



Course Specifications

Course Title:	Communication Skills (1)
Course Code:	ELAD 101
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University ☐	College ☐	Department ☒
b.	Required ☒	Elective ☐	Others ☐
3. Level/year at which this course is offered: Level 1/Year 1			
4. Pre-requisites for this course (if any):			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

Communication skills (1) is a three-hour credit course designed to guide learners through the initial process (skills, techniques, and strategies) for developing proper communication practices in different working environments. The course draws attention to the importance of effective communication in the working environment. It presents learners with ways to ensure effective communication by training them to prepare, match, and deliver messages. This course is aimed at increasing the students' communicative level to "moderately complex" communication. Building speaking fluency and applying communicative strategies used by native speakers are emphasized. The course will also introduce learners to basic presentation skills, techniques, and strategies necessary for communication.

Upon successful completion of ELAD 101 Communication Skills (1), learners will be eligible to advance to ELAD 105 Communication Skills (2).

2. Course Main Objective

The main objective of this course is to develop the learners' communication skills with special interest in communication in the workplace. The course objectives are:

- To introduce the preparatory strategies and skill-sets needed for more effective communication
- To have learners start conversing with general clarity using pronunciation, stress, and intonation patterns to improve overall intelligibility
- To start recognizing verbal mistakes and correct them
- To have learners start speaking in varying lengths, covering different academic topics and themes
- To identify specific grammar points and understand language functions while speaking
- Introduce learners to basic presentation skills, techniques, and strategies
- To enable each learner to use language appropriate to the workplace
- To support learners with inferring the meaning of unknown words using word parts, contextual clues, and syntactic knowledge
- To encourage learners to start analyzing and consolidating key information spoken during the course
- Familiarize learners with many cross-cultural ideas, concepts, and values which they may face in the workplace

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Understand simple everyday functional language and workplace conversations.	K1
1.2	Form opinions and conclusions based on facts and evidence found in conversations.	K2
1.3	Connect and interact with people in an authentic and interesting way.	K3
1.4	Communicate with a sense of transparency and self-assurance.	K4

CLOs		Aligned PLOs
2	Skills	
2.1	Learn how to listen effectively.	S1
2.2	Convey thoughts, feelings, and information to others.	S2
2.3	Improve basic presentation skills and participate in discussions covering a central theme in a workplace setting.	S3
2.4	Understand the importance of body language and other paralinguistic aspects.	S4
2.5	Manage challenging people, give feedback, and handle criticism.	S5
3	Values	
3.1	Learn to be concise.	V1
3.2	Learn to communicate clearly.	V2
3.3	Learn how to build positive relationships.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Unit 1: People	5
2	Unit 1: People (continued)	5
3	Unit 2: Seasons	5
4	Unit 2: Seasons (continued)	5
5	Unit 3: Lifestyle	5
6	Unit 3: Lifestyle (continued)	5
7	Unit 4: Places	5
8	Unit 4: Places (continued)	5
9	Review	5
Total		45

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	Knowledge and Understanding		
1.1	Understand simple everyday functional language and workplace conversations.	Lecture / practice	Homework/quiz
1.2	Form opinions and conclusions based on facts and evidence found in conversations.	Lecture / practice	Homework/quiz
1.3	Connect and interact with people in an authentic and interesting way.	Lecture/ practice	Lecture/ practice
1.4	Communicate with a sense of transparency and self-assurance.	Lecture/ practice	Homework/quiz
2.0	Skills		
2.1	Learn how to listen effectively	Lecture/ practice	Lecture/ practice

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.2	Convey thoughts, feelings, and information to others.	Lecture/ practice	Homework/quiz
2.3	Understand the importance of body language and other paralinguistic aspects.	Lecture/ practice	Lecture/ practice
2.4	Manage challenging people, give feedback, and handle criticism.	Lecture/ practice	Quiz
3.0	Values		
3.1	Learn to be concise	Lecture/ practice	Homework/Quiz
3.2	Learn to communicate clearly	Lecture/ practice	Homework/Quiz
3.3	Learn how to build positive relationships	Lecture/ practice	Homework/Quiz

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbook	Unlock Listening, Speaking & Critical Thinking 1 (2 nd Edition)
Essential Reference Materials	Units 1- 4
Electronic Materials	https://virtualspeech.com/courses/ https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms, laboratories
Technology Resources (AV, data show, Smart Board, software, etc.)	Data show
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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	
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Reference No.	
Date	



