Course Specification

— (Bachelor)

Course Title: English for Health Profession 2

Course Code: ELIH 112

Program: First Year Program

Department: English Language Institute

College: English Language Institute

Institution: King Abdulaziz University

Version: *Course Specification Version Number*

Last Revision Date: 03 January 2026

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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: (First Year Program)

4. Course general Description:

This is an intensive course that meets for 15 contact hours each week. The contact hours are not all lectures (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 6 credit hours currently awarded. However, the ELI has not been able to gain approval from the university administration to award more than 6 credit hours for this course.

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

Successful completion of ELIH 111

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

None

7. Course Main Objective(s):

The objective of this course is to further develop students' academic English skills and bring them to a solid B2 CEFR level of proficiency in English while also enhancing their knowledge of and exposure to medicine-specific vocabulary, reading, and listening passages.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	225	100%
2	E-learning		
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	225
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	
Total		225

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	**explain** a range of medical terms having to do with a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, cardiovascular system,	K1	Teacher-Fronted Presentation Previewing difficult vocabulary and medical terminology Practice Activities	Medical Terminology Quizzes Mid CBT Final CBT

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	respiratory system and digestive systems. (COMM)			
1.2	**classify** vocabulary dealing with a variety of medical disciplines, diseases, ailments, medical treatments and surgical procedures (both in spoken and written forms) related to the above anatomical systems, physiological functions and medical subfields. (CRIT)	K1		
1.3	**demonstrate** understanding of the components of academic essays at the B2 CEFR level, on medical/health science themes, including essay structure (introductory paragraphs, supporting paragraphs, concluding paragraphs) essay genres (cause and effect, comparison/contrast,) and writing conventions/norms (paragraph structure, cohesion and coherence, , summaries, transition words, etc.) (CRIT)	K2		
1.4	**demonstrate** a high degree of grammatical control, avoiding mistakes that lead to misunderstanding, in	K3		

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	the employment of grammatical structures such as dependent/independent clauses, compound/complex sentences, parallelism, that-clauses, if/whether clauses, question clauses, adverb clauses, adjective clauses and present/past participles in writing and speaking. (CREA, CRIT, COMM)			
...				
2.0	**Skills**			
2.1	**use** accurately and appropriately (both in spoken form and written form) a range of medical terms relating to a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, digestive system, respiratory system and cardiovascular system (COMM)	S1	Previewing difficult vocabulary / medical terminology Teaching specific reading/listening strategies Pre-Listening/ Pre-Reading Activities Assisting students in answering comprehension and other questions about listening/reading Activating Schema	Medical Terminology Quizzes Mid CBT Final CBT Writing Quizzes Writing Pack Writing Tasks
2.2	**apply** vocabulary accurately and appropriately dealing with a variety of medical disciplines,	S1		

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	diseases, ailments, medical treatments and surgical procedures (both in spoken and written forms) related to the above anatomical systems, physiological functions and medical subfields. (CRIT, CREA, COMM)		Introducing and demonstrating a variety of basic writing aids	
2.3	**discove**r the meaning of medical terms by breaking them down into their component parts (root, suffix, prefix, linking vowels) and deducing meanings. (CRIT, COLL)	S1		
2.4	**evaluate** the main ideas and details of a substantive, medium-length lecture, discussion, interview, dialog or conversation on medical/healthcare topics such as medical advances/achievements, basic anatomy and physiology, use of computers in medicine, causes and effects of disease, aspects of biochemistry and pharmacology, primary. (CRIT, COLL)	S3		
2.4	**analyze** a written text of approximately 800 to 1000 words, on medical/healthcare topics such as medical advances/achievements, basic anatomy and	S3		

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	physiology, use of computers in medicine, causes and effects of disease, aspects of biochemistry and pharmacology, primary care, and extract main ideas and supporting details. (CRIT)			
2.5	**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 B2 level spoken texts. (CREA, CRIT, COMM)	S3		
2.6	**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	S3		

