



# Course Specification

(Bachelor)

<b>Course Title:</b> <i>English for Academic Purposes &amp; ESP</i>
<b>Course Code:</b> <i>ENGL 115</i>
<b>Program:</b> <i>Bachelors (Health Colleges 2)</i>
<b>Department:</b> <i>English Language Skills Department</i>
<b>College:</b> <i>Common First Year</i>
<b>Institution:</b> <i>King Saud University</i>
<b>Version:</b> <i>1</i>
<b>Last Revision Date:</b> <i>-</i>



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( 6 )

#### 2. Course type

- A.  University  College  Department  Track  Others
- B.  Required  Elective

3. Level/year at which this course is offered: (Common First Year 2024-2025)

#### 4. Course general Description:

The aim of this Intermediate Plus course (B1-B2) is to expand language functions and communicative competencies in the four language areas. Students will be able to identify the main points in extended listening and reading texts and follow complex lines of arguments and points of views. Cultivation of study skills, critical thinking and synthesis are integrated in the course as key academic skills. Students will be able to construct detailed connected text on a range of familiar topics with a high degree of fluency and control. The English for Specific Purposes component of the course focuses on learning English skills and vocabulary in medical contexts.

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

ENGL 108

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

None

#### 7. Course Main Objective(s):

1. Follow and extract information in a wide range of listening and reading texts on familiar topics recognizing complex lines of arguments and viewpoints and take notes.
2. Identify the main points in a wide range of listening and reading passages, using stated evidences and inferences to draw conclusions.
3. Follow complex discourse on a range of topics to identify relationships within ideas.
4. Initiate and engage in extended discourse with some fluency and spontaneity.
5. Actively partake in interactions and detailed discussions accounting for and sustaining personal views in familiar contexts.
6. Employ and effectively apply a range of communicative strategies to improve comprehension and extract meaning and information.



7. Construct detailed texts on a range of familiar topics demonstrating orthographical control and control of complex grammatical structures.
8. Construct text conveying a particular point of view with supporting information.
9. Effectively give a rehearsed presentation on a familiar topic giving detailed explanations and reasons to plans and actions.

## 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	168	85%
2	E-learning	30	15%
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4	Distance learning		

## 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	168
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	30
<b>Total</b>		<b>198</b>

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Build reading fluency and develop comprehension skills by means of authentic	K1	Monitoring comprehension and metacognition	Through a combination of classroom activities, textbook exercises,





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	texts and excerpts from general and academic material.			formative (midterm and final exams) and continuous assessments which are based on course-specific learning outcomes measuring mastery of the specific language and skills introduced.
1.2	Develop writing skills with an emphasis on the process of planning, revising and editing.	K2	Discussion of writing mechanics and proofreading. Unit assignments	
1.3	Introduce methods to narrate a story, describe experiences and events, and briefly explain processes in presentational contexts.	K3	Classroom discussion and presentation activities  Unit assignments	
1.4	Listen for information on familiar and general topics.	K4	Listening exercises focusing on specific listening subskills	
<b>2.0</b>	<b>Skills</b>			
2.1	Demonstrate digital and e-learning skills	S1	Classroom discussions, collaborative and autonomous learning	A combination of classroom activities and homework that reinforce students' ICT skills. Continuous Assessment & LMS
2.2	Demonstrate basic research skills.	S2		
...				
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Exhibit taking responsibility for completion of set tasks	V1	Imposition of class attendance rules promotes punctuality while teaching through a range of interactional patterns develops interpersonal skills and communication on various levels. Homework task completion and Educational Technology promotes autonomous learning and	The assessment of homework, including the e-learning component, encourages responsibility and cultivates time management skills. Greater credit is given to original work with mistakes than error-free plagiarized work in their assigned projects.
3.2	Avoidance of plagiarism and production of original work	V2		



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			increases responsibility in learners.	
...				

## C. Course Content

No	List of Topics	Contact Hours
<b>Q:Skills for Success Level 4 Reading &amp; Writing</b>		
	Unit 1: Sociology	Approximately 8 – 10 hours of class work per unit + 2 hours of online practice
	Unit 2: Behavioral Science	
	Unit 3: Developmental Psychology	
	Unit 4: Science and Technology	
	Unit 5: Nutritional Science	
<b>Q:Skills for Success Level 4 Listening &amp; Speaking</b>		
	Unit 1: Business	Approximately 8 – 10 hours of class work per unit + 2 hours of online practice
	Unit 2: Behavioral Science	
	Unit 3: Developmental Psychology	
	Unit 4: Science	
	Unit 5: Nutritional Science	
<b>Q:Skills for Success Level 5 Reading &amp; Writing</b>		
	Unit 1: Education	Approximately 8 – 10 hours of class work per unit + 2 hours of online practice
	Unit 2: Business	
	Unit 3: Media Studies	
	Unit 4: International Relations	
	Unit 5: Urban Planning	
<b>Q:Skills for Success Level 5 Listening &amp; Speaking</b>		
	Unit 1: Linguistics	Approximately 8 – 10 hours of class work per unit + 2 hours of online practice
	Unit 2: Behavioral Science	
	Unit 3: Biology	
	Unit 4: International Relations	
	Unit 5: Urban Planning	
<b>English for Medicine</b>		
	Unit 7: Clinical Setting: Acute Care	Approximately 3 hours per unit
	Unit 8: Clinical Setting: Primary Care	
	Unit 9: Non-clinical Setting: Public Health	
	Unit 10: Evidence-based Practice in Medicine	
	Unit 11: Ethical Issues in Medicine	
	Unit 12: The Future of Medicine	
<b>Total</b>		<b>198</b>





## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Mid-term exam	Week 7 - 8	30%
2.	Final exam	Week 15-16	40%
3.	Continuous Assessment	Weeks 5, 6, 9, 11, 12	20%
4.	LMS Assignments	Weeks 7 and 13	10%

\*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	<ul style="list-style-type: none"> <li>• Daise, D., Norloff, C. (2021). <i>Q:Skills 4 Third Special Edition, Reading and Writing Skills (OUP)</i>.</li> <li>• Freire, R., Jones, T. (2021). <i>Q:Skills 4 Third Special Edition, Listening and Speaking Skills (OUP)</i>.</li> <li>• Caplan, N., Douglas, S.R. (2020). <i>Q:Skills 5 Third Edition, Reading and Writing Skills (OUP)</i>.</li> <li>• Earle-Carlin, S. (2020). <i>Q:Skills 5 Third Edition, Listening and Speaking Skills (OUP)</i>.</li> <li>• Fitzgerald, P., McCullagh, M., Wright, R. (2021). <i>English for Medicine in Higher Education Studies (Garnet Education)</i>.</li> </ul>
Supportive References	<i>Extended reading materials in the LMS.</i>
Electronic Materials	<ul style="list-style-type: none"> <li>• <i>Learning Management System- LMS/Blackboard (www.lms.ksu.edu.sa)</i></li> <li>• <i>CFY Website (www.cfy.ksu.edu.sa)</i></li> </ul>
Other Learning Materials	<ul style="list-style-type: none"> <li>• <i>Edtech Resources (quizzes, smartnotebooks, socrative tests, etc.)</i></li> <li>• <i>TubeCFY (www.youtube.com/user/TubePYD)</i></li> </ul>

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard classroom spacious enough for 20 – 50 students.
Technology equipment (projector, smart board, software)	E-podium Smartboard Projector
Other equipment (depending on the nature of the specialty)	Students personal device & internet connection



## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Line Managers/PD Team	Direct
Effectiveness of students assessment	Assessment Committee	Direct
Quality of learning resources	Students, Faculty	Direct - Indirect
The extent to which CLOs have been achieved	Students, Faculty, Program Leaders	Direct - Indirect
Other		

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	ELSD COUNCIL
REFERENCE NO.	1
DATE	22 August 2024