Course Specifications

Course Title:	Literacy Skills (1)
Course Code:	ELAD 102
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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A. Course Identification

1. Credit hours: 3				
2. Course type				
a.	University ☐	College ☐	Department ☒	Others ☐
b.	Required ☒	Elective ☐		
3. Level/year at which this course is offered: Level 1/Year 1				
4. Pre-requisites for this course (if any):				
5. Co-requisites for this course (if any):				

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 102 Literacy Skills (1) is a three-hour credit course designed to guide learners through the initial steps that covers the skills, techniques, and strategies for starting the reading and writing process in an academic setting. The course assumes each learner has basic skills in English grammar, punctuation, sentence structure, and simple paragraph structure to successfully achieve all course objectives through practical application (student writing). Specifically, this course focuses on basic sentence construction that targets grammar, vocabulary, spelling, and basic editing skills through practical application. Sample writing models solicit questions that enable learners to study composition features such as organization and syntactic structure. Each unit focuses on academic content in relevant areas, such as Anthropology, Sociology, The Natural Sciences, Business, and Technology. Learners are introduced to the mechanics of writing and how to write correct (simple) sentences that will provide a path to write more complex sentences. An introduction to “paragraphs” will

also be presented. Each unit has three distinct sections: (1) “Grammar for Writing”, (2) “Building Vocabulary and Spelling”, and (3) “Original Student Writing”.

2. Course Main Objective

Course Objectives:

- To introduce the preparatory strategies and skill-sets needed to start writing in academic settings
- To have learners to start understanding the composing process, including parts of a paragraph
- To have learners start writing in varying lengths, covering different topics and themes
- To engage each learner to use language appropriate to a given audience
- To support learners to begin the process of inferring the meaning of unknown words using word parts, contextual clues, and syntactic knowledge
- To introduce how to combine correct word order, vocabulary, and grammar skills into single, more complete writing pieces, including writing correct sentences within simple paragraphs
- To have learners start analyzing information
- Instruct learners on how to start conceptualizing topics and organizing ideas (pre-writing strategies)
- To improve skills in critical thinking while writing through brainstorming, invention, and planning
- To have learners better support writing examples by providing more detail
- Familiarize learners with many cross cultural ideas, concepts, and values.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Describe the basic concepts of writing.	K1
1.2	Differentiate between different types and methods of writing.	K2
1.3	Put into practice, sentence construction, including parts of speech.	K3
1.4	Review correct grammar.	K4
2	Skills	
2.1	Students able to write correct English sentences.	S1
2.2	To write well paragraph.	S2
2.3	To comprehend a written text.	S3
2.4	Students are able to distinguish all kinds of English paragraphs.	S4
3	Values	
3.1	Write paragraphs in English.	V1
3.2	Able to communicate in written texts.	V2
3.3	Able to write and send business letters.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Reading Textbook: U1. People ; Writing Textbook: Skills 1 & 2	5
2	Reading Textbook :U1. People (continued) ; Writing Textbook: Skills 3 & 4	5
3	Reading Textbook :U2. Seasons ; Writing Textbook: Skills 5 & 6	5
4	Reading Textbook: U2. Seasons (continued) ; Writing Textbook: Skills 7 & 8	5
5	Reading Textbook: U3. Lifestyle ; Writing Textbook: Skills 9 & 10	5
6	Reading Textbook: U3. Lifestyle (continued) ; Writing Textbook: Skills 11 & 12	5
7	Reading Textbook: U4. Places ; Writing Textbook: Skills 13 & 14	5
8	Reading Textbook: U4. Places (continued) ; Writing Textbook: Skills 15 & 16	5
9	Writing Textbook: Skills 17 , 18, 19 & 20	5
Total		45

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	Knowledge and Understanding		
1.1	Introducing students to word types	Lecture	Quiz
1.2	Sentence types.	Lecture and Practice	Quiz
1.3	Constructing meaningful sentences and learning how to write a comprehensive paragraph.	Lecture and Practice	Class activity evaluation.
2.0	Skills		
2.1	using different types of words.	Lecture and Practice	Quiz
2.2	Writing complete sentences.	Practice	Quiz
2.3	Writing comprehensive paragraphs.	Practice	Quiz
3.0	Values		
3.1	Communicate in English freely.	Practice	Homework/Quiz
3.2	Writing well-developed paragraphs.	Practice	Homework
...			

