



Course Specification

— (Bachelor)

Course Title: Academic English Language

Course Code: ENG102-2

Program: English Language Program

Department: English Language Institute

College: ELI

Institution: Princess Nourah bint Abdulrahman University

Version: Third Version

Last Revision Date:

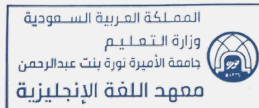
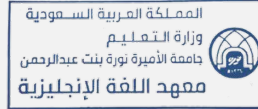




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A. General information about the course:

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 2 (2023-2024)

4. Course general Description:

English for Academic Studies 102-2 is a course intended to provide students with a foundation from which they can advance to B1 Academic English on the Common European Framework of Reference for Languages (CEFR). B1 learners can understand the main points of clear standard input on familiar matters, produce simple connected text on topics which are familiar or of personal interest, describe experiences and events and briefly give reasons and explanations for opinions and plans. 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):

Eng101-1 is a pre-requisite of Eng102-2. However, if students meet the exemption or credit requirements or they scored +40 in the placement test, they can be directly enrolled to 102-2. (See attachment policy for placement, exemption and credit)

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	180	80





No	Mode of Instruction	Contact Hours	Percentage
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 grammar and vocabulary repertoire related to academic and non-academic topics at an intermediate level of comprehension.	N/A	Individual work Pair work Group work	Written and spoken exams. Assignments Projects 15
2.0	Skills			
2.1	Infer Listening strategies when listening to messages, discussions and	N/A	Guided discovery Listening	Exams Projects Assignments



Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	the main points of recorded or live communication related to academic contexts.		Teacher-fronted elicitation	Listening 15
2.2	Apply reading strategies to find significant points and make inferences in complex academic and non-academic texts.	N/A	Jigsaw Reading Brainstorming	Exams Projects Assignments Reading 15
2.3	Write reports and essays using coherent ideas and organization patterns.	N/A	Individual work Pair work Group work Problem solving activities	Exams Projects Assignments Writing 10
2.4	Initiate, maintain, and close simple face-to-face conversations on academic topics.	N/A	Role play Whole-class discussion Group discussions Students' presentations	Exams Projects Assignments Speaking 10
3.0	Values, autonomy, and responsibility			
3.1	Collaborate with others using English language to perform a range of tasks effectively and efficiently with responsibility.		Individual work Group discussion Mingle activities Students' presentations Modelling and drilling	Research And mind maps Written drafts Notecards Presentations Projects 30
3.2	Contribute to making decisions related to learning with a degree of independence.		Games and puzzles Individual work Group work Pair work	



C. Course Content

No	List of Topics	Contact Hours
1.	<p>Unit 1</p> <p>Listening</p> <p>Key listening skill:</p> <ul style="list-style-type: none"> • Taking notes • Understanding key vocabulary • Using visuals to predict content • Listening for detail • Predicting content • Listening for main ideas • Listening for opinion • Pronunciation for listening: • Intonation of lists <p>Speaking</p> <ul style="list-style-type: none"> • Preparation for speaking: <p>Preparing an opening statement for a debate, using signposting language to help the audience</p> <p>Pronunciation for speaking:</p> <p>Introducing examples</p> <ul style="list-style-type: none"> • Speaking task: <p>Give an opening statement in a debate: Using animals for entertainment should be banned.</p> <p>Reading</p> <p>Key reading skill:</p> <ul style="list-style-type: none"> • Reading for main ideas • Using your knowledge to predict content • Reading for detail 	30



- Working out meaning from content
- Using visuals to predict content
- Skimming
- Making inferences from the text

Writing

- Academic writing skills:
- Punctuation: capital letters, full stops, commas
- Writing task type:

Write two comparison paragraphs.

- Writing task:

Compare and contrast the two sharks in the diagram.

