



Course Specifications

Course Title:	English for Health Science 110
Course Code:	ELIH 110 اللغة الإنجليزية 110 - صحي
Program:	First Year Program
Department:	English Language Institute
College:	English Language Institute
Institution:	King Abdulaziz University

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A. Course Identification

1. Credit hours:	3						
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: First Year							
4. Pre-requisites for this course (if any): It is strongly recommended that students obtain Placement test score of at least 30 on the CEPT or proof of 5 or higher on the IELTS. This corresponds to a CEFR B1.							
5. Co-requisites for this course (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 the two credit hours currently awarded. However, the ELI has not been able to gain approval from the university administration to award more than 3 credit hours for this course.

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	225	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		
Total**		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. Contact Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	225
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	225
Other Learning Hours***		
1	Study	80
2	Assignments	30
3	Online Study	20
4	Projects/Research Essays/Theses	30
5	Others(specify)	
	Total	160

***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, library times

B. Course Objectives and Learning Outcomes

This is the first course in the 2-course series of English proficiency courses targeting the English Language Institute First Year English Language Program students in the Medical or Allied Health Sciences Programs. The course aims to get students approximately to the half-way mark of the program learning objectives, by developing their proficiency to the high-B1/low-B2 proficiency level on the CEFR scale. It does so through simultaneously strengthening all four skills (plus grammar and vocabulary) but with a special focus on academic writing.

2. Course Main Objective

The objective of this course is to develop students' academic English skills and to bridge them from B1 CEFR (low-intermediate) to high-B1/low-B2 CEFR (high-intermediate) proficiency in English, while also enhancing their knowledge of, and exposure to, medical-related vocabulary, reading, and listening passages.

3. Course Learning Outcomes

CLOs**		Aligned PLOs
1	Knowledge and Understanding On successful completion of this course it is expected that students will be able to:	
1.1	<ul style="list-style-type: none">• identify the components of a paragraph (written at the B1-B2 CEFR level) including topic sentences, supporting sentences and concluding sentences.	K2
1.2	<ul style="list-style-type: none">• demonstrate a relatively high degree of grammatical control, avoiding mistakes that lead to misunderstanding, in the employment of grammatical structures such as noun phrases, time phrases, comparison and contrast expressions, articles, expressions of concession, cause and effect expressions, conditional phrases, active and passive voice, time expressions, expressions of certainty about future events, and modals of necessity and obligation in writing and speaking. (COMM)	K3
2	Skills On successful completion of this course it is expected that students will be able to:	
2.1	<ul style="list-style-type: none">• evaluate the main ideas and details of a short lecture, discussion, interview, dialog or conversation on a health-care related topic. (CRIT)	S3
2.2	<ul style="list-style-type: none">• analyze main ideas and details in short articles on health-care related topics. (CRIT)	S3
2.3	<ul style="list-style-type: none">• use a variety of strategies to listen to recorded talks, interviews and lectures dealing with topics related to healthcare and medicine, differentiating main points from details and opinions, using contextual cues, identifying speaker viewpoints and target audience in order to glean information from B1 level spoken texts. (CRIT)	S3

CLOs**		Aligned PLOs
2.4	<ul style="list-style-type: none"> use strategies to scan through long and complex texts about topics related to healthcare and medicine, differentiate between main ideas, details and opinions, applying a variety of reading skills such as previewing, making inferences, making annotations on a text, using background to predict information, etc., in order to glean information from texts at the B1 level of proficiency. (CRIT) 	S3
2.5	<ul style="list-style-type: none"> apply referencing and researching skills by utilizing basic writing guides, dictionaries and online writing resources to aid in producing effective and appropriate written texts. (COMM, CRIT, CREA) 	S2
3	Values On successful completion of this course it is expected that students will be able to:	
3.1	<ul style="list-style-type: none"> create a variety of types of well-formed and well-developed paragraphs on medical topics at the B1 CEFR level including paragraphs that describe processes, define terms, compare, contrast, and explain cause/effect. The paragraphs will have appropriate topic sentences, supporting sentences and concluding sentences. (CREA, CRIT, COMM) 	V2
3.2	<ul style="list-style-type: none"> perform actively and effectively in discussions on a variety of contemporary issues in the field of healthcare asking questions, giving opinions and analyzing a variety of options. (COMM, COLL) 	V3
3.3	<ul style="list-style-type: none"> deliver an effective academic presentation on a substantive medical/healthcare related topic, employing medical terminology covered in or related to the course material, using clear signposting and appropriate linking words and including appropriate examples and details. (COMM, CRIT, CREA) 	V1

** 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.

4. Program Learning Outcomes:

The objective of the ELIH program is to prepare First Year ELI students who are studying in medical and other allied healthcare programs to perform well academically, by developing their English language

proficiency to a B2 level on the CEFR scale within an English for Specific Purposes (ESP-Medicine and Health Sciences) framework, with a special focus on academic writing and medical terminology. The program does so through the realization **of nine program learning outcomes**.

On completion of this program it is expected that students will be able to:

- K1: Identify and explain a wide range of medical terms accurately.
- K2: Demonstrate understanding of the mechanics and protocols required to produce effective essays on medical topics at the CEFR B2 proficiency level.
- K3: Understand the structure and usage of grammatical constructions widely used in Academic English texts, both spoken and written, at the B2 CEFR level.
- S1: Apply a wide range of medical terms accurately and appropriately.
- S2: Create effective well-formed academic essays on medical topics at the CEFR B2 proficiency level.
- S3: Analyze and explain a variety of key issues and concerns encountered in a variety of medical settings, verbally and in writing.
- V1: Adopt the correct usage of a wide range of medical terms effectively and appropriately, both verbally and in writing.
- V2: Create well-formed academic essays on medical topics at the CEFR B2 proficiency level.
- V3: Perform actively and effectively in discussions and written communications regarding issues and concerns encountered in a variety of medical settings.