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Reading: Unlock Reading, Writing & Critical Thinking 1 (2 nd Edition) Writing: Skills for Effective Writing 1
Essential References Materials	Reading Textbook: Units 1- 4 Writing Textbook: Skills 1- 20
Electronic Materials	
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	AV, data show
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
At least 95%	Professors / teachers of the course	Writing and oral methods

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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	
Reference No.	
Date	



Course Specifications

Course Title:	English Grammar (1)
Course Code:	ELAD 103
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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1.Learning Resources	6
2. Facilities Required.....	6
G. Course Quality Evaluation	6
H. Specification Approval Data	6

A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University ☐	College ☐	Department ☒
b.	Required ☒	Elective ☐	Others ☐
3. Level/year at which this course is offered: Level 1/Year 1			
4. Pre-requisites for this course (if any):			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 103 English Grammar (1) is a three-hour credit course designed to guide learners through the initial process (skills, techniques, and strategies) for developing the proper grammar skills needed to perform in an academic setting. Grammar will be taught within a communicative framework, thus giving learners a stronger foundation for improving the four basic language skills (Reading, Writing, Listening, and Speaking). The course assumes each learner has a basic knowledge of English grammar. Grammar structure is taught in context, rather than in isolation, through classroom discussion, oral practice, and formal exercises. Each unit focuses on one key grammar point and is divided into two-page spreads. Learners are able to study each grammar feature presented and explained on the left side of the spread and the corresponding exercises are on the right side enabling learners to practice what was just reviewed. This course will cover main grammar points such as: The verb “to be”, personal pronouns, negative form in questions and statements, helping verbs, subject-verb agreement, present simple and continuous, past simple and

continuous, present perfect, the passive voice, modal verbs, and future simple (“going to”).

Upon successful completion of ELAD 103 English Grammar (1), learners will be eligible to advance to ELAD 107 English Grammar (2).

2. Course Main Objective

Course Objectives:

- Introduce basic grammar rules
- Familiarize learners English verb tenses and agreements.
- Introduce the concept of time scale in English verbs
- Provide entry-level instruction in subject/verb agreement

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Describe the basic grammatical rules.	K1
1.2	Differentiate between tenses and verb agreement.	K2
1.3	Recognize the concepts of time and action.	K3
2	Skills	
2.1	Analyze the basic structures of English sentences.	S1
2.2	Choose the correct verb forms in a sentence.	S2
2.3	Differentiate between regular and irregular verbs and nouns.	S3
3	Values	
3.1	Appreciate the concepts of time and subject in English.	V1
3.2	Identify the differences between English grammar and L1 grammar.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Present and past (Units 1-6)	5
2	Present and past (Units 1-6)	5
3	Present perfect and past (Units 7-18)	5
4	Present perfect and past (Units 7-18)	5
5	Future (Units 19-25)	5
6	Modals (Units 26-41)	5
7	Passive (Units 42-46); Reported Speech (Units 47-48)	5
8	Questions and auxiliary verbs (Units 49-52)	5
9	-ing and to ... (Units 53-68)	5
Total		45

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	Knowledge and Understanding		
1.1	Describe the basic grammatical rules	Lecture	Quiz
1.2	Differentiate between tenses and verb agreement.	Lecture and Practice	Quiz
1.3	Recognize the concepts of time and action.	Lecture and Practice	Assignment
2.0	Skills		
2.1	Analyze the basic structures of English sentences	Lecture and Practice	Quiz
2.2	Choose the correct verb forms in a sentence	Practice	Quiz
2.3	Differentiate between regular and irregular verbs and nouns	Practice	Quiz
3.0	Values		
3.1	Appreciate the concepts of time and subject in English	Practice	Assignment /Quiz
3.2	Identify the differences between English grammar and L1 grammar	Practice	Assignment
...			

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbook	English Grammar in Use (5 th Edition) (Units 1-68)
Essential References Materials	(Units 1-68)
Electronic Materials	
Other Learning Materials	Dictionaries

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Blackboard
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
N/A		

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	
Reference No.	