Grammar

- Modals for obligation and suggestions
(Have to, have got to, should, need to, must, ought to)
- Contrasting ideas (e.g. but, yet, however)
- Comparative adjectives
- Grammar for writing:
- Word order, using and, but and whereas

Vocabulary

- Word families (e.g. analysis, analyze, analytical, analytically)
- Academic adjectives 1 (e.g. common, healthy, endangered)

Critical Thinking

- Analyze a diagram for information
- Evaluate information from a diagram
- Giving examples to support an opinion

2.	<p>Unit 2</p> <p>Listening</p> <p>Key listening skill:</p>	15
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- Taking notes
 - Understanding key vocabulary Using visuals to predict content
- Listening for detail
- Predicting content
 - Listening for main ideas
 - Listening for opinion
 - Pronunciation for listening:
 - Intonation of lists

Speaking

- Preparation for speaking:
Preparing an opening statement for a debate,
using signposting language to help the audience
- Pronunciation for speaking:
- Introducing examples
- Speaking task:
Give an opening statement in a debate:
Using animals for entertainment should be banned.

Reading

- Key reading skill:
- Reading for detail
 - Scanning to predict content
 - Reading for main ideas
 - Making inferences from the text
 - Understanding key vocabulary
 - Previewing
 - Skimming
 - Understanding discourse

Writing



	<ul style="list-style-type: none"> • Academic writing skills: • Essay structure • Writing task type: <p>Write three descriptive paragraphs.</p> <ul style="list-style-type: none"> • Writing task: <p>Describe the laws and traditions concerning weddings. Have there been any changes in recent years?</p> <p>Grammar</p> <ul style="list-style-type: none"> • Modals for obligation and suggestions (have to, have got to, should, need to, must, ought to) • Contrasting ideas (e.g. but, yet, however) • Avoiding generalizations with can and tend to • Adverbs of frequency • Grammar for writing: • Adding detail for interest • Prepositional phrases <p>Vocabulary</p> <ul style="list-style-type: none"> • Word families (e.g. analysis, analyze, analytical, analytically) • Academic adjectives 2 (e.g. brief, certain, obvious) <p>Critical Thinking</p> <ul style="list-style-type: none"> • Analyze a description • Identify the structure of a Description • Giving examples to support an opinion 	
---	<p>Unit 3</p> <p>Listening</p>	15





Key listening skill:

- Understanding key vocabulary
- Using your knowledge
- Listening for main ideas
- Listening for detail
- Listening for text organisation features
- Pronunciation for listening:
- Connected speech: weak forms

Speaking

Preparation for speaking:

- Talking about past events
- Pronunciation for speaking:
- Past tense regular verbs /t/ /d/ /id/
- Talking about time

Speaking task:

- Give a presentation about a famous historical figure or a historical event

Reading

Key reading skill:

- Identifying purpose and audience
- Using your knowledge to predict content
- Understanding key vocabulary
- Scanning to find information
- Skimming
- Reading for detail
- Making inferences from the text

Writing

Academic writing skills:



- Write an introduction

- Writing task type:

Write a balanced opinion essay.

- Writing task:

Should museums be free or should visitors pay for admission? Discuss.

Grammar

- Relative clauses
- Making suggestions

Grammar for writing:

- Stating opinions
- Linking contrasting sentences with but, however, although, and on the other hand

Vocabulary

- Synonyms (e.g. soldiers, warriors, find, discover)
- Academic vocabulary (e.g. display, document, period)

Critical Thinking

- Analyze different opinions
- Evaluate the importance of information
- Organize ideas in a chart
- Distinguishing between facts and opinions

Unit 4

Listening

Key listening skill:

- Identifying rhetorical questions
- Understanding key vocabulary
- Using your knowledge
- Listening for main ideas

15





- Listening for detail
- Taking notes
- Listening for text organization features
- Pronunciation for listening:
- Word stress

Speaking

Preparation for speaking:

- Expanding ideas and giving examples of personal experiences

Speaking task:

- Take part in a group discussion about using your mobile phone while walking.

Reading

Key reading skill:

- Using visuals to predict content
- Understanding key vocabulary
- Reading for main ideas
- Reading for detail
- Making inferences from the text

Writing

Academic writing skills:

- Write a conclusion
- Writing task type:

Write a problem–solution essay based on a map.

