



## Course Specifications

<b>Course Title:</b>	<b>English for English Language and Literature Majors 110</b>
<b>Course Code:</b>	<b>ELIE 110</b>
<b>Program:</b>	<b>First Year Program</b>
<b>Department:</b>	<b>English Language Institute</b>
<b>College:</b>	<b>English Language Institute</b>
<b>Institution:</b>	<b>King Abdulaziz University</b>

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## A. Course Identification

<b>1. Credit hours:</b>	<b>3 credit hours*</b>			
<b>2. Course type</b>				
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"/>		
<b>3. Level/year at which this course is offered:</b> First Year				
<b>4. Pre-requisites for this course</b> (if any): Placement test score of at least 28 on the Cambridge English Placement Test .This corresponds to high A2 on the Common European Framework Reference (CEFR).				
<b>5. Co-requisites for this course</b> (if any): None				

\* This is an intensive course that meets for 15 contact hours each week. The contact hours are not all lecture (language presentation), nor are they all practical (language practice), but rather contain a mix of the two. Due to the nature of the language classroom, it is not easy to demarcate lecture from practical. However, approximately it can be said that for every hour of language presentation, students get about 2 hours of language practice in the classroom. In other words, out of the 15 contact hours a week, approximately 5 can be regarded as lecture, and 10 can be counted as practical. It is acknowledged that ideally this course should count for more credit hours than number of credit hours currently awarded. However, the ELI has not been able to gain approval from the university administration to award more credit hours for this course.

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	<b>Traditional classroom</b>	225	100%
2	<b>Blended</b>		
3	<b>E-learning</b>		
4	<b>Correspondence</b>		
5	<b>Other</b>		
<b>Total**</b>		225	100%

\*\*This is a semester long course of approximately 15 weeks of instruction, at 15 hours of instruction a week, this comes to 225 hours of instruction during the semester.

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	<b>Lecture</b>	225
2	<b>Laboratory/Studio</b>	
3	<b>Tutorial</b>	
4	<b>Others (specify)</b>	
<b>Total</b>		225
<b>Other Learning Hours***</b>		
1	<b>Study</b>	60
2	<b>Assignments</b>	25
3	<b>Library</b>	
4	<b>Projects/Research Essays/Theses</b>	35
5	<b>Others (specify)</b>	
<b>Total</b>		120

\*\*\* 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 and library time.

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This is the first course in a two-course series for students intending to specialize in English Language and Literature at the Department of European Languages and Literature at King Abdulaziz University. The course is designed to develop students' grasp of English and bring them from a high A2 CEFR level of English to a mid-B1 CEFR level of English. It does this by providing them with tools to deal with academic-oriented English and by strengthening their skills in academic writing/reading and academic listening/speaking.

### 2. Course Main Objective

The objective of this course is to develop students' academic English skills and to bridge them from high A2 CEFR (elementary) to mid-B1 CEFR (pre-intermediate) proficiency in English.

### 3. Course Learning Outcomes

CLOs**		Aligned PLOs
1	<b>Knowledge</b> On successful completion of this course it is expected that students will be able to:	
1.1	Knowledge of Vocabulary <ul style="list-style-type: none"><li>• <b>understand</b> meaning and usage of high frequency vocabulary used to describe sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions.</li><li>• <b>demonstrate</b> usage of high frequency vocabulary appropriately when writing or speaking about sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions.</li><li>• <b>demonstrate</b> usage of typical academic adjectives appropriately and accurately in relation to course topics.</li><li>• <b>choose</b> appropriate systematic vocabulary learning techniques in learning new lexical items and patterns within the course topics</li></ul>	K1
1.2	Knowledge of Grammar <ul style="list-style-type: none"><li>• <b>demonstrate</b> usage of grammatical structures presented in the course from the A2 CEFR and B1 CEFR range accurately and appropriately (including subject/verb agreement, past and present tenses, “when” clauses, noun phrases with “of”, subject and object pronouns, possessive adjectives, comparative adjectives, adverbs of frequency, prepositional phrases, modals for obligation and suggestions, linking words, and dependent prepositions.)</li><li>• <b>identify</b> passive forms, conditional sentences, relative clauses, prepositions, conjunctions and other B1 CEFR grammar presented in the course material</li></ul>	K2
2	<b>Skills</b> On successful completion of this course it is expected that students will be able to:	