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	at the B2 level of proficiency. (CRIT)			
2.7	**use** writing aids such as writing guides, dictionaries and online writing resources to aid in producing effective written texts.	S2		
3.0	**Values, autonomy, and responsibility** On successful completion of this course it is expected that students will be able to:			
3.1	**create** a variety of types of well-formed and well-developed essays on medical topics at the B2 CEFR level including essays that describe, compare, contrast, explain cause/effect or with appropriate introductory paragraphs, supporting paragraphs and concluding paragraphs. (CREA)	V2	Pair Work Group Work Interviews Whole Class Discussion Peer Feedback Teaching Presentation Skills Teaching genres of writing and going over model paragraphs	Speaking Project Writing Tasks Writing Quizzes Final Writing Exam
3.2	**perform** actively and effectively in discussions on a variety of contemporary issues in the field of medicine/healthcare such as medical advances/achievements, basic anatomy and physiology, use of computers in medicine, causes and effects of disease, aspects of biochemistry and pharmacology, primary care, asking questions, giving opinions and	V3		

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	analyzing a variety of options. (COMM, COLL)			
3.3	**deliver** an effective academic presentation on a substantive medical/healthcare related topic covered in or related to the course material, interacting effectively with the audience, using clear signposting and appropriate linking words and including appropriate examples and details. (COMM, COLL, 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 ELI-H program is to prepare ELI FYELP students who are eligible for entry into programs in the School of Medicine and Allied Healthcare to be able to excel academically during their first year in a Medicine and Health Sciences program, 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, both oral and written.

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.

C. Course Content

No	List of Topics			Contact Hours
	ESP Main Textbook: *English for Medicine*	**Academic Writing** Main Textbook: *Longman Academic Writing Series 4*	**Medical Terminology** Main Textbook: *Medical Terminology: A Short Course by Chabner*	
1.	Unit 1: What is Medicine?	Unit 2: Unity and Coherence	Chapter 3: Suffixes	37
2.	Unit 2: Achievements in Medicine	Unit 4: From Paragraph to Essay Unit 5: Process Essays	Chapter 3: Suffixes (cont.)	40
3.	Unit 3: Basic Principles of Medicine	Unit 6: Cause-Effect essays	Chapter 4: Prefixes	37
4.	Unit 4: Computers in Medicine	Unit 7: Comparison /Contrast Essays	Chapter 4: Prefixes (cont.)	37
5.	Unit 5: Cause and Effect of Disease	Unit 9: Types of Sentences	Chapter 5: Medical Specialists and Case Reports	37

6.	Unit 9: Non-clinical Setting – Public Health	Unit 8: Argumentative Essays	Chapter 5: Medical Specialists and Case Reports (cont.)	37

Total				**225**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Writing Booklet + Tasks	TBA	10%
2.	Writing Quizzes	TBA	10%
3.	Medical Terminology Quizzes	TBA	10%
4.	Mid-CBT Exam	Week 7	20%
5.	Final Writing Exam	By Week 14 or 15	10%
4.	Final Speaking Project	By Week 14 or 15	10%
5.	Final CBT	University Exam Week	30%

*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	1. *Longman Academic Writing Series,* Book 4, by Longman Publishing 2. *English for Medicine* by Garnet Publishing 3. *Medical Terminology: A Short Course by Chabner, 9th Edition*
Supportive References	
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. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with at least 30 seats. Seats should be easily moveable.

Items	Resources
	Sufficient computer labs available to administer the final computer-based exam for all students on the same day.
Technology equipment (projector, smart board, software)	Computer labs with up-to-date software and quality headphones
Other equipment (depending on the nature of the specialty)	Teacher Resources Room and library for lesson preparation.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students Classroom Observation Committee Professional Development Unit External Reviewers such as the CEA	Student Surveys Formal Classroom Observation
Effectiveness of Students 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
Quality of learning resources	Quality Assurance Unit Curriculum and Test Development Unit	Item Analysis Data Course Reports Annual Program Review
The extent to which CLOs have been achieved	Quality Assurance Unit Curriculum and Test Development Unit	Item Analysis Data Course Reports Annual Program Review
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	**ELI COUNCIL**
REFERENCE NO.	**5**
DATE	**7**/1/1447