



Course Specification

(Bachelor)

| |
|---|
| Course Title: <i>English for Academic Purposes & ESP</i> |
| Course Code: <i>ENGL 116</i> |
| Program: <i>Bachelors (Health Colleges 2)</i> |
| Department: <i>English Language Skills Department</i> |
| College: <i>Common First Year</i> |
| Institution: <i>King Saud University</i> |
| Version: <i>1</i> |
| Last Revision Date: <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 Advanced course (C1) is to foster more flexibility and communicative competencies in the four language areas in academic English contexts. Students will follow extended speech and complex interactions of mostly academic relevance and recognize technical information. The course further aims to develop broader lexicon to enable participation in extended discourse using structured and well-formulated arguments. Written production is focused on creating expository that demonstrate lexical accuracy and greater orthographic 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 109

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

None

7. Course Main Objective(s):

1. Follow, identify and extract information in a range of complex listening and reading passages on a broad spectrum of contexts and structures.
2. Identify type of spoken discourse in abstract and unfamiliar contexts, recognizing a range of idiomatic expressions and colloquialisms and non-standard language usage.
3. Follow complex interactions in a range of contexts, comprehending formal speech with relative ease.
4. Initiate, engage in and sustain complex interactions, improvising when necessary and demonstrating precise awareness of formality suited to the context.
5. Develop opinions and arguments in a structured, formulaic manner, demonstrating brevity and conciseness when appropriate.



6. Speak with a high degree of clarity on a range of complex subjects, demonstrating precise phonological awareness.
7. Employ and apply a range of communicative strategies with precision to improve comprehension and extract meaning from complex texts and verify understanding.
8. Produce well-structured and formulated text with a high degree of lexical and orthographic control.
9. Give well-structured presentations on complex subjects, demonstrating spontaneity and improvisation when interacting with an audience.

2. Teaching mode (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|--|---------------|------------|
| 1 | Traditional classroom | 84 | 74% |
| 2 | E-learning | 30 | 26% |
| 3 | Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning | | |
| 4 | Distance learning | | |

3. Contact Hours (based on the academic semester)

| No | Activity | Contact Hours |
|--------------|--------------------------|---------------|
| 1. | Lectures | 84 |
| 2. | Laboratory/Studio | - |
| 3. | Field | - |
| 4. | Tutorial | - |
| 5. | Others (specify) | 30 |
| Total | | 114 |

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 | | | |





| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|------|---|-----------------------------------|--|--|
| 1.1 | Build reading fluency and develop comprehension skills by means of authentic texts and excerpts from general and academic material. | K1 | Monitoring comprehension and metacognition | Through a combination of classroom activities, textbook exercises, 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 | |
| 2.0 | Skills | | | |
| 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 | | |
| ... | | | | |
| 3.0 | Values, autonomy, and responsibility | | | |
| 3.1 | Exhibit taking responsibility for completion of set tasks | V1 | Imposition of class attendance rules promotes punctuality while teaching through a range of interventional patterns develops interpersonal skills and communication on various levels. Homework task completion and Educational | 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 |
|------|--------------------------|-----------------------------------|---|--------------------|
| | | | Technology promotes autonomous learning and increases responsibility in learners. | |
| ... | | | | |

C. Course Content

| No | List of Topics | Contact Hours |
|--|--|---|
| Q:Skills for Success Level 5 Reading & Writing | | |
| | Unit 1: Education | Approximately 7 – 9 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 | |
| | Unit 6: Ecology | |
| Q:Skills for Success Level 5 Listening & Speaking | | |
| | Unit 1: Linguistics | Approximately 7 – 9 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 | |
| | Unit 6: Marketing | |
| English for Medicine | | |
| | 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 | |
| Total | | 114 |

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"> Caplan, N., Douglas, S.R. (2020). <i>Q:Skills 5 Third Edition, Reading and Writing Skills (OUP)</i>. Earle-Carlin, S. (2020). <i>Q:Skills 5 Third Edition, Listening and Speaking Skills (OUP)</i>. Fitzgerald, P., McCullagh, M., Wright, R. (2016). <i>English for Medicine in Higher Education Studies (Garnet Education)</i>. |
| Supportive References | <i>Extended reading materials in the LMS.</i> |
| Electronic Materials | <ul style="list-style-type: none"> <i>Learning Management System- LMS/Blackboard (www.lms.ksu.edu.sa)</i> <i>CFY Website (www.cfy.ksu.edu.sa)</i> |
| Other Learning Materials | <ul style="list-style-type: none"> <i>Edtech Resources (quizzes, smartnotebooks, socrative tests, etc.)</i> <i>TubeCFY (www.youtube.com/user/TubePYD)</i> |

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 |