CLOs**		Aligned PLOs
2.1	<p>Listening Comprehension:</p> <ul style="list-style-type: none"> <li>• <b>contrast</b> main ideas and details including explanations, opinions, cause/effect, counter-arguments, reactions, contrasting ideas, text organization, and signposting language from short recorded lectures, debates, discussions, presentations, conversations, radio programs, and podcasts on topics related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions (CRIT, COLL)</li> <li>• <b>establish</b> main ideas and important details in radio programs, discussions, talks and lectures about sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions (CRIT)</li> </ul>	S1
2.2	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• <b>discover</b> specific information in medium-length written material (approximately 325-475 words) on topics such as sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions</li> <li>• <b>apply</b> effective reading strategies such as skimming, scanning, summarizing, identifying the author's purpose and audience, and working out meaning from context to recognize both main ideas and details in straightforward level-appropriate written academic texts (CRIT)</li> <li>• <b>establish</b> significant points, main ideas, details, and conclusions in straightforward articles and in clearly signaled argumentative texts on subjects related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions (CRIT)</li> </ul>	S2
2.3	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <li>• <b>evaluate</b> ideas and arguments for and against opinions on subjects related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions (CRIT, COLL)</li> <li>• <b>evaluate</b> the advantages and disadvantages of various possible solutions to problems (CRIT, COLL)</li> <li>• <b>apply</b> critical thinking skills in a range of academic activities related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions. (CRIT)</li> <li>• <b>analyze</b> discursive essay questions and course content including charts, graphs and illustrations (CRIT)</li> <li>• <b>formulate, practice and implement</b> academic presentations on subjects related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions. (CREA, CRIT, COMM)</li> </ul>	S3
3	<p><b>Values</b></p> <p>On successful completion of this course it is expected that students will be able to:</p>	

CLOs**		Aligned PLOs
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> <li>• <b>perform</b> in conversations and discussions on topics related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions expressing lack of understanding and/or the need for further clarification when necessary (COMM, COLL)</li> <li>• <b>express</b> appropriate advice in a range of situations</li> <li>• <b>adopt</b> the language of agreement and disagreement in a range of situations (COMM, COLL)</li> <li>• <b>express</b> ideas, personal experiences and opinions, on a range of topics related to topics covered in the course (COMM, COLL)</li> <li>• <b>deliver</b> an effective academic presentation on a substantive academic topic related to topics covered in the course using clear signposting and appropriate linking words and including appropriate examples and details. (COMM, CRIT, CREA)</li> </ul>	V1
3.2	<p>Written Interaction</p> <ul style="list-style-type: none"> <li>• <b>create</b> written texts containing up to 3 well-organized, cohesive, and coherent paragraphs and/or in the form of an academically structured 4-paragraph essay with relevant supporting details and examples on academic topics related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions (CREA, CRIT, COMM)</li> <li>• <b>deliver</b> a variety of types of academic writing including narrative, explanatory, comparative, cause and effect, and/or opinion paragraphs and essays. (CREA, CRIT, COMM)</li> <li>• <b>adopt</b> a range of cohesive devices, grammatical structures, and lexical items appropriately and accurately (COMM)</li> <li>• <b>deliver</b> essays into effective introductory paragraphs, concluding paragraphs and well-structured and well-developed body paragraphs (CRIT, COMM)</li> </ul>	V2

\* Knowledge of grammar and vocabulary is directly related to the students' ability to effectively achieve the program learning outcomes in listening, speaking, reading, and writing.

