



Course Specification

(Bachelor)

Course Title: Academic English for Health Specialties 1

Course Code: ENG 131

Program: English Language Program

Department: N/A

College: English Language Institute

Institution: Princess Nourah Abdulrahman Univeristy

Version: Third Version

Last Revision Date:

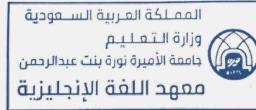
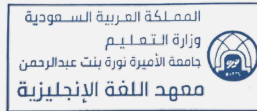




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A. General information about the course:

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:

This is an introductory level course which aims to build on students' previous knowledge to develop their academic Composition, Reading, and Critical Thinking skills appropriate to their level while giving practice in both the Academic Writing and oral processes. Eng131 course is the first of two Academic English for Health track students. This pre-intermediate level English course is a Eighteen-week module course with fifteen hours of instruction each week. This course consists of two interconnected components: an academic writing and reading component and listening and an oral component. The oral component emphasizes the development of general Listening, Speaking, and presentation skills essential for oral communication tasks inside and outside of the classroom. The academic Reading and Writing component, addresses the basic writing structure of logical division of ideas, paragraphs organization, basic comprehension skills, word building, reading strategies and vocabulary sequence. Furthermore, it emphasizes the development of critical thinking skills essential for academic studies.

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

N/A

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 professional, academic, and recreational settings, such as work, school, and leisure. The course can develop students' abilities to think critically and articulate experiences and opinions in an academic context.





2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	180	80
2	E-learning	N/A	N/A
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 	45	20
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
Total		225

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

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Express matters through sufficient repertoire of vocabulary related to academic and social topics at an intermediate level of comprehension.	N/A	Individual work Pair work Group work	Written and spoken exams. Assignments Projects Vocab 7.5
1.2	Demonstrate sound knowledge of grammar structures related to different contexts at an intermediate level of comprehension.	N/A	Individual work Pair work Group work	Written and spoken exams. Assignments Projects Grammar 7.5
2.0	Skills			





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
2.1	Adapt Reading skills such as prediction, making inferences, reading for main ideas, and reading for supporting details/examples when using texts related to academic topics.	N/A	Jigsaw Reading Brainstorming	Exams Projects Assignments Reading 15
2.2	Infer main ideas and details through listening, involving conversations, interviews, presentations, and lectures covering diverse topics.	N/A	Guided discovery Listening Teacher-fronted elicitation	Exams Projects Assignments Listening 15
2.3	Express opinions and justify viewpoints on academic subjects while connecting them to personal experiences.	N/A	Role play Wole-class discussion Group discussions Students' presentations	Exams Projects Assignments Speaking 10
2.4	Compose paragraphs on given topics using academic and technical writing elements, and critical thinking skills.	N/A	Individual work Pair work Group work Problem solving activities	Exams Projects Assignments Writing 10
3.0	Values, autonomy, and responsibility			
3.1	Work collaboratively and demonstrate responsibility and respect in personal and professional relationships when performing tasks that involve using English language.	N/A	Games and puzzles Individual work Group work Pair work	Participation 5
3.2	Perform tasks that promote critical thinking	N/A	Individual work Group discussion	Research





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	and problem solving when using the English language .		Mingle activities Students' presentations Modelling and drilling	And mind maps Written drafts Notecards Presentations Projects 30

C. Course Content

No	List of Topics	Contact Hours
Reflect 3		
1.	<p>Unit 1</p> <p>Listening</p> <ul style="list-style-type: none"> Listening for main idea/s Suffix: -ion Using a dictionary: Example sentences <p>Speaking</p> <ul style="list-style-type: none"> Give a presentation Word Stress <p>Reading</p> <ul style="list-style-type: none"> Understanding main ideas and details Polysemy-Connotation <p>Writing</p> <ul style="list-style-type: none"> Organize a paragraph <p>Grammar</p> <ul style="list-style-type: none"> Verbs + Gerunds. Multi-word verbs <p>Vocabulary:</p> <ul style="list-style-type: none"> Suffix: -ion Using a dictionary: Example sentences <p>Critical Thinking:</p> <ul style="list-style-type: none"> Brainstorm solutions Support your opinion 	30
2.	<p>Unit 2</p> <p>Listening</p> <ul style="list-style-type: none"> Listen for signal words Formal and informal language <p>Speaking</p> <ul style="list-style-type: none"> Give a presentation. Word stress. 	30





	<p>Reading</p> <ul style="list-style-type: none"> • Understanding charts • Prefix: mis- • Using a dictionary: synonyms <p>Writing</p> <p>Grammar</p> <ul style="list-style-type: none"> • Future real conditionals. • Simple past tense and past continuous <p>Vocabulary</p> <ul style="list-style-type: none"> • Prefixes: in-, im-, and mis- • Using a dictionary; synonyms <p>Critical Thinking:</p> <ul style="list-style-type: none"> • Support your opinion 	
3	<p>Unit 3</p> <p>Listening</p> <ul style="list-style-type: none"> • Listen for numbers <p>Speaking</p> <ul style="list-style-type: none"> • Ask for clarifications. • Rhythm and stress; content vs. content structure words <p>Reading</p> <ul style="list-style-type: none"> • Make inference <p>Writing</p> <ul style="list-style-type: none"> • Write supporting ideas and details <p>Grammar</p> <ul style="list-style-type: none"> • Simple past and past continuous • Adjective clauses <p>Vocabulary</p> <ul style="list-style-type: none"> • Suffix: Change nouns and verbs to adjective • Base words and affix • Using a dictionary : Choose the correct meaning, <p>Critical Thinking:</p> <ul style="list-style-type: none"> • Evaluate data • Synthesize information 	15
5	<p>Unit 5</p> <p>Listening</p> <ul style="list-style-type: none"> • Listen for time words <p>Speaking</p> <ul style="list-style-type: none"> • Ask follow-up questions • Final information <p>Reading</p> <ul style="list-style-type: none"> • Understanding pronoun reference • Compound words • Suffix : -en <p>Writing</p>	30





	<ul style="list-style-type: none"> Write a concluding sentence <p>Grammar</p> <ul style="list-style-type: none"> Present perfect Connecting words for reasons and results <p>Vocabulary</p> <ul style="list-style-type: none"> Suffixes: -er , -or , and -ant Polysemy :Multiple-meaning words Compound words. Suffix: -en <p>Critical Thinking:</p> <ul style="list-style-type: none"> Preview a listening Evaluate ideas 	
6	<p>Unit 6</p> <p>Listening</p> <ul style="list-style-type: none"> Distinguish facts from opinions <p>Speaking</p> <ul style="list-style-type: none"> Present arguments for and against Focus words <p>Reading</p> <ul style="list-style-type: none"> Scan for specific information Degrees of meaning Suffix: -ly <p>Writing</p> <ul style="list-style-type: none"> Expand a paragraph into an essay <p>Grammar</p> <ul style="list-style-type: none"> Unreal present and future conditional Modals of possibility <p>Vocabulary</p> <ul style="list-style-type: none"> Word root: psych, syn/sym , and situ Words related to road and home <p>Critical Thinking:</p> <ul style="list-style-type: none"> Categorize ideas Analyze pros and cons 	30
7	<p>Unit 7</p> <p>Listening</p> <ul style="list-style-type: none"> Take notes: Numbers and time periods <p>Speaking</p> <ul style="list-style-type: none"> Present results Connected speech <p>Reading</p> <ul style="list-style-type: none"> Annotate a text Suffix: -ive Word families :Noun ,verbs, and adjectives <p>Writing</p>	30





	<ul style="list-style-type: none"> Write an introductory paragraph <p>Grammar</p> <ul style="list-style-type: none"> -ing forms Verbs followed by gerunds or infinitives <p>Vocabulary</p> <ul style="list-style-type: none"> Using dictionary :synonyms Collocations : Make and do + noun Suffix: -ive Word families :Noun ,verbs, and adjectives <p>Critical Thinking:</p> <ul style="list-style-type: none"> Question ideas Question sources 	
8	<p>Unit 8</p> <p>Listening</p> <ul style="list-style-type: none"> Use a T-chart to take notes <p>Speaking</p> <ul style="list-style-type: none"> Using signal words and phrases Thought groups <p>Reading</p> <ul style="list-style-type: none"> Distinguish between facts and opinions Context clues Word families :Nouns, Verbs, and adjectives <p>Writing</p> <ul style="list-style-type: none"> Write concluding a paragraph <p>Grammar</p> <ul style="list-style-type: none"> Infinitives of purpose Adverb clauses of contrast <p>Vocabulary</p> <ul style="list-style-type: none"> Using a dictionary :antonyms Phrasal verbs with look Word families :Nouns, Verbs, and adjectives <p>Critical Thinking:</p> <ul style="list-style-type: none"> Evaluate pros and cons Evaluate the practicality of advice 	30
Reflect 4		
1	<p>Unit 1</p> <p>Listening</p> <ul style="list-style-type: none"> Notice tone of voice and attitude <p>Speaking</p> <ul style="list-style-type: none"> Check understanding and clarity Reduction in questions <p>Reading</p> <ul style="list-style-type: none"> Recognize how information is supported Using a dictionary :Antonyms 	30





<p>Writing</p> <ul style="list-style-type: none"> Organize an opinion essay <p>Grammar</p> <ul style="list-style-type: none"> Direct and indirect questions Adjective clauses <p>Vocabulary</p> <ul style="list-style-type: none"> Suffixes: -al, -ial, and -ical. Using a dictionary: antonyms. <p>Critical Thinking:</p> <ul style="list-style-type: none"> Apply prior knowledge. Understand a writer's purpose. 	
Total	225

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Writing portfolio (2 Assignments)– 10 points Poster presentation 10 points Quizzes (listening 5%-reading5%) 10 points	-	30%
2.	Midterm Exam	7-8	30%
3.	Final Exam	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

Essential References	<p>Reflect Reading and Writing 3 by National Geographic, 2021.</p> <p>Reflect Listening and Speaking 3 by National Geographic, 2021.</p> <p>Reflect Reading and Writing 4 by National Geographic, 2021.</p> <p>Reflect Listening and Speaking 4 by National Geographic, 2021.</p>
Supportive References	Supplementary learning resources e.g. PowerPoints , interactive resources.
Electronic Materials	Blackboard
Other Learning Materials	N/A

2. Required Facilities and equipment



Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom with 30 chairs & 15 tables (average – depending on number of students per section.
Technology equipment (projector, smart board, software)	E-podium, overhead projector, electronic whiteboard, coursebook software, internet, speakers
Other equipment (depending on the nature of the specialty)	Internet access, Blackboard accounts, White board, Teacher resources room and library for lesson preparations and professional development.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Observation Committee	Observation Form Feedback
Effectiveness of Students assessment	Teachers (first marker- Second marker) CMAS1 checker	CMAS Team Standardization Rubric Course Reports External Audits
Quality of learning resources		
The extent to which CLOs have been achieved		
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	CURRICULUM UNIT
REFERENCE NO.	
DATE	DEC 24 2023