Date	
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Course Specifications

Course Title:	Vocabulary Development (1)
Course Code:	ELAD 104
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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1.Learning Resources	6
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G. Course Quality Evaluation	6
H. Specification Approval Data	6

A. Course Identification

1. Credit hours: 3				
2. Course type				
a.	University ☐	College ☐	Department ☒	Others ☐
b.	Required ☒	Elective ☐		
3. Level/year at which this course is offered: Level 1/Year 1				
4. Pre-requisites for this course (if any):				
5. Co-requisites for this course (if any):				

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 104 Vocabulary Development (1) is a three-hour credit course designed for students to embody a rich academic vocabulary, not only understand and are able to function well in everyday situations, but they also succeed academically in content area classes and standardized tests. The purpose of this course is while reading is undoubtedly the single most powerful way to increase word knowledge, systematic vocabulary development and direct instruction in word-learning strategies help students become independent readers. When students learn new words, they ought to be able to connect them to existing knowledge and use them in reading, writing, and speaking venues.

2. Course Main Objective

Course Objectives:

- Identify and use new lexical items.
- Recognize special characteristics of words so that students are able to choose the right words to express your ideas and thoughts.
- Recognize new words, phrases and expressions.
- Study word structure, including roots, prefixes and suffixes.
- Study word meanings and realize the necessity of using the right word.
- Use certain techniques in learning vocabulary
- Develop new strategies in learning vocabulary to be a self-independent learner

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Describe the best practices to build vocabulary.	K1
1.2	Define and use synonyms and antonyms.	K2
1.3	Recognize misleading words.	K3
2	Skills	
2.1	Analyze the basic structures of words.	S1
2.2	Break the words apart to understand meaning and context.	S2
2.3	Organize a vocabulary notebook as a personal dictionary.	S3
3	Values	
3.1	Use a monolingual and a bilingual dictionary.	V1
3.2	Use electronic resources, databases, search engines and software in assignments and presentations.	V2

C. Course Content

No	List of Topics	Contact Hours
1	People	5
2	At home	5
3	School and workplace	5
4	Leisure	5
5	The world	5
6	Social issues	5
7	Everyday verbs	5
8	Everyday verbs (continued)	5
9	Words and grammar	5
Total		45

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	Knowledge and Understanding		
1.1	Describe the best practices to build vocabulary.	Lecture	Quiz
1.2	Define and use synonyms and antonyms	Lecture and Practice	Quiz
1.3	Recognize misleading words.	Lecture and Practice	Homework
2.0	Skills		
2.1	Analyze the basic structures of words	Lecture and Practice	Quiz
2.2	Break the words apart to understand meaning and context.	Practice	Quiz
2.3	Organize a vocabulary notebook as a personal dictionary.	Practice	Quiz
3.0	Values		
3.1	Use a monolingual and a bilingual dictionary	Practice	Homework/Quiz
3.2	Use electronic resources, databases, search engines and software in assignments and presentations	Practice	Homework
...			

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbook	English Vocabulary in Use (Elementary)
Essential References Materials	
Electronic Materials	
Other Learning Materials	Dictionaries

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Blackboard
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
N/A		

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	
Reference No.	

Date	
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Course Specifications

Course Title:	Communication Skills (2)
Course Code:	ELAD 105
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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A. Course Identification

1. Credit hours: 3				
2. Course type				
a.	University ☐	College ☐	Department ☒	Others ☐
b.	Required ☒	Elective ☐		
3. Level/year at which this course is offered: Level 2/Year 1				
4. Pre-requisites for this course (if any): ELAD 101				
5. Co-requisites for this course (if any):				

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

Communication Skills (2) is a three-hour credit course designed to enhance learners' communicative techniques and develop proper communicative skills in different working environments. It draws attention to the importance of effective communication in the working environment. It presents learners with ways to ensure effective communication by training them to prepare, match, and deliver messages. It teaches them to understand what challenging conversations they might face and choose the right method to hold a conversation.

2. Course Main Objective

The main objective of this course is to enhance the learners' communication skills with special interest in communication in the workplace. The focus will be on:

- understanding the essential components of effective communication with real-time feedback on the learners' language structure, tone and non-verbal nuances.
- the ability to develop the learners' communicative techniques by correcting flaws in the learners' own communication style and making them express ideas fluently through conversation
- using assertiveness to bring out the best in the learners' communication with emphasis on their words, tone, and posture to match the objective of their communication successfully
- the learners' capability to practice recommended methods for effective communication and make personal improvements
- understanding the importance of effective communication personally and professionally to build rapport easily

