



Course Specification

(Bachelor)

Course Title: Academic English Language

Course Code: ENG102-2

Program: English Language Program

Department: N/A

College: English Language Institute

Institution: Princess Nourah bint Abdulrahman University

Version: Third Version

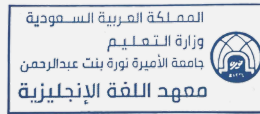
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المملكة العربية السعودية
وزارة التعليم
جامعة الأميرة نورة بنت عبد الرحمن
معهد اللغة الإنجليزية



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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 (ENG 102-2) is a course intended to provide students with a foundation from which they can advance from A2 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.

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	Perform tasks that promote learners' autonomy when using English language.		Games and puzzles Individual work Group work Pair work	Participation 5



C. Course Content

No	List of Topics	Contact Hours
1	<p>Unit 1 Main Topic: Animals</p> <p>Sub-topics: Listening, speaking, reading and writing: zoology & human threats on endangered species Debates about human threats to an endangered species Debates about animals for entertainment</p>	28
2	<p>Unit 2 Main Topic: The environment</p> <p>Sub-topics: Listening and speaking: hydroponic agriculture, nuclear power, & natural science Reading and writing: deforestation, environmental science, and global warming Cause and effects in environmental and political science Descriptive essay structure</p>	29
3	<p>Unit 3 Main Topic: Transport</p> <p>Sub-topics: Listening and speaking: fears of flying, cycling to work, & civil engineering. Reading and writing: transport management, urban planning, and traffic congestion Problems and solutions of civil engineering and traffic problems</p>	28
4	<p>Unit 4 Main Topic: Customs and Traditions</p> <p>Sub-topics: Listening and speaking: modern world customs, cultural studies, anthropology, gift-giving, and commercialization of holidays and events Reading and writing: world customs, cultural studies, heritage, and sociology Paraphrasing opinions and ideas</p>	28
5	<p>Unit 5 Main Topic: Health and Fitness</p> <p>Sub-topics: Listening and speaking: Life longevity, health science, sports management Delivering presentation about health products Reading and writing: healthy lifestyles, nutrition, sports activities, and</p>	28





	obesity Reading labels of food and drink items	
6	Unit 6 Main Topic: Discovery and Invention Sub-topics: Listening and Speaking: historical inventions of the Middle Ages, history of modern apps and their designs, and discoveries that have impacted daily life. Reading and Writing: industrial design, mechanical engineering, mimicry of nature in design, and man-made creations for nature. Analyzing advantages and disadvantages of smart devices	29
7	Unit 7 Main Topic: Fashion Sub-topics: Listening and Speaking: fashion concepts, business, marketing and social conceptions of uniforms and dress codes Reading and Writing: fast fashion, retail management, business, and offshore productions Cohesion of strong arguments and counterpoints	27
8	Unit 8 Main Topic: Economics Sub-topics: Listening and Speaking: entrepreneurship, business concepts and lifestyles, and financial incentives for academic achievements Discussions on credit limits, scores, and allowances Reading and Writing: investments, expenditures, stock market crash of 1929, economic trends, and social beliefs of the economy	28
Total		225

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1. 1	Curricular activities & participation – 5 Speaking project – 15 Writing portfolio – 15	-	35
2. 2	Midterm Exam	8-9	25
3. 3	Final Exam	15-16	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	6 TH FEBURARY 2024