**\*\* Connection between the CLOs and the 4Cs**

The four-letter codes used here to tag some of the CLOs are meant to highlight the connection between the ELI curriculum on the one hand and “the 4Cs” which are: communication (COMM), collaboration (COLL), critical thinking (CRIT) and creativity (CREA) on the other.

As is evident, most of our CLOs strengthen students' engagement with one or more of the 4Cs. However, we have tagged only those CLOs that directly contribute to the 4Cs. Otherwise, all the CLOs can be said to, either directly or indirectly, contribute to the strengthening of the 4Cs. For example, “knowledge of grammar” contributes indirectly to the 4Cs, for without it, communication would be impossible (as indeed would be any of the other three Cs). Such indirect connections to the 4Cs have not been tagged.

Furthermore, collaboration is an integrated feature of many of these CLOs. Therefore, it appears as a second or third tag for many of the CLOs. This is especially so for CLOs that are activated as part of pair- or group-work during classroom activities.

The four-letter tags denoting the 4Cs that appear after each CLO are listed according to their order of importance for that particular CLO.

### Program Learning Outcomes:

At the end of the program, students will be able to:

- K1: **Understand** the meaning and appropriate usage of words and lexical constructions widely attested in spoken and written Academic English discourse at the B2 CEFR level.
- K2: **Understand** the structure and usage of grammatical constructions widely used in Academic English texts, both spoken and written, at the B2 CEFR level.
- S1: **Evaluate** and appropriately respond to the content of conversations, debates, lectures, discussions, and talks on a range of academic topics at the intermediate level.
- S2: **Analyze** and appropriately respond to significant points, main ideas, details, and conclusions in a variety of different kinds of reading passages on a range of academic topics at the intermediate level.
- S3: **Apply** a variety of critical thinking skills including evaluating and analyzing ideas, proposals, and the content of spoken and written texts on a range of academic topics.
- V1: **Express** verbally ideas, opinions, issues, problems, and advantages and disadvantages related to academic topics, utilizing appropriate support and detail, in a variety of speaking contexts including one-to-one, small group, and classroom interaction as well as formal presentations and/or debates.
- V2: **Create** well-organized, coherent and cohesive essays, 5 paragraphs in length, on a variety of academic topics with appropriate detail and support and a significant level of grammatical accuracy.

### C. Course Content

No	List of Topics	Contact Hours
1	Sports and Competition	28
2	Business	28
3	People	28
4	The Universe	28
5	Animals	28
6	The Environment	28
7	Transport	28
8	Customs and Traditions	29
<b>Total</b>		225

### 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	<b>Knowledge</b>		
1.1	Knowledge of Vocabulary <ul style="list-style-type: none"> <li>• <b>understand</b> meaning and usage of high frequency vocabulary used to describe sports and competition,</li> </ul>	Pair Work Elicitation Teacher-Fronted	Mid-Semester CBT Final CBT

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>business, people, the universe, animals, the environment, transport, customs and traditions.</p> <ul style="list-style-type: none"> <li>• <b>demonstrate</b> usage of high frequency vocabulary appropriately when writing or speaking about sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions.</li> <li>• <b>demonstrate</b> usage of typical academic adjectives appropriately and accurately in relation to course topics.</li> <li>• <b>choose</b> appropriate systematic vocabulary learning techniques in learning new lexical items and patterns within the course topics</li> </ul>	<p>Presentation</p> <p>Pre- and Post-Reading and Listening activities that focus on vocabulary</p> <p>Practice Activities</p>	
1.2	<p>Knowledge of Grammar</p> <ul style="list-style-type: none"> <li>• <b>demonstrate</b> usage of grammatical structures presented in the course from the A2 CEFR and B1 CEFR range accurately and appropriately (including subject/verb agreement, past and present tenses, “when” clauses, noun phrases with “of”, subject and object pronouns, possessive adjectives, comparative adjectives, adverbs of frequency, prepositional phrases, modals for obligation and suggestions, linking words, and dependent prepositions.)</li> <li>• <b>identify</b> passive forms, conditional sentences, relative clauses, prepositions, conjunctions and other B1 CEFR grammar presented in the course material</li> </ul>	<p>Pair Work</p> <p>Group Work</p> <p>Teacher-Fronted Presentation</p> <p>Practice Activities</p>	<p>Mid-Semester CBT Final CBT</p> <p>*Also assessed as part of the rating scale for the writing exam.</p>
2.0	<b>Skills</b>		
2.1	Listening Comprehension:	Activate Schema	Mid-Semester CBT Final CBT

