



Course Specifications

Course Title:	Academic English Language
Course Code:	ENG102-2
Program:	English Language Program
Department:	-
College:	English Language Institute
Institution:	Princess Nourah bint Abdulrahman University

Table of Contents

A. Course Identification	3
1. Mode of Instruction.....	3
2. Contact Hours.....	3
B. Course Objectives and Learning Outcomes	4
1. Course Description.....	4
2. Course Main Objective.....	4
3. Course Learning Outcomes.....	4
C. Course Content	4
D. Teaching and Assessment	12
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	12
2. Assessment Tasks for Students.....	13
E. Student Academic Counseling and Support	13
F. Learning Resources and Facilities	14
1. Learning Resources.....	14
2. Facilities Required.....	14
G. Course Quality Evaluation	14
H. Specification Approval Data	16

A. Course Identification

1. Credit hours:	4
2. Course type	
a.	University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Level 1 (2022-2023)
4. Pre-requisites 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)
5. Co-requisites for this course (if any):	N/A

1. Mode of Instruction

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

2. 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

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

* It should be noted that the above is an estimation of the time typically spent in a language learning classroom. As will other portions of the NCAAA framework, aspects of it are not directly relatable to language learning. It is widely considered that Lecturing should not be a part of a language course and that the classroom is a place for learners to practice using the language and lessons should not be focused on learning about the language itself. That said, the framework above is being used to refer to the following concepts:

The term Lecture is being taken to refer to the Presentation phase of a lesson where the teacher will typically introduce target language and/or the situation context for a communicative function.

The term Practical is being taken to refer to both the Controlled/Guided Practice stage of the less where learners are provided a task to complete under the direct supervision of the teacher and the Free Production stage where learners are asked to independently use the language within a framework or task provided by the teacher.

The term Other is being taken to refer to the time spent on Blackboard participation (2 hours per week) throughout the course. Blackboard promotes learner autonomy and allows students to intensify their course experience.

Given that each language teaching context and group of learners share similar characteristic and still can vary quite significantly in terms of actually learning needs and styles, the above is meant as a general guide to lesson stage distribution rather than a prescriptive model all instructors are to follow at all times.

B. Course Objectives and Learning Outcomes

1. Course 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 a fifteen-week module course with 15 hours of instruction each week.

2. Course Main Objective

The course aims at helping learners to achieve an overall Academic English language proficiency of B1 as defined on the Common European Framework of Reference for Languages (CEFR).

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding:	
1.1	Express matters through sufficient repertoire of vocabulary related to academic and non-academic topics at an intermediate level of comprehension.	
1.2	Recognize grammar structures related to different contexts at an intermediate level of comprehension.	
2	Skills:	
2.1	Use Listening strategies when listening to messages, discussions and the main points of recorded or live communication related to academic contexts.	
2.2	Use reading strategies to find significant points and make inferences in complex academic and non-academic texts.	
2.3	Write reports and essays using coherent ideas and organization patterns.	
3	Values:	
3.1	Plan presentation expressing opinions, listing advantages and disadvantages, describing and comparing experiences and events, giving reasons and explanations.	

C. Course Content

No	List of Topics	Contact Hours
Unlock 3		
1	Unit 1 Listening Key listening skill:	10

	<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: 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. <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 • Working out meaning from content • Using visuals to predict content • Skimming • Making inferences from the text <p>Writing</p> <ul style="list-style-type: none"> • 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. <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) • 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) Academic adjectives 1 (e.g. common, healthy, endangered) <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 	
2	Unit 2	10

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

• 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

• Academic writing skills:

• Essay structure

• Writing task type:

Write three descriptive paragraphs.

• Writing task:

Describe the laws and traditions concerning weddings. Have there been any changes in

recent years?

Grammar

- 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

Vocabulary

- Word families (e.g. analysis, analyze, analytical, analytically)

	<ul style="list-style-type: none"> • 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 	
3	<p>Unit 3</p> <p>Listening</p> <p>Key listening skill:</p> <ul style="list-style-type: none"> • 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 <p>Speaking</p> <p>Preparation for speaking:</p> <ul style="list-style-type: none"> • Talking about past events • Pronunciation for speaking: • Past tense regular verbs /t/ /d/ /id/ • Talking about time <p>Speaking task:</p> <ul style="list-style-type: none"> • Give a presentation about a famous historical figure or a historical event <p>Reading</p> <p>Key reading skill:</p> <ul style="list-style-type: none"> • 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 <p>Writing</p> <p>Academic writing skills:</p> <ul style="list-style-type: none"> • Write an introduction • Writing task type: <p>Write a balanced opinion essay.</p> <ul style="list-style-type: none"> • Writing task: <p>Should museums be free or should visitors pay for admission? Discuss.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Relative clauses • Making suggestions <p>Grammar for writing:</p> <ul style="list-style-type: none"> • Stating opinions • Linking contrasting sentences with but, however, although, and on the other hand <p>Vocabulary</p>	10

