



Course Specification

(Bachelor)

Course Title: English for Medical Sciences

Course Code: ENG 233

Program: English Language Program

Department: NA

College: English Language Institute

Institution: Princess Nourah bint Abdulrahman University

Version: Third Version

Last Revision Date:

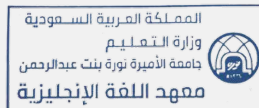
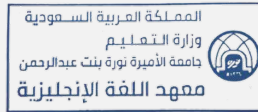




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A. General information about the course:

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 3 (2023-2024)

4. Course general Description:

English for Medical Sciences (ENG 233) is an intermediate level course which is concerned with Health Care and Infection Prevention. In this course students advance from B1 to B2 level on the Common European Framework of Reference for Languages (CEFR). The course focuses on the skills necessary for success in the field of health care, which allows students to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in the field of specialization. It is an Eighteen-week module course with 15 hours of instruction each week.

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

English Language for Health Specialties ENG132

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

NA

7. Course Main Objective(s):

The course aims at helping learners to use language fluently and effectively for medical, academic, and professional purposes. Students will be able to demonstrate proficiency of the English language skills in clear, well-structured, detailed text on specialized subjects, showing a controlled use of organizational patterns, connectors, and cohesive devices as defined on the Common European Framework of Reference for Languages.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	225	100%



No	Mode of Instruction	Contact Hours	Percentage
2	E-learning		NA
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		NA
4	Distance learning		NA

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	225
2.	Laboratory/Studio	NA
3.	Field	NA
4.	Tutorial	NA
5.	Others (specify)	NA
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	Demonstrate knowledge of foundational English grammar and key concepts in public health and immunology terms.	N/A	Individual / Pair work Group work Discussions	Mid-term 12 marks Final Exams 24 marks
2.0	Skills			
2.1	Describe types of infectious diseases and sources in appropriate use of English language.	N/A	Lecture Discussions	Research Project 15 Assignments 10
2.2	Illustrate statistical data of public health	N/A	Discussions	Research projects 10





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	and infection control in proper English language use.			
2.3	Apply reading strategies to find significant points and make inferences in complex medical texts.	N/A	Lectures	Midterm exam 8 Final exam 16
2.4	Interpret various visual aids (diagrams, charts, and illustrations) in the context of medical information presented through listening comprehension.	N/A	Lectures	Assignments 10
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate effective collaboration in group assignments and discussions.	N/A	Group and pair assignments. Mingle activity Discussions Problem solving activities	Participation and collaboration 5
P				

C. Course Content

No	List of Topics	Contact Hours
1.	The History of Medicine	14
2.	Giving Instructions: How to wash your hands	14
3.	Part A: Obesity	14
4.	Part B: Ibn Sina	14
5.	How Disease Affects the Body	14
6.	Telling what happened: Accurate Reporting (Smoke-free lives KSA)	14
7.	Specific Information: Body Systems	14
8.	Quality Assurance: Setting the Standard	14





9.	Classifying Types of diseases	14
10.	Analysing Definitions: Infection	14
11.	Analysing Definitions: Medical Aspects	14
12.	Mumps and Influenza Compared	14
13.	Process: The Respiratory System	14
14.	Procedures: Cardiopulmonary, Artificial respiration, hand washing, relieving eye pain, CPR	14
15.	Academic Writing for Health Professions Explaining Cause and effect	14
16.	Academic Writing for Health Professions Comparing and Contrasting	15
Total		225

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	*Assignments (2)	3 - 5	10%
2.	Midterm Exam (writing skill is not assessed)	8	20%
3.	Research Project**	9 -11-14	25%
4.	Participation		5%
5.	Final Exam	17	40%

* Informative essay, procedural report ** written 15% with oral presentation 10%

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<p>Mazyad, S. S. (2020). <i>Academic Reading for Health Professions: Intermediate Level</i> (3rd ed.).UK: University of Durham.</p> <p>Mazyad, S. S. (2007). <i>Academic listening for Health Professions: Intermediate Level</i> (3rd ed.).UK: University of Durham.</p> <p>Mazyad, S. S. (2009). <i>Academic Writing for Health Professions: Intermediate Level</i> (3rd ed.).UK: University of Durham.</p>
Supportive References	NA
Electronic Materials	NA
Other Learning Materials	NA

2. Required Facilities and equipment





Items	Resources
<p>facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)</p>	Medium- sized classrooms with capacity for 30 students furnished with desks and chairs. They should have one or more whiteboard, an integrated sound system, proper lighting system, and a proper air conditioning system.
<p>Technology equipment (projector, smart board, software)</p>	E-podium, overhead projector, electronic whiteboard, course book software, internet, speakers
<p>Other equipment (depending on the nature of the specialty)</p>	Multiple libraries for lesson preparations and professional development

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, faculty and department leaders Observation Committee	Surveys (indirect) Course Reports (direct) Observation Feedback form (direct)
Effectiveness of Students' assessment	Teachers (first marker-Second marker) CMAS ¹ checker	CMAS Team (direct) Standardization (indirect) Rubric(direct) Course Reports (direct) External Audits (indirect)
Quality of learning resources	Students Teachers Management Team External reviewer	Course Reports (direct) Student Surveys (indirect) EAQUALS Audit (direct)
The extent to which CLOs have been achieved		
Reviewing Course Specifications	External Consultant from KAU Internal Quality Consultant from ELI Council Deanship of Quality Assurance and Academic Accreditation Consultant	NCAAA Standards (direct) Saudi Arabia Qualifications (direct) Framework SAQF Standards (direct)

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

Assessment Methods (Direct, Indirect)

¹ Course Mark and Attendance Sheet





G. Specification Approval

COUNCIL /COMMITTEE	CURRICULUM UNIT
REFERENCE NO.	
DATE	

