هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

Course Specifications

Draft_Review

Course Title:	Academic English for Health Specialties 1
Course Code:	ENG 131
Program:	English Language Institute
Department:	English Department
College:	Deanship of ELI
Institution:	Princess Nourah Bint Abdulrahman University (PNU)

Table of Contents

A. Course Identification 3
B. Course Objectives and Learning Outcome 3
2. Course Main Objective 4
3. Course Learning Outcomes 4
Reading 4
Writing 4
Speaking 4
Listening 4
C. Course Content 5
D. Teaching and Assessment 9
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods 9
2. Assessment Tasks for Students 11
E. Student Academic Counselling and Support 11
F. Learning Resources and Facilities 11
1.Learning Resources 12
2. Facilities Required 12
G. Course Quality Evaluation 12
Specification Approval Data 14

Draft_Review

A. Course Identification

1. Credit hours:	**4 Hours**
2. Course type	
a.	University ☐ College ☑ Department ☐ Others ☐
b.	Required ☑ Elective ☐
3. Level/year at which this course is offered:	
Year 2022 /Level 1	
4. Pre-requisites for this course (if any)**:** N/A	
5. Co-requisites for this course (if any)**:** N/A	
6. Mode of Instruction **(mark all that apply)**	

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	120	80
2	**Blended Learning**	30	20
3	**E-learning**	N/A	N/A
4	**Distance learning**	N/A	N/A
5	**Other**	N/A	N/A

1. Contact Hours

No	Activity	Contact Hours
1	**Lecture**	80*
2	**Laboratory/Studio**	N/A
3	**Tutorial**	N/A
4	**Others** (Assignments, Projects, Blackboard participation)	70*
	Total	150

B. Course Objectives and Learning Outcome

1. Course 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 Specialties Courses at PNU. This pre-intermediate level English course is an eleven-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.

Draft_Review

2. Course Main Objective

This course aims to equip students with Academic English language skills required for undertaking an undergraduate course offered at one of the PNU Health Colleges. The course gives students a basic grounding in academic receptive and productive skills as well as critical thinking skills with an exit point of B1 on the Common European Framework of Reference for Languages (CEFR).

It provides students with the confidence to communicate in English in a variety of different settings, for example social, professional and academic.

An English level B1 student is an independent user of the English language.

B1 learners should be able to:

- Understand the main points of clear texts on familiar topics in Standard English language.
- Manage most situations where English is spoken.
- Produce simple, organised texts about and on familiar topics.
- Describe experiences, events, wishes and aspirations.
- Interpret and explain opinions and plans.

3. Course Learning Outcomes

By the end of this course, students will be able to do the following:

Reading

- Read and analyse passages concerned with scientific or health related topics in which the writers adopt particular attitudes or viewpoints.
- Skim, scan for details and main idea in heath related topics.
- Identify key words, topic sentences, supporting ideas and the conclusion in a given passage.
- Summarise reports and articles in health related topics.
- Predict meaning from context.
- Make inferences from passages on health related topics.
- Differentiate fact from opinion.

Writing

- Write clear detailed organised paragraphs that lead to written essays on a wide range of topics related to scientific or health related interests.
- Write using block or point by point structured essay writing.
- Write summary paragraphs based on Reading passages on health related topics.
- Find and write notes on evidence to support a point of view.
- Write a correspondence in the form of an email/letter/note.
- Organise facts and opinions into tables, charts, or mind maps.
- Learn, understand and practise descriptive, chronological, opinion, paraphrasing, and comparative writing styles.

Speaking

- Speak about personal experiences.
- Interact with some fluency and spontaneity that makes interaction with native speakers plausible.
- Use appropriate intonation to give instructions or meaning to speech.
- Take an active part in discussion on familiar scientific contexts, accounting for and sustaining their views.
- Present clear, detailed descriptions on a wide range of subjects related to their field of interest or and scientific interests.
- Explain a viewpoint on a scientific or health related topical issue giving the advantages and disadvantages of various options.

Listening

- Identify main points, key words, ideas and supporting details in audios/visuals on scientific or health related topics.
- Understand extended speech and lectures in any given discussion in scientific or health related topics.
- Listen for inferences, paraphrasing and sequencing.
- Understand general TV news and current affairs programs related to scientific or health related topics.