- Writing task:

Describe the traffic problems in this city and outline the advantages and disadvantages of the suggested solutions.

Grammar

- Comparing things



(e.g. by far, considerably more, definitely more)

Grammar for writing:

- First conditional
- Using if ... not and unless

Vocabulary

- Talking about achievement (e.g. challenge, goal, attitude)
- Collocation (e.g. traffic congestion, public transport, rush hour)
- Academic synonyms (e.g. prevent, select, consider)

Critical Thinking

- Analyze an essay question
- Evaluate advantages and disadvantages
- Create your own list of advantages and disadvantages
- Evaluating and proposing ideas

Unit 5

Listening

Key listening skill:

- Understanding explanations
- Understanding key vocabulary
- Predicting content from visuals
- Listening for main ideas
- Listening for detail
- Listening for text organisation features
- Listening for counter-arguments
- Pronunciation for listening:
- Connected speech: linking sounds

Speaking

Preparation for speaking:

- Linking ideas

30





- Talking about advantages and disadvantages

Speaking task:

- You are a member of a city council that has to decide how to develop a large piece of land.
- Argue for or against building a new shopping centre

Reading

Key reading skill:

- Scanning to find information
- Using your knowledge to predict content
- Reading for main ideas
- Reading for detail
- Identifying purpose
- Previewing
- Understanding key vocabulary
- Making inferences

Writing

- Academic writing skills:
- Write a topic sentence
- Writing task type:

Write two cause–effect paragraphs

- Writing task:

Outline the human causes of climate change

What effects will these have on the planet?

Grammar

- Modals to express opinions

(e.g. might be, could, may)

Grammar for writing:

- Cause and effect



- Using because and because of

Vocabulary

- Negative prefixes

(e.g. un-, in-, im-)

- Academic vocabulary

(e.g. annual, issue, predict)

- Topic vocabulary

(e.g. deforestation, climate change, flood)

Critical Thinking

- Evaluate ideas and examples using an ideas map
- Create your own ideas and examples/evidence
- Giving counter-arguments

Unit 6

Listening

Key listening skill:

- Identifying attitude
- Understanding key vocabulary
- Using your knowledge
- Listening for main ideas
- Referring to common knowledge
- Listening for detail
- Pronunciation for listening:
- Intonation: expressing attitudes

Speaking

Preparation for speaking:

- Planning to persuade someone
- Using imperatives
- Using adjectives

30





Speaking task:

- Create an advertisement for an alternative treatment

Reading

Key reading skill:

- Reading for detail
- Understanding key vocabulary
- Using your knowledge to predict content
- Skimming
- Reading for main ideas
- Using key vocabulary
- Making inferences from the text

Writing

Academic writing skills:

- Write supporting sentences
- Writing task type:

Write a problem-solution essay

- Writing task:

What can people do to live longer? What can a government do to increase the average life expectancy of its country's citizens?

Grammar

- Talking about preferences

(e.g. I'd rather, I'd prefer)

Grammar for writing:

- Giving reasons
- Giving examples with such as, for instance, for example, especially

Vocabulary

- Phrasal verbs (e.g. go out, bring up, take up)
- Academic verbs and





nouns (e.g. injure, suffer, encourage)

- Collocation (e.g. life expectancy, serious illness, junk food)

Critical Thinking

- Understand and subdivide arguments
- Apply subdivided arguments to the organization of an essay plan
- Analyzing persuasive language in advertisements

Unit 7

Listening

Key listening skill:

- taking notes on main idea and details
- Identifying auxiliary verbs for emphasis
- understanding key vocabulary
- Listening for main ideas
- Using your knowledge
- making inferences
- predicting content using visuals

Synthesizing

Speaking

Preparation for speaking:

- Asking for opinions and checking information
- Asking follow up questions
- Speaking task:
 - Take part in an interview to find out attitudes about uniforms and dress codes.