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Identify the importance and benefits of gaining influential communication skills.	K1
1.2	Interact with other people with unconditional acceptance and without prejudice.	K2
1.3	Connect and interact with people in an authentic and interesting way.	K3
1.4	Communicate with a sense of transparency and self-assurance.	K4
2	Skills	
2.1	Manage challenging people, give feedback, and handle criticism.	S1
2.2	Easily and accurately convey their thoughts, feelings, and information to others.	S2
2.3	Understand the importance of body language and other paralinguistic aspects.	S3
2.4	Learn how to listen effectively.	S4
3	Values	
3.1	Learn to be more concise.	V1
3.2	Learn to communicate more clearly.	V2
3.3	Learn how to build positive relationships.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Unit 1: Places	5
2	Unit 1: Places (continued)	5
3	Unit 2: Festivals and celebrations	5
4	Unit 2: Festivals and celebrations (continued)	5
5	Unit 3: The internet and technology	5
6	Unit 3: The internet and technology (continued)	5
7	Unit 4: Weather and climate	5
8	Unit 4: Weather and climate (continued)	5
9	Review	5
Total		45

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	Knowledge and Understanding		
1.1	Gaining influential communication skills	Lecture / practice	Homework/quiz
1.2	Connect and interact with people in an authentic and interesting way.	Lecture/ practice	Lecture/ practice
1.3	Easily and accurately convey thoughts, feelings, and information to others.	Lecture/ practice	Homework/quiz
2.0	Skills		
2.1	Manage challenging people, give feedback, and handle criticism.	Lecture/ practice	Quiz
2.2	Easily and accurately convey their thoughts, feelings, and information to others.	Lecture/ practice	Quiz
2.3	Understand the importance of body language and other paralinguistic aspects.	Lecture/ practice	Quiz
3.0	Values		
3.1	Learn to be more concise	Lecture/ practice	Homework/Quiz
3.2	Learn to communicate more clearly	Lecture/ practice	Homework/Quiz
3.3	Learn how to build positive relationships	Lecture/ practice	Homework/Quiz

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Unlock Listening, Speaking & Critical Thinking 2 (2 nd Edition)
Essential References Materials	Units 1– 4
Electronic Materials	https://virtualspeech.com/courses/ https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms, laboratories
Technology Resources (AV, data show, Smart Board, software, etc.)	data show
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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	
Reference No.	
Date	



Course Specifications

Course Title:	Literacy Skills (2)
Course Code:	ELAD 106
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University ☐	College ☐	Department ☒
b.	Required ☒	Elective ☐	Others ☐
3. Level/year at which this course is offered: Level 2/Year 1			
4. Pre-requisites for this course (if any): ELAD 102			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description:

Literacy Skills (2) is a three-hour credit course that continues to guide learners through reading comprehension tasks and writing strategies taught in Literacy Skills (1) course. Learners are to be exposed to further long reading passages with various topics such as business, medicine, engineering, technology, and other trades and professions. Learners should learn how to summarize a text and memorize more and complex vocabulary items. This course enables students to write comprehensive sentences. Further, learners must explore methods and ways of writing professional and effective paragraphs and essays, and learn the main elements of paragraph writing, and essay types.

2. Course Main Objective

Course Objectives:

- - to read passages in varying lengths covering a diverse range of business topics.
- - to keep strengthening strategies and skill sets needed to improve overall reading comprehension.
- - to enable students identify the main ideas in the text and creating comprehensive summaries.
- - to develop academic writing skills.
- - to learn writing compound and complex sentences.
- - to learn writing complete and effective paragraphs and essays.
- -course Outcomes: Upon completing the course, learners should be able:
- -to read and comprehend long passages in English.
- -to summarize long passages.
- -to acquire and comprehend new and more difficult vocabulary items.
- -to write and use simple and compound sentences.
- - to write effective paragraphs and long essays.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	To learn how to read and understand texts in English.	K1
1.2	To learn how to write comprehensive paragraphs.	K2
1.3	To learn how to express yourself in English and read and write long passages.	K3
2	Skills	
2.1	know how to write and read in English.	S1
2.2	Reading in high speed.	S2
2.3	Writing efficiently.	S3
3	Values	
3.1	Summarizing long passages.	V1
3.2	Comprehending texts.	V2
3.3	Learning methods of reading and writing.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Reading Textbook: U1. Places ; Writing Textbook: Skills 1 & 2	5
2	Reading Textbook: U1. Places (continued) ; Writing Textbook: Skills 3 & 4	5
3	Reading Textbook: U2. Festivals and celebrations ; Writing Textbook: Skills 5 & 6	5
4	Reading Textbook: U2. Festivals and celebrations (continued) ; Writing Textbook: Skills 7 & 8	5