	<ul style="list-style-type: none"> • Synonyms (e.g. soldiers, warriors, find, discover) • Academic vocabulary (e.g. display, document, period) <p>Critical Thinking</p> <ul style="list-style-type: none"> • Analyze different opinions • Evaluate the importance of information • Organize ideas in a chart • Distinguishing between facts and opinions 	
4	<p>Unit 4</p> <p>Listening Key listening skill:</p> <ul style="list-style-type: none"> • Identifying rhetorical questions • Understanding key vocabulary • Using your knowledge • Listening for main ideas • Listening for detail • Taking notes • Listening for text organisation features • Pronunciation for listening: • Word stress <p>Speaking Preparation for speaking:</p> <ul style="list-style-type: none"> • Expanding ideas and giving examples of personal experiences <p>Speaking task:</p> <ul style="list-style-type: none"> • Take part in a group discussion about using your mobile phone while walking. <p>Reading Key reading skill:</p> <ul style="list-style-type: none"> • Using visuals to predict content • Understanding key vocabulary • Reading for main ideas • Reading for detail • Making inferences from the text <p>Writing Academic writing skills:</p> <ul style="list-style-type: none"> • 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. <p>Grammar</p> <ul style="list-style-type: none"> • Comparing things (e.g. by far, considerably more, definitely more) • Grammar for writing: • First conditional • Using if ... not and unless <p>Vocabulary</p> <ul style="list-style-type: none"> • Talking about achievement (e.g. challenge, goal, attitude) • Collocation (e.g. traffic congestion, public transport, rush hour) 	10

	<ul style="list-style-type: none"> • Academic synonyms (e.g. prevent, select, consider) <p>Critical Thinking</p> <ul style="list-style-type: none"> • Analyze an essay question • Evaluate advantages and disadvantages • Create your own list of advantages and disadvantages • Evaluating and proposing ideas 	
6	<p>Unit 5</p> <p>Listening Key listening skill:</p> <ul style="list-style-type: none"> • 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 <p>Speaking Preparation for speaking:</p> <ul style="list-style-type: none"> • Linking ideas • Talking about advantages and disadvantages <p>Speaking task:</p> <ul style="list-style-type: none"> • 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. <p>Reading Key reading skill:</p> <ul style="list-style-type: none"> • 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 <p>Writing</p> <ul style="list-style-type: none"> • 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? <p>Grammar</p> <ul style="list-style-type: none"> • Modals to express opinions (e.g. might be, could, may) <p>Grammar for writing:</p> <ul style="list-style-type: none"> • Cause and effect 	10

	<ul style="list-style-type: none"> • Using because and because of <p>Vocabulary</p> <ul style="list-style-type: none"> • Negative prefixes (e.g. un-, in-, im-) • Academic vocabulary (e.g. annual, issue, predict) • Topic vocabulary (e.g. deforestation, climate change, flood) <p>Critical Thinking</p> <ul style="list-style-type: none"> • Evaluate ideas and examples using an ideas map • Create your own ideas and examples/evidence • Giving counter-arguments 	
7	<p>Unit 6</p> <p>Listening Key listening skill:</p> <ul style="list-style-type: none"> • 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 <p>Speaking Preparation for speaking:</p> <ul style="list-style-type: none"> • Planning to persuade someone • Using imperatives • Using adjectives <p>Speaking task:</p> <ul style="list-style-type: none"> • Create an advertisement for an alternative treatment. <p>Reading Key reading skill:</p> <ul style="list-style-type: none"> • 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 <p>Writing Academic writing skills:</p> <ul style="list-style-type: none"> • 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? 	10

	<p>Grammar</p> <ul style="list-style-type: none"> • Talking about preferences (e.g. I'd rather, I'd prefer) <p>Grammar for writing:</p> <ul style="list-style-type: none"> • Giving reasons • Giving examples with such as, for instance, for example, especially <p>Vocabulary</p> <ul style="list-style-type: none"> • 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) <p>Critical Thinking</p> <ul style="list-style-type: none"> • Understand and subdivide arguments • Apply subdivided arguments to the organization of an essay plan • Analyzing persuasive language in advertisements 	
9	<p>Unit 8</p> <p>Listening</p> <p>Key listening skill:</p> <ul style="list-style-type: none"> • Listening for detail • Understanding key vocabulary • Using visuals to predict content • Listening for main ideas • Using your knowledge • Pronunciation for listening: • Vowel elision <p>Speaking</p> <p>Preparation for speaking:</p> <ul style="list-style-type: none"> • Asking for opinions and checking information • Focusing on information that follows <p>Speaking task:</p> <ul style="list-style-type: none"> • Interview people to find out attitudes towards uniforms and dress codes. <p>Reading</p> <p>Key reading skill:</p> <ul style="list-style-type: none"> • 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 <p>Writing</p> <p>Academic writing skills:</p> <ul style="list-style-type: none"> • Cohesion • Coherence <p>Writing task type:</p> <p>Write a balanced opinion essay.</p> <p>Writing task:</p> <p>Fashion is harmful. Discuss.</p>	10

	<p>Grammar</p> <ul style="list-style-type: none"> • Talking about the future <p>Grammar for writing:</p> <ul style="list-style-type: none"> • Prepositional phrases (e.g. apart from, rather than, along with) • Counter-arguments (e.g. argue, claim, insist, state) <p>Vocabulary</p> <ul style="list-style-type: none"> • 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) <p>Critical Thinking</p> <ul style="list-style-type: none"> • Evaluate arguments and counter-arguments • Raising and discussing alternative points of view 	
Total		

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		
1.1	Express matters through sufficient repertoire of vocabulary related to academic and nonacademic topics at an intermediate level of comprehension.	Individual work Pair work Group work Mingle activity Group discussion Whole class discussion Role play Games/puzzles Problem solving activities Student presentations	<ul style="list-style-type: none"> • Progress Tests. • Mid-term • Final Exams
1.2	Recognize grammar structures related to different contexts at an intermediate level of comprehension.	Brainstorm Guided discovery Teacher-fronted elicitation Modeling & Drilling Recycling Use of videos Jigsaw reading/listening Warmers/fillers Dictation * **	
2.0	Skills		
2.1	Use Listening strategies when listening to messages, discussions and the main points of recorded or live communication related to academic contexts.	Individual work Pair work Group work Mingle activity Group discussion	<ul style="list-style-type: none"> • Progress Tests. • Mid-term • Final Exams

2.2	Use reading strategies to find significant points and make inferences in complex academic and nonacademic texts.	Whole class discussion Role play Games/puzzles Problem solving activities Student presentations Brainstorm Guided discovery	
2.3	Write reports and essays using coherent ideas and organization patterns.	Teacher-fronted elicitation Modeling & Drilling Recycling Use of videos Jigsaw reading/listening Warmers/fillers Dictation * **	
3.0	Values		
3.1	Plan presentation expressing opinions, listing advantages and disadvantages, describing and comparing 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 Modeling & Drilling Recycling Use of videos * **	<ul style="list-style-type: none"> ● Blackboard Assignments ● Mid-term exam ● Final Exam

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Progress Test	0	15
2	Mid-Term Exam	8	30
3	Final Exam	11	45
4	Participation on Blackboard	-	15

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

E. Student Academic Counseling and Support

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

Teachers provide advice, consolation, and tutoring during the teacher's own office hours. Office hours are up to nine per week.

In addition, students are offered the opportunity of attending four hours per week of remedial one to one or small group instructional support in language learning.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Unlock 3: Reading, Writing & Critical Thinking Unlock 3: Listening, Speaking & Critical Thinking
Essential References Materials	Cambridge LMS
Electronic Materials	Blackboard
Other Learning Materials	Interactive Whiteboard Software

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	E-podium, overhead projector, electronic whiteboard, coursebook software, internet, speakers
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	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
Reviewing Course Specifications	• External Consultant from KAU	NCAAA Standards

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	<ul style="list-style-type: none"> ● Internal Quality Consultant from ELI Council ● Deanship of Quality Assurance and Academic Accreditation Consultant 	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 practice, 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 help to achieve excellence 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 involves feedback, coaching, evaluation, and development planning.

The faculty member is informed about her overall performance on a periodical basis after, 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 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 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 Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	English Language Institute Council
Reference No.	
Date	٢٠٢٢