Reading

Key reading skill:

- Distinguishing fact from opinion
- Using your knowledge

30



Understanding key vocabulary

- Reading for main ideas
- Reading for detail
- Making inferences from the text
- Understanding key vocabulary
- Skimming

Scanning

Synthesizing

Writing

Academic writing skills:

- Using body paragraphs in point -counterpoint essays
- Using counter arguments

Using cohesion

Writing task:

Write a point-counterpoint essay

Grammar

- Multi- word prepositions to combine information

Vocabulary

- Vocabulary for fashion business

Critical Thinking

- Identifying strong arguments

Unit 8

Listening

Key listening skill:

- Listening for detail
- Understanding key vocabulary
- Using visuals to predict content
- Listening for main ideas

30





- Using your knowledge
- Pronunciation for listening:
- Vowel elision

Speaking

Preparation for speaking:

- Asking for opinions and checking information
- Focusing on information that follows
- Speaking task:
- Interview people to find out attitudes towards uniforms and dress codes

Reading

Key reading skill:

- Distinguishing fact from opinion
- Using your knowledge to predict content
- Reading for main ideas
- Reading for detail
- Making inferences from the text
- Understanding key vocabulary
- Skimming

Writing

Academic writing skills:

- Cohesion
- Coherence

Writing task type:

Write a balanced opinion essay.

Writing task:

Fashion is harmful. Discuss.



Grammar

- Talking about the future

Grammar for writing:

- Prepositional phrases

(e.g. apart from, rather than, along with)

- Counter-arguments

(e.g. argue, claim, insist, state)

Vocabulary

- Idioms and fixed expressions (e.g. I see what you mean, give me a hand, at long last)
- Hyponyms (e.g. fashion and clothing, beauty products and cosmetics)
- Homonyms (e.g. approach, volume, goal)

Critical Thinking

- Evaluate arguments and counter-arguments
- Raising and discussing alternative points of view

Unit 1

Listening

Key listening skill:

- Taking notes
- Understanding key vocabulary
- Using visuals to predict content
- Listening for detail
- Predicting content
- Listening for main ideas
- Listening for opinion
- Pronunciation for listening:
- Intonation of lists

Speaking

30





- Preparation for speaking:

Preparing an opening statement for a debate,
using signposting language to help the audience

Pronunciation for speaking:

Introducing examples

- Speaking task:

Give an opening statement in a debate:

Using animals for entertainment should be banned.

Reading

Key reading skill:

- Reading for main ideas
- Using your knowledge to predict content
- Reading for detail
- Working out meaning from content
- Using visuals to predict content
- Skimming
- Making inferences from the text

Writing

- Academic writing skills:
- Punctuation: capital letters, full stops, commas
- Writing task type:

Write two comparison paragraphs

- Writing task:

Compare and contrast the two sharks in the diagram

Grammar

- Modals for obligation and suggestions
(Have to, have got to, should, need to, must, ought to)
- Contrasting ideas (e.g. but, yet, however)





<ul style="list-style-type: none"> • Comparative adjectives • Grammar for writing: • Word order, using and, but and whereas <p>Vocabulary</p> <ul style="list-style-type: none"> • Word families (e.g. analysis, analyze, analytical, analytically) <p>Academic adjectives 1 (e.g. common, healthy, endangered)</p> <p>Critical Thinking</p> <ul style="list-style-type: none"> • Analyze a diagram for information • Evaluate information from a diagram • Giving examples to support an opinion 	
Total	225

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.1	Continued Assessment: Writing portfolio 10 % Poster Presentation 10 % Quizzes (listening 5% - reading 5%) = 10%	-	30%
2.2	Midterm Exam	7-8	30%
3.3	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	Unlock 3: Reading, Writing & Critical Thinking Unlock 3: Listening, Speaking & Critical Thinking
Supportive References	Cambridge LMS
Electronic Materials	Blackboard
Other Learning Materials	Interactive Whiteboard Software



2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
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)	Teacher resources room and library for lesson preparations and professional development

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Obtaining Student Feedback on Effectiveness of Teaching	Students	Surveys
Effectiveness of Teaching (see description below)	Observation Committee	Observation form Feedback
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
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Curriculum Unit
REFERENCE NO.	
DATE	