Draft_Review

CLOs Academic English For Health Specialties 1 LEAP 1 Reading & Writing Academic English For Health Specialties 1 LEAP 1 Listening & Speaking		Aligned-PLOs
1	**Knowledge and Understanding**	
1.1	Knowledge of Lexis/Vocabulary: Recognize a basic repertoire of isolated words and phrases related to a variety of social, academic and health related topics.	N/A
1.2	Knowledge of Grammar: Identify common grammatical structures and sentence patterns featured in the course content including Tag-questions, Adverbs of frequency, Count and Non-count nouns, Cause and Effect, Prepositions, Conditionals (zero and first), Adjectives, Superlatives and Comparatives as well as the Simple-Past, Past progressive and Present Perfect tenses.	N/A
2	**Skills :**	
2.1	Reading: Utilize Reading skills such as prediction, making inferences, reading for main ideas and reading for supporting details/examples when using texts related to academic and health topics.	N/A
2.2	Listening: Utilize listening skills when listening for main ideas and listening for details including following conversations, interviews, presentations and lectures on various topics related to health.	N/A
2.3	Writing: Compose paragraphs on given topics using academic and technical writing elements, and critical thinking skills.	N/A
2.4	Speaking: Students will describe personal experiences, location, people and things. Students will state preferences, opinions, obligations, as well as ask questions and engage in discussion to offer advice and suggestions.	
3	**Values:**	
3.1	Plan presentation expressing opinions and feelings, describing experiences and events, giving reasons and explanations	

Draft Review

C. Course Content

List of Topics: Academic English for Health Specialities (1) LEAP 1 Listening and Speaking								
Week	**Chapter**	**Chapter title**	**Listening**	**Speaking**	**Grammar**	**Vocabulary**	**Critical thinking skills**	**Contact Hours**
1	1	What Will You Learn?	- Listening for main idea/s. -Understand the main points of clear speech about	- Asking personal questions - Speaking about personal	- Wh- questions - Direct and indirect tag-questions - Simple present and	- Work and careers - Hobbies, sports and interests - Education	- Ask follow up questions	15

			work, school and leisure.	experiences - Asking follow-up questions - Starting, maintaining and ending a conversation - Describing people	simple past tense - Going-to and will for predictions and future events and spontaneous decisions	- Life changes and events		
2	2	The Joy of Inventing	- Listening for main idea/s. - Listening to details to identify key words and ideas	- Introducing a new topic - Explaining a new topic - Summarising a new topic	Grammar: - Adverbs of frequency	- Using linking words: first, second, third, then, next, last and finally - words related to Life changes and events, machines and inventions	sketching what you hear	15
3	3	The Sharing Economy	Listening: - Listening for main idea/s. - Listening for specific details. - Listening to details to identify key words and ideas - Taking notes from audios	Speaking: - Questioning assumptions. - Speaking about routines - Talking about frequency and time duration. - Presenting an idea or opinion related to the economy or business.	Grammar: - Countable and uncountable nouns - Cause and Effect	Vocabulary: - Numbers , dates, times and money - Business related vocabulary - Functional words	Questioning assumptions	15

Draft Review

6	4	Your dream job	Listening: - Listening for specific details. - Listening to details to identify key words and ideas - Listening for adjectives, comparatives, and superlatives - Taking notes from audios	Speaking: - Identify fact from opinion - Describe your dream job - Compare and contrast two jobs - Use like, unlike, in contrast to	Grammar: - Prepositions of time - Conditional sentences - Adjectives, Comparatives, and Superlatives	Vocabulary: - Describing experiences - Making comparisons - Vocab related to work and jobs	- Recognize point of view - Listen fir clues in title and main points	15
7	5	Where will you live?	Listening: - Listening for opinion - Listening for specific details to support facts.	Speaking: - Express opinions - Discuss opinions - Inferring from audios	Grammar: - Conditional (zero and first)	Vocabulary: - Asking personal questions - Speaking about personal experiences - Words related to road and home	- Understand non verbal clues	15
Total								75

	List of Topics: Academic English for Health Specialities (1) LEAP 1 Reading and Writing							
Week	**Chapter**	**Chapter title**	**Reading**	**Writing**	**Grammar**	**Vocabulary**	**Critical thinking skills**	**Contact Hours**
2	1	The Learning Brain	- Predicting before reading Skim and Scan for titles, subtitles, photos, info-graphs, charts.	- Practise paragraph structure using simple sentences. - Checking and editing your writing - Using mind maps to	: - Modals: can, could, should, would, have to. - Simple present and simple past tense	: - Words related to education and development	- Brainstorming using mind map -	