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> <li>• <b>contrast</b> main ideas and details including explanations, opinions, cause/effect, counter-arguments, reactions, contrasting ideas, text organization, and signposting language from short recorded lectures, debates, discussions, presentations, conversations, radio programs, and podcasts on topics related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions.</li> <li>• <b>establish</b> main ideas and important details in radio programs, discussions, talks and lectures about sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions.</li> </ul>	Pre-Listening Activities  Playing recorded lectures and dialogs  Assisting students in answering comprehension and other questions about the listening	
2.2	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• <b>discover</b> specific information in medium-length written material (approximately 325-475 words) on topics such as sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions.</li> <li>• <b>apply</b> effective reading strategies such as skimming, scanning, summarizing, identifying the author's purpose and audience, and working out meaning from context to recognize both main ideas and details in straightforward level-appropriate written academic texts.</li> <li>• <b>establish</b> significant points, main ideas, details, and conclusions in straightforward articles and in</li> </ul>	Activate Schema  Pre-Reading Activities  Previewing difficult vocabulary  Teaching specific reading strategies  Assisting students in answering comprehension and other questions about the reading.	Mid-Semester CBT Final CBT

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>clearly signaled argumentative texts on subjects related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions.</p>		
2.3	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <li>• <b>evaluate</b> ideas and arguments for and against opinions on subjects related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions.</li> <li>• <b>evaluate</b> the advantages and disadvantages of various possible solutions to problems.</li> <li>• <b>apply</b> critical thinking skills in a range of academic activities related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions.</li> <li>• <b>analyze</b> discursive essay questions and course content including charts, graphs and illustrations</li> <li>• <b>formulate, practice and implement</b> academic presentations on subjects related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions.</li> </ul>	<p>Demonstrate how ideas maps, surveys, and tables can enable students to better understand reading and listening texts</p> <p>Demonstrate how tables can be used to organize interviews and writing</p> <p>Activities inside and outside the course book which require students to evaluate ideas, arguments, and the advantages and disadvantages of possible solutions.</p> <p>Activities designed to have students apply knowledge learned from reading or listening in speaking and writing activities</p> <p>Activities designed to have students critically analyze material presented</p>	<p>At this level, many of the LOs related to Critical Thinking assist students in being better able to listen, read, and write.</p> <p>They are primarily assessed through the tasks students are asked to do to fulfill the requirements of the:</p> <ul style="list-style-type: none"> <li>• End of Unit Writing Tasks</li> <li>• Writing Exam</li> <li>• Speaking Project</li> </ul>
3.0	<p><b>Values</b></p> <p>Spoken Interaction</p> <ul style="list-style-type: none"> <li>• <b>perform</b> in conversations and discussions on topics related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions expressing lack of understanding and/or the need</li> </ul>	<p>Pair Work</p> <p>Group Work</p> <p>Interviews</p> <p>Whole Class Discussion</p>	<p>The LOs related to participation and communication in conversational and interpersonal contexts are regularly taught throughout the</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>for further clarification when necessary</p> <ul style="list-style-type: none"> <li>• <b>express</b> appropriate advice in a range of situations</li> <li>• <b>adopt</b> the language of agreement and disagreement in a range of situations</li> <li>• <b>express</b> ideas, personal experiences and opinions, on a range of topics related to topics covered in the course</li> <li>• <b>deliver</b> an effective academic presentation on a substantive academic topic related to topics covered in the course using clear signposting and appropriate linking words and including appropriate examples and details.</li> </ul>		<p>course via a variety of activities. However, due to the difficulties in accurately and reliably formally assessing them, they are not assessed.</p> <p>The Speaking Project formally assesses students' speaking abilities as well as their ability to integrate a variety of skills to produce a final spoken product.</p>
3.2	<p>Written Interaction</p> <ul style="list-style-type: none"> <li>• <b>create</b> written texts containing up to 3 well-organized, cohesive, and coherent paragraphs and/or in the form of an academically structured 4-paragraph essay with relevant supporting details and examples on academic topics related to sports and competition, business, people, the universe, animals, the environment, transport, customs and traditions</li> <li>• <b>deliver</b> a variety of types of academic writing including narrative, explanatory, comparative, cause and effect, and/or opinion paragraphs and essays.</li> <li>• <b>adopt</b> a range of cohesive devices, grammatical structures, and lexical items appropriately and accurately</li> <li>• <b>deliver</b> essays into effective introductory paragraphs, concluding paragraphs and well-structured and well-developed body paragraphs</li> </ul>	<p>Teacher fronted presentation of specific writing sub-skills followed by student practice (as taught in the coursebook)</p> <p>Teaching of basic word order, punctuation, and connectors.</p> <p>Providing regular correction of and feedback on practice writing tasks done in class.</p>	<p>Final Writing Exam</p> <p>End of Unit Writing Assignments</p>