5	Reading Textbook: U3. The internet and technology ; Writing Textbook: Skills 9 & 10	5
6	Reading Textbook: U3. The internet and technology (continued) ; Writing Textbook: Skills 11 & 12	5
7	Reading Textbook: U4. Weather and climate ; Writing Textbook: Skills 13 & 14	5
8	Reading Textbook: U4. Weather and climate (continued) ; Writing Textbook: Skills 15 & 16	5
9	Writing Textbook: Skills 17, 18, 19 & 20	5
Total		45

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	Knowledge and Understanding		
1.1	Efficient writing	Lecture	Quiz
1.2	Reading methods	Lecture and Practice	Quiz
1.3	Types of paragraph and essay writing.	Lecture and Practice	Homework
2.0	Skills		
2.1	summarizing	Lecture and Practice	Quiz
2.2	Effective writing.	Practice	Quiz
2.3	Efficient reading.	Practice	Quiz
3.0	Values		
3.1	Fast reading	Practice	Homework/Quiz
3.2	Comprehensive writing.	Practice	Homework
...			

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Reading: Unlock Reading, Writing & Critical Thinking 2 (2 nd Edition) Writing: Skills for Effective Writing 2
Essential References Materials	Reading Textbook: Units 1- 4 Writing Textbook: Skills 1- 20
Electronic Materials	
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	(AV, data show)
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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	
Reference No.	
Date	



Course Specifications

Course Title:	English Grammar (2)
Course Code:	ELAD 107
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University ☐	College ☐	Department ☒ Others ☐
b.	Required ☒	Elective ☐	
3. Level/year at which this course is offered: Level 2/Year 1			
4. Pre-requisites for this course (if any): ELAD 103			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 107 English Grammar (2) is a three-hour credit course continuing to guide learners through the skill-sets, techniques, and strategies for developing proper grammar practices in an academic setting. Grammar will be taught within a communicative framework, thus giving learners a stronger foundation for improving the four basic language skills (Reading, Writing, Listening, and Speaking). The course assumes each learner has mastered the course objectives from ELAD 103 English Grammar (1). Grammar structure is taught in context, rather than in isolation, through classroom discussion, oral practice, and formal exercises. Additional attention is paid to grammar terminology. Each unit focuses on one key grammar point and is divided into two-page spreads. Learners are able to study each grammar feature presented and explained on the left side of the spread and the corresponding

exercises are on the right side enabling learners to practice what was just reviewed. This course will cover main grammar points such as: Question tags, use of “who”, “what”, “when” “where”, “why”, and “how”, the infinitive, auxiliary verbs, possessive pronouns, articles, some/any, this/that/these/those, and reported speech.

2. Course Main Objective

Course Objectives:

- Introduce basic grammar rules
- Familiarize learners English verb tenses and agreements.
- Introduce the concept of time scale in English verbs
- Provide entry-level instruction in subject/verb agreement

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Describe the basic grammatical rules.	K1
1.2	Differentiate between tenses and verb agreement.	K2
1.3	Recognize the concepts of time and action.	K3
2	Skills	
2.1	Analyze the basic structures of English sentences.	S1
2.2	Choose the correct verb forms in a sentence.	S2
2.3	Differentiate between regular and irregular verbs and nouns.	S3
3	Values	
3.1	Appreciate the concepts of time and subject in English.	V1
3.2	Identify the differences between English grammar and L1 grammar.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Articles and nouns (Units 69-81)	5
2	Articles and nouns (Units 69-81) (continued)	5
3	Pronouns and determiners (Units 82-91)	5
4	Relative clauses (Units 92-97)	5
5	Adjectives and adverbs (Units 98-112)	5
6	Adjectives and adverbs (Units 98-112) (continued)	5
7	Conjunctions and prepositions (Units 113-120)	5
8	Prepositions (Units 121-136)	5
9	Phrasal verbs (Units 137-145)	5
Total		45

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	Knowledge and Understanding		
1.1	Describe the basic grammatical rules	Lecture	Quiz
1.2	Differentiate between tenses and verb agreement.	Lecture and Practice	Quiz
1.3	Recognize the concepts of time and action.	Lecture and Practice	Homework
2.0	Skills		
2.1	Analyze the basic structures of English sentences	Lecture and Practice	Quiz
2.2	Choose the correct verb forms in a sentence	Practice	Quiz
2.3	Differentiate between regular and irregular verbs and nouns	Practice	Quiz
3.0	Values		
3.1	Appreciate the concepts of time and subject in English	Practice	Homework/Quiz
3.2	Identify the differences between English grammar and L1 grammar	Practice	Homework
...			

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	English Grammar in Use (5 th Edition) (Units 69-145)
Essential References Materials	(Units 69-145)
Electronic Materials	
Other Learning Materials	Dictionaries

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Blackboard
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
N/A		

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	
Reference No.	
Date	



Course Specifications

Course Title:	Vocabulary Development (2)
Course Code:	ELAD 108
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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E. Student Academic Counseling and Support	5
F. Learning Resources and Facilities.....	6
1.Learning Resources	6
2. Facilities Required.....	6
G. Course Quality Evaluation	6
H. Specification Approval Data	7

A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University ☐	College ☐	Department ☒
b.	Required ☒	Elective ☐	Others ☐
3. Level/year at which this course is offered: Level 2/Year 1			
4. Pre-requisites for this course (if any): ELAD 104			
5. Co-requisites for this course (if any):			
N/A			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 108 Vocabulary Development (2) is a three-hour credit course intended to emphasize the continued acquisition and expansion of high frequency to extensive vocabulary knowledge. This course focuses on predicting meaning from context, use of contextual clues in identifying the relationship of ideas in factual writing and expanded study of formulaic sequences. Through the presentation of roots, suffixes and prefixes, the course will give you the tools to understand new words by deriving meaning from their constituent parts. Additionally, the course will help you make informed choices when using words and improve your written accuracy.

2. Course Main Objective

Course Objectives:

- Identify and use new lexical items.
- Recognize new words, phrases and expressions.
- identify and use collocations and idioms.
- develop their vocabulary learning strategies (e.g. guessing, vocabulary notebook)
- Develop new strategies in learning vocabulary to be a self-independent learner

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Describe the best practices to build vocabulary.	K1
1.2	Define and use common collocation, phrasal verbs and idioms.	K2
1.3	Recognize misleading words.	K3
2	Skills	
2.1	Apply correct word-formation process for deriving new words.	S1
2.2	Use collocations, commonly used phrasal verbs and idioms correctly.	S2
2.3	Organize a vocabulary notebook as a personal dictionary.	S3
3	Values	
3.1	Utilize dictionary effectively.	V1
3.2	Use electronic resources, databases, search engines and software in assignments and presentations.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Learning	5
2	The world around us	5
3	People	5
4	Daily life	5
5	Education and study	5
6	Work and business	5
7	Leisure and entertainment	5
8	Tourism	5
9	Communication and technology; Word formation	5
Total		45

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	Knowledge and Understanding		
1.1	Describe the best practices to build vocabulary.	Lecture	Quiz
1.2	Define and use common collocation, phrasal verbs and idioms	Lecture and Practice	Quiz
1.3	Recognize misleading words.	Lecture and Practice	Homework
2.0	Skills		
2.1	Apply correct word-formation process for deriving new words	Lecture and Practice	Quiz
2.2	Use collocations, commonly used phrasal verbs and idioms correctly	Practice	Quiz
2.3	Organize a vocabulary notebook as a personal dictionary.	Practice	Quiz
3.0	Values		
3.1	Utilize dictionary effectively.	Practice	Homework/Quiz
3.2	Use electronic resources, databases, search engines and software in assignments and presentations	Practice	Homework
...			

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	English Vocabulary in Use (Pre-intermediate and Intermediate)
Essential References Materials	
Electronic Materials	
Other Learning Materials	Dictionaries

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Blackboard
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
N/A		

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	
Reference No.	
Date	



Course Specifications

Course Title:	Advanced Communication Skills
Course Code:	ELAD 109
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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1.Learning Resources	6
2. Facilities Required.....	6
G. Course Quality Evaluation	6
H. Specification Approval Data	6

A. Course Identification

1. Credit hours: 3
2. Course type a. University ☐ College ☐ Department ☒ Others ☐ b. Required ☒ Elective ☐
3. Level/year at which this course is offered: Level 3/Year 2
4. Pre-requisites for this course (if any): ELAD 105
5. Co-requisites for this course (if any):

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 109 Advanced Communