



Course Specifications

| | |
|----------------------|--|
| Course Title: | Intensive English Program -I |
| Course Code: | Eng. 0116 |
| Program: | Business Administration, Computer Science, Education, Engineering, , Humanities, Science |
| Department: | English Language Center |
| Institution: | King Khalid University |

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A. Course Identification

| | |
|---|---|
| 1. Credit hours: | 06 |
| 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 |
| 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 | | 85% |
| 2 | Blended | | |
| 3 | E-learning | | 15% |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Contact Hours (Based on academic semester)

| No | Activity | Contact Hours |
|----|-------------------|---------------|
| 1 | Lecture | 180 |
| 2 | Laboratory/Studio | |
| 3 | Tutorial | |
| 4 | Others (specify) | |
| | Study | 45 |
| | Assignment | 15 |
| | Library | 5 |
| | Project/research | 5 |
| | Total | 250 |

B. Course Objectives and Learning Outcomes

1. Course Description

Intensive English Program - I (Eng.011) is designed to develop English language proficiency related to four language learning skills at level -1. The designed course caters for Common European Framework Reference for languages (CEFR) at A1 and A2 levels. The course follows the integrated learning approach.

2. Course Main Objective

- To develop basic language skills at level *A1 and A2 as per the CEFR*.
- To recognize the commonly used vocabulary words and phrases related to practical life.
- To understand the reading strategies such as previewing, scanning and skimming to extract general and specific information.
- To identify and comprehend the ideas in listening in day-to-day life.
- To communicate simple verbal expressions in routine talks to exchange basic information in everyday life.
- To recognize topics, topic sentences, supporting sentences and concluding sentences.
- To organize paragraph and basic sentence structures, and write short paragraphs, eventually.

3. Course Learning Outcomes

| CLOs | | Aligned PLOs ** |
|------|---|-----------------|
| 1 | Knowledge and Understanding On the course completion, the students will be able to: | |
| 1.1 | acquire basic vocabulary, use words and phrases related to persons, places, seasons, jobs, buildings, transport, locations etc. | 1- 5 |
| 1.2 | understand basic grammatical concepts, sentence patterns, noun, pronoun, singular & plural forms, adjectives, forms of 'Be', basic sentences, punctuation etc. | 1- 5 |
| 2 | Skills: By the end of the course, the students will be able to: | |
| 2.1 | Listening Comprehension: Follow power point presentations and visuals to predict the content leading to comprehension, recognizing main ideas and details related to the listening excerpts. | 1 |
| 2.2 | Speaking: Introducing and starting a talk, asking and answering simple questions to share information and describing things. | 2 |
| 2.3 | Reading: Preview, scan and skim to get information, identifying general ideas, main ideas and details in the given short texts. | 3 |
| 2.4 | Writing: Practice punctuation, contractions, error correction, and write guided and free short paragraphs. | 4 |
| 2.5 | Critical Thinking: Practice ideas, idea maps, surveys & tables, use tables to extract notes, analyze & interpret maps, directions, visuals and family tree. | 5 |

| CLOs | | Aligned PLOs ** |
|----------|---|-----------------|
| 3 | Values: By the end of the course, students will be able to: | |
| 3.1 | Basic Conversational Ability: Ask and answer reply simple questions in pairs and small groups, to present ideas, opinions and experiences about people, places, events, jobs, sports etc. | 1,2, 5 |
| 3.2 | Writing Competency: Produce short paragraph of 8 – 10 sentences on the given topics related to people, places, seasons, jobs, festivals, foods, buildings, transport etc. Use connecting words like ‘and, but, or etc.’ to connect ideas in the sentences. Practice basic punctuation such as period, comma and capital letters. Use appropriate word order in subject – verb agreement, subject – verb – subject agreement and allied sentence structures. | 3,4,5 |

****Program learning Outcomes:**

After the successful completion of the program, the students will be able to:

1. Understand and comprehend appropriately the contents of the academic topics, lectures, discussions, and debates at *A1 and A2 level of the CEFR*.
2. Explain verbally the ideas, opinions, problems, solutions, suggestions and the pros and cons relevant to the academic topics, appropriately, in different situations such as a speech, interview, small groups, and classroom discussions.
3. Identify specific and general details, main ideas, derive conclusions from the different kinds of academic reading passages at A1 and A2 levels of the CEFR.
4. Produce well designed, well developed and organized paragraphs on different academic topics, appropriately, with correct writing mechanics such as punctuation and grammatical structures.
5. Apply different critical thinking skills such as analyzing ideas, maps, surveys, family tree and tables & charts on a wide range of academic topics.