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	End of Unit Writings Assignments	TBA	20%
2	Mid-Semester (CBT)	Around Week 8	20%
3	Final Writing Exam	By Week 15 or 16	10%
4	Speaking Project	By Week 15 or 16	10%
5	Final CBT	University Exam Week	40%

\*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 :**

Faculty members dedicate 10 hours every week for office hours, during which students are encouraged to visit their instructor for help, conversation practice and clarifying difficult concepts.

## F. Learning Resources and Facilities

### 1. Learning Resources

Required Textbooks	UNLOCK 2 (2 <sup>nd</sup> Ed.) – Coursebook for Listening & Speaking (Units 5-8) UNLOCK 2 (2 <sup>nd</sup> Ed.) – Coursebook for Reading & Writing (Units 5-8)  UNLOCK 3 (2 <sup>nd</sup> Ed.) – Coursebook for Listening & Speaking (Units 1-4) UNLOCK 3 (2 <sup>nd</sup> Ed.) – Coursebook for Reading & Writing (Units 1-4)
Essential References Materials	Not Applicable
Electronic Materials	<a href="https://eli.kau.edu.sa">https://eli.kau.edu.sa</a>
Other Learning Materials	Blackboard

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms with at least 30 seats. Seats should not be bolted to the floor.  Enough computer labs to administer each computer-based exam for all students in a maximum of 2 days.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Overhead projector, whiteboard, coursebook software, internet, speakers, printers, photocopiers, and laptops for teachers.

Item	Resources
	Computer labs need up-to-date software and quality headphones.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Teacher resources room and library for lesson preparation.

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students Classroom Observation Committee Professional Development Unit External Reviewers such as the CEA Accreditation Agency	Student Surveys Formal Classroom Observation
Effectiveness of Assessment	Curriculum and Test Development Unit Curriculum Committee Assessment Committee External Reviewers such as the CEA Accreditation Agency	Item Analysis Data Teacher Feedback Student Feedback Course Reports
Extent of Achievement of Course Learning Outcomes	Quality Assurance Unit Curriculum and Test Development Unit	Item Analysis Data Course Reports Annual 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	ELI Council
Reference No.	
Date	