Draft Review

				organise ideas				
3	2	New Ways of Thinking	- Predicting before reading - Skim and Scan for titles, subtitles, photos, graphics - Finding the main idea in passage - Find the main idea/s in each paragraph within a passage.	- Practise paragraph structure using Compound Sentences. - Write a descriptive paragraph.	- Simple past tense	- Words related to education and development	- Reflect on what you read - Find meaning	
4	3	Finding Success	- Predicting before reading - Skim and Scan for titles, subtitles, photos, graphics - Finding the main idea/s in passage - Identify supporting details for the main idea	- Practise paragraph structure using conjunctions to write/ connect sentences. - Write chronological paragraphs to ensure unity and coherence in writing. - Use transitional words to connect	- Simple Past and Past Progressive tenses - Sentence types	- Numbers , dates, times - Life events - Words related to Business and Economics	- Ask follow up questions	

Draft_Review

				ideas and paragraphs				
6	4	Your dream job	- Scanning for specific information - Find key words - Identify supporting details for the main idea/s	- Write an informal note or email	- Possessive forms	- Words related to Business and Psychology	- Looking for examples to support ideas	
9	5	Where will you live?	- Identify Comparatives and Superlatives in a passage to demonstrate comparisons in writing	- Write comparative paragraphs - Use and produce Venn-diagrams to organise comparisons.	- Future Tense with will and Be going-to - Future tense - Comparative and Superlative forms	- Words related to environment, technology and development	- Analysing information in charts	
Total								75

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 and Understanding**		
1.1	Knowledge of Grammar • Identify common grammatical structures and sentence patterns featured in the course content including tag questions, modals, adverbs of frequency, count and non-count nouns, prepositions, gerunds and infinitives, simple	Communicative Language Teaching (CLT) Individual work Pair work Group work Mingle activity Group discussion Whole class discussion Role play Games/puzzles Problem solving activities Student presentations Brainstorming	Written exams Formative quizzes BB tasks BB discussion board BB quizzes

Draft Review

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	past, past progressive and present perfect tenses.	Guided discovery Teacher-fronted elicitation Modelling & Drilling Recycling Use of videos Jigsaw reading/listening Warmers/fillers Dictation * **	
1.2	Knowledge of Lexis/Vocabulary • Recognize a basic repertoire of isolated words and phrases related to a variety of social, academic and health related topics.		
2.0	**Skills**		
2.1	Reading Comprehension: Utilize reading skills such as prediction, making inferences, reading for main ideas and reading for details when using texts related to academic and health topics.	Communicative Language Teaching (CLT) Individual work Pair work Group work Mingle activity Group discussion Whole class discussion Role play Games/puzzles Problem solving activities Student presentations Brainstorming Guided discovery Teacher-fronted elicitation Modelling & Drilling Recycling Use of videos Jigsaw reading/listening Warmers/fillers Dictation * **	Written exams Formative quizzes BB tasks BB discussion board BB quizzes
2.2	Listening Comprehension: Utilize listening skills such as following conversation, interviews, presentations and lectures on various topics as well as listening for main ideas and listening for details.		
2.3	Writing Skills Compose paragraphs using academic and technical writing elements, and critical thinking skills.		
2.4	Speaking skills Students will describe personal experiences, location, people and things. Students will state preferences, opinions, obligations, as well as ask questions and engage in discussion to offer advice and suggestions.		
3.0	**Values**		
3.1	Plan presentation expressing opinions and	Communicative Language Teaching (CLT)	Formative quizzes BB tasks

Draft Review

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	feelings, describing experiences and events, giving reasons and explanations	Individual work Pair work Group work Mingle activity Group discussion Whole class discussion Role play Games/puzzles Problem solving activities Student presentations Brainstorm Guided discovery Teacher-fronted elicitation Modelling & Drilling Recycling Use of videos Jigsaw reading/listening Warmers/fillers Dictation * **	BB discussion board

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation on Blackboard, Blackboard Tasks – 10% Discussion board on BB – 5%	-	15
2	Midterm 1 Exam	5	15
3	Midterm 2 exam	7	15
4	Midterm listening and speaking	8	15
5	Final Exam	10	20
6	Final speaking and writing	11	20

***Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counselling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Faculty and staff are available for individual student consultation and academic advice during their office hours for up to 3 hours per week. The Course Coordinators have direct communication with all students via e-mail and are accessible when needed.

F. Learning Resources and Facilities

Draft_Review

1.Learning Resources

Required Textbooks	Beatty, K. (2017) Leap 1 (Pre-Intermediate): Listening & Speaking, Pearson ELT. Beatty, K. (2017) Leap 1 (Pre-Intermediate): Reading & Writing, Pearson ELT.
Essential References Materials	Supplementary learning resources e.g. PowerPoints , interactive resources
Electronic Materials	Blackboard
Other Learning Materials	N/A

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom with 30 chairs & 15 tables (average – depending on number of students per section)
Technology Resources (AV, data show, Smart Board, software, etc.)	E-podium, overhead projector, electronic whiteboard, course book software, internet, speakers
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Internet access, Blackboard accounts, White board, Teacher resources room and library for lesson preparations and professional development

G. Course Quality Evaluation

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

Draft- Review

Reviewing Course Specifications	● External Consultant from KAU ● Internal Quality Consultant from ELI Council ● Deanship of Quality Assurance and Academic Accreditation Consultant	NCAAA Standards Saudi Arabia Qualifications Framework SAQF Standards

Effectiveness of Teaching

Overview

All teachers are observed by trained observers at least twice a year. This occurs within the framework of the overall teacher evaluation policy. The procedures and frameworks involved in teacher observation have been reviewed and approved by external international experts.

In addition, inter-rater reliability training has been conducted with all classroom observers under the supervision of a professional teacher trainer/examiner.

Values and Themes

The English Language Program (ELP) is committed to transparency, fairness and respect in all of its work. The program is dedicated to supporting its faculty in an environment that promotes professional growth and development, fosters self-reflection, and encourages creativity in teaching practice. To that end, all components of its Teacher Performance Evaluation policy are designed to first and foremost aid faculty members in understanding their strengths and build on them. It is also intended to help them recognize areas for improvement and plan for effective and practical ways to reach agreed development goals based on them. It seeks to reward effective teaching practices, personal ownership of professional development, and dedication to the ELP and its goals. Finally, it can also act as a fair, open, and transparent mechanism for the administration to communicate with faculty when expectations of good practice are not being met.

Overview of Faculty Performance Evaluation at PNU

Princess Nourah bint Abdulrahman University, as a whole, expects every employee to strive for performance excellence and quality of service. Annual evaluations are required for all faculty members to provide feedback on performance, which helps them to excel in their jobs and to determine their eligibility for annual increase, increments, or adjustments. The University uses a very structured program based on well-recognized criteria and guidelines for evaluating and appraising performance. It utilizes feedback, coaching, evaluation, and development planning.

The faculty member is informed about her overall performance on a periodical basis, with strict confidentiality. Comments and points of strength and weakness are typically recorded in the faculty annual report.

The above details the general faculty performance evaluation system at PNU overall. The entire teacher evaluation and review program is available to all faculty in the Teacher Evaluation Policy.

Quality of Teaching Audits

In addition to formal faculty observations, academic managers and academic coordinators regularly visit 1 Course Mark and Attendance Sheet P all sections throughout the year to ensure teaching quality is at or above the required standard of practice as defined by the lesson planning policy. These visits

measure the quality of teaching overall for the course across sections rather than the quality of particular faculty members. Recommendations for training and other professional development activities as well as for improving teaching strategies are developed from these reports.

Verifying Students Achievement:

Whenever possible students are given objective assessment items. If this is not possible for a particular learning outcome/skill, and teachers are tasked with subjectively assessing students' work; they are provided with detailed guidelines on the criteria and methodology to be used for this assessment. Graded work is cross-checked by other members of faculty and supervised by academic managers and coordinators. In addition, teachers are provided with interrater reliability training as needed.

The standards of projects and assignments are benchmarked against the CEFR and international language exams that compare strategies for assessment and criteria used. These strategies are complemented by external reviews of the program by EAQUALS along with assessments of programs by students and graduates. The responsibility to verify standards is also partly addressed by PNU's arrangements made by KAU. This arrangement however does not absolve PNU of its responsibility to verify standards.

External quality review of institutions and accreditation of the program by EAQUALS gives particular attention to the adequacy of mechanisms for verification of standards of student achievement. If these mechanisms are not considered adequate, EAQ

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 Reviewers, Others (specify)
Assessment **Methods** (Direct, Indirect)

Specification Approval Data

Council / Committee	Curriculum unit
Reference No.	
Date	26th of October, 2022

Draft_Rev