C. Course Content

| No | List of Topics | | Contact Hours |
|-----------------------------|--|--|---------------|
| | READING & WRITING SKILLS | LISTENING & SPEAKING SKILLS | |
| 1 | Book 1 Unit 1: PEOPLE | Book 1 Unit 1: PEOPLE | 15 |
| 2 | Book 1 Unit 2: SEASONS | Book 1 Unit 2: SEASONS | 15 |
| 3 | Book 1 Unit 3: LIFESTYLE | Book 1 Unit 3: LIFESTYLE | 15 |
| 4 | Book 1 Unit 4: PLACES | Book 1 Unit 4: PLACES | 15 |
| 5 | Book 1 Unit 5: JOBS | Book 1 Unit 5: JOBS | 15 |
| 6 | Book 1 Unit 6: Homes & Buildings | Book 1 Unit 6: Homes & Buildings | 15 |
| Midterm Examinations | | | |
| 7 | Book 1 Unit 7: FOOD & CULTURE | Book 1 Unit 7: FOOD & CULTURE | 15 |
| 8 | Book 1 Unit 8: TRANSPORT | Book 1 Unit 8: TRANSPORT | 15 |
| 9 | Book 2 Unit 1: PLACES | Book 2 Unit 1: PLACES | 15 |
| 10 | Book 2 Unit 2: Festival & Celebration | Book 2 Unit 2: Festival & Celebration | 15 |
| 11 | Book 2 Unit 3: The Internet & Technology | Book 2 Unit 3: The Internet & Technology | 15 |
| 12 | Book 2 Unit 4: Weather & Climate | Book 2 Unit 4: Weather & Climate | 15 |
| Final Examinations | | | |
| Total | | | 180 |

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 | Acquire basic vocabulary, use words and phrases related to persons, places, seasons, jobs, buildings, transport, locations etc. | <p>Pre-Teaching Activities: Power point presentation, audio visual aids.</p> <p>During Teaching Activities: Lecture in the classroom, In class discussion (student participation) Demonstrations Role Play</p> <p>Post Teaching Activities: Recapitulation and summarizing.</p> | <p>Online activities via Blackboard using integrated Cambridge One</p> <p>Presentation</p> <p>Midterm Examination</p> <p>Final Examination</p> <p>(By Using Rubrics)</p> |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|--|--|---|
| 1.2 | Understand basic grammatical concepts, sentence patterns, noun, pronoun, singular & plural forms, adjectives, forms of 'Be', basic sentences, punctuation etc. | <p>Pre-Teaching Activities: Power point presentation, audio visual aids.</p> <p>During Teaching Activities: lecture in the classroom, In class discussion (student participation) Demonstrations Role Play</p> <p>Post Teaching Activities: Recapitulation and summarizing.</p> | <p>Online activities via Blackboard using integrated Cambridge One</p> <p>Presentation</p> <p>Midterm Examination</p> <p>Final Examination (By Using Rubrics)</p> |
| 2.0 | Skills | | |
| 2.1 | Listening Comprehension: Follow power point presentations and visuals to predict the content leading to comprehension, recognizing main ideas and details related to the listening excerpts. | <p>Pre-Teaching Activities: Power point presentation, audio visual aids.</p> <p>During Teaching Activities: lecture in the classroom, In class discussion (student participation) Demonstrations Role Play</p> <p>Post Teaching Activities: Recapitulation and summarizing.</p> | <p>Online activities via Blackboard using integrated Cambridge One</p> <p>Presentation</p> <p>Midterm Examination</p> <p>Final Examination (By Using Rubrics)</p> |
| 2.2 | Speaking: Introducing and starting a talk, asking and answering simple questions to share information and describing things. | <p>Pre-Teaching Activities: Power point presentation, audio visual aids.</p> <p>During Teaching Activities: lecture in the classroom, In class discussion (student participation) Demonstrations Role Play</p> | <p>Online activities via Blackboard using integrated Cambridge One</p> <p>Presentation</p> <p>Midterm Examination</p> <p>Final Examination (By Using Rubrics)</p> |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|---|--|---|
| | | Post Teaching Activities: Recapitulation and summarizing. | |
| 2.3 | Reading: Preview, scan and skim to get information, identifying general ideas, main ideas and details in the given short texts. | Pre-Teaching Activities: Power point presentation, audio visual aids. During Teaching Activities: lecture in the classroom, In class discussion (student participation) Demonstrations Role Play Post Teaching Activities: Recapitulation and summarizing. | Online activities via Blackboard using integrated Cambridge One Presentation Midterm Examination Final Examination (By Using Rubrics) |
| 2.4 | Writing: Practice punctuation, contractions, error correction, and write guided and free short paragraphs. | Pre-Teaching Activities: Power point presentation, audio visual aids. During Teaching Activities: lecture in the classroom, In class discussion (student participation) Demonstrations Role Play Post Teaching Activities: Recapitulation and summarizing. | Online activities via Blackboard using integrated Cambridge One Presentation Midterm Examination Final Examination (By Using Rubrics) |
| 2.5 | Critical Thinking: Practice ideas, idea maps, surveys & tables, use tables to extract notes, analyze & interpret maps, directions, visuals and family tree. | Pre-Teaching Activities: Power point presentation, audio visual aids. During Teaching Activities: lecture in the classroom, In class | Online activities via Blackboard using integrated Cambridge One Presentation Midterm Examination Final Examination |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|--|--|---|
| | | discussion (student participation) Demonstrations Role Play Post Teaching Activities: Recapitulation and summarizing. | (By Using Rubrics) |
| 3.0 | Values | | |
| 3.1 | Basic Conversational Ability: Ask and answer reply simple questions in pairs and small groups, to present ideas, opinions and experiences about people, places, events, jobs, sports etc. | Pre-Teaching Activities: Power point presentation, audio visual aids. During Teaching Activities: lecture in the classroom, In class discussion (student participation) Demonstrations Role Play Post Teaching Activities: Recapitulation and summarizing. | Online activities via Blackboard using integrated Cambridge One Presentation Midterm Examination Final Examination (By Using Rubrics) |
| 3.2 | Writing Competency: Produce short paragraph of 8 – 10 sentences on the given topics related to people, places, seasons, jobs, festivals, foods, buildings, transport etc. Use connecting words like ‘and, but, or etc.’ to connect ideas in the sentences. Practice basic punctuation such as period, comma and capital letters. Use appropriate word order in subject – verb agreement, subject – verb – subject agreement and allied sentence structures. | Pre-Teaching Activities: Power point presentation, audio visual aids. During Teaching Activities: lecture in the classroom, In class discussion (student participation) Demonstrations Role Play Post Teaching Activities: Recapitulation and summarizing. | Online activities via Blackboard using integrated Cambridge One Presentation Midterm Examination Final Examination (By Using Rubrics) |

2. Assessment Tasks for Students ****

| # | Assessment task*** | Week Due | Percentage of Total Assessment Score |
|---|---|----------|--------------------------------------|
| 1 | Presentation | Week 10 | 10% |
| 2 | Cambridge One (Online Tasks via Blackboard) | Week 15 | 10% |
| 3 | Midterm Examination | Week 11 | 30% |
| 4 | Final Examination | Week 18* | 50% |
| 5 | | | |

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

* Week of Examination is subject matter of the deanship of Registration.

E. Student Academic Counseling and Support

- Instructors/teachers devote not only 8 to 10 office hours every week where students are encouraged to visit for help, clarification and practicing course related difficulties, but engage over the online resources too, such as blackboard course messages, announcements, KKU email portal and academia SMS system.
- The campus coordinator facilitates academic and administrative matters related to students including individual special needs.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------|--|
| Required Textbooks | <ul style="list-style-type: none"> White N.M., Peterson Susan, Jordan Namncy, Sowton Chris. (2019) Unlock Level 1- Listening, Speaking & Critical Thinking Student's Book. 2nd Edition. Cambridge University Press. ISBN: 9781108567275. Stephanie Dimond-Bayir, Kimberley Russell, with Chris Sowton. (2019) Unlock Level 2 Listening, Speaking & Critical Thinking Student's Book. (Units 1-4). 2nd Edition. Cambridge University Press. ISBN: 9781108567299. Ostrowska Sabina, Adams Kate, Sowton Chris. (2019). Unlock Level 1-Reading, Writing, & Critical Thinking Student's Book. 2nd Edition. Cambridge University Press. ISBN: 9781108681612. Richard O'Neill, Michele Lewis, with Chris Sowton (2019) Unlock Level 2 Reading, Writing, & Critical Thinking |
|--------------------|--|

| | |
|--------------------------------|---|
| | Student's Book. (Units 1-4). 2nd Edition. Cambridge University Press. ISBN: 9781108690270. |
| Essential References Materials | Cambridge Advanced Learner's Dictionary |
| Electronic Materials | Cambridge Learning Management System (CLMS) Cambridge One |
| Other Learning Materials | Educational channels, TedTalk |

2. Facilities Required

| Item | Resources |
|--|--|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | Classroom size should not be less than 30 and more than 40 students. Language labs Examination Halls well equipped with computers in case of computer-based exams. |
| Technology Resources (AV, data show, Smart Board, software, etc.) | Overhead projectors, white boards, smart boards, computers, internet, speakers, headphone with mic, printers, photocopier and laptops for teachers |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Resource room for teachers, modern seminar room, meeting room, record room and recreational area |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---------------------------|---|---|
| Effectiveness of teaching | Students, classroom observation, external reviewers' visit from the Accreditation Agency. | Students survey Formal classroom observation |

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|--|---|
| Effectiveness of assessment | Quality and Development Unit, Curriculum Committee, Assessment Committee | Item analysis data, teachers' feedback, students' feedback, course reports. |
| Achievement of Course Learning Outcomes | Quality and Development Unit | Course report, data analysis of achievement test |
| Quality of learning resources | Quality and Development Unit | Annual quality improvement program review |

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 | |
| Reference No. | |
| Date | |

