b>Other equipment</b> (depending on the nature of the specialty)	Teacher resources room and library for lesson preparations and professional development

## F. Assessment of Course Quality

Obtaining Student Feedback on Effectiveness of Teaching	Students	Surveys
Effectiveness of Teaching (see description below)	Observation Committee	Observation Feedback form
Processes for Improvement of Teaching	Instructors/ Management Team	Surveys
Verifying Standards of Student Achievement/ Effectiveness of Assessment. (see description below)	Teachers (first marker-Second marker) CMAS1 checker	CMAS Team Standardization Rubric External Audits
Reviewing course effectiveness and planning for improvement.	Students Teachers Management Team External reviewer	Student Surveys EAQUALS Audit
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	Curriculum unit
<b>REFERENCE NO.</b>	
<b>DATE</b>	