List of Topics		Contact Hours
ESP Textbooks: <i>English for Healthcare and Nursing (EHN)</i>	Academic Writing Main Textbook: <i>Longman Academic Writing Series 3</i>	
Unit 1: The World of Healthcare	Unit 1: Academic Paragraphs	27
Unit 2: Jobs in Healthcare	Unit 2: Narrative Paragraphs	27
Unit 3: Services Provided Healthcare workers and institutions	Unit 3: Basic Paragraph Structures	27
Unit 4: Taking care of Patients	Unit 4: Logical Division of Ideas	27
Unit 5 Characteristics of Good Healthcare	Unit 5: Process Paragraphs	27
Unit 6: Nursing	Unit 6: Definition Paragraphs	30
Unit 7: Good Communication in a Healthcare Setting	Unit 7: Cause/Effect Paragraphs	30
Unit 8: Healthy Lifestyles and Lifestyle Medicine	Unit 8: Comparison/Contrast Paragraphs	30
Total		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	<p>Knowledge</p> <ul style="list-style-type: none"> • identify the components of a paragraph (written at the B1-B2 CEFR level) including topic sentences, supporting sentences and concluding sentences. • demonstrate a relatively high degree of grammatical control, avoiding mistakes that lead to misunderstanding, in the employment of grammatical structures such as noun phrases, time phrases, comparison and contrast expressions, articles, expressions of concession, cause and effect expressions, conditional phrases, active and passive voice, time expressions, expressions of certainty about future events, and modals of necessity and obligation in writing and speaking. 	<p>Teacher-Fronted Presentation</p> <p>Previewing difficult vocabulary</p> <p>Practice Activities</p>	<p>Writing Quizzes</p> <p>Final Writing Exam</p> <p>Final CBT</p>
2.0	<p>Skills</p> <ul style="list-style-type: none"> • evaluate the main ideas and details of a short lecture, discussion, interview, dialog or conversation on a health-care related topic. • analyze main ideas and details in short articles on health-care related topics. • use a variety of strategies to listen to recorded talks, interviews and lectures dealing with topics related to healthcare and medicine, differentiating main points from details and opinions, using contextual cues, identifying speaker viewpoints and target 	<p>Previewing difficult vocabulary</p> <p>Teaching specific reading/listening strategies</p> <p>Pre-Listening/ Pre-Reading Activities</p> <p>Assisting students in answering comprehension and other questions about listening/reading</p> <p>Activating Schema</p> <p>Introducing and demonstrating a</p>	<p>Blackboard Assignments</p> <p>Writing Quizzes</p> <p>Final CBT</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>audience in order to glean information from B1 level spoken texts.</p> <ul style="list-style-type: none"> use strategies to scan through long and complex texts about topics related to healthcare and medicine, differentiate between main ideas, details and opinions, applying a variety of reading skills such as previewing, making inferences, making annotations on a text, using background to predict information, etc., in order to glean information from texts at the B1 level of proficiency. apply referencing and researching skills by utilizing basic writing guides, dictionaries and online writing resources to aid in producing effective and appropriate written texts. 	variety of basic writing aids	
3.0	<p>Values</p> <ul style="list-style-type: none"> create a variety of types of well-formed and well-developed paragraphs on medical topics at the B1 CEFR level including paragraphs that describe processes, define terms, compare, contrast, and explain cause/effect. The paragraphs will have appropriate topic sentences, supporting sentences and concluding sentences. perform actively and effectively in discussions on a variety of contemporary issues in the field of healthcare asking questions, giving opinions and analyzing a variety of options. deliver an effective academic presentation on a substantive medical/healthcare related topic, employing medical 	Pair Work Group Work Interviews Whole Class Discussion Peer Feedback Teaching Presentation Skills Teaching genres of writing and going over model paragraphs	Final Speaking Project Writing Quizzes Final Writing Exam



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	terminology covered in or related to the course material, using clear signposting and appropriate linking words and including appropriate examples and details.		

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Writing Assignments (3)	TBA	30%
3	Online Blackboard Tasks and Assignments	Weekly	10%
4	Final Writing Exam	By Week 14 or 15	15%
5	Final Speaking Project	By Week 14 or 15	15%
6	Final CBT	University Exam Week	30%

*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 clarification of difficult concepts.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	1. <i>Longman Academic Writing Series, Book 3</i> , by Longman Publishing 2. <i>English for the Health Sciences and Nursing</i> by Garnet Publishing
Essential References Materials	Not Applicable
Electronic Materials	https://lms.kau.edu.sa/ https://eli.kau.edu.sa/Pages-eli-students-en.aspx
Other Learning Materials	Blackboard and the textbook publisher's LMS

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms with at least 30 seats. Seats should be easily moveable.

Item	Resources
	Sufficient computer labs available to administer the final computer-based exam for all students on the same day.
Technology Resources (AV, data show, Smart Board, software, etc.)	Overhead projector, whiteboard, coursebook software, internet, speakers, printers, photocopiers, and laptops for teachers. Computer labs with up-to-date software and quality headphones.
Other Resources (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	Student Surveys Formal Classroom Observation
Effectiveness of Assessment	Curriculum and Test Development Unit Curriculum Committee Assessment Committee External Reviewers such as the CEA	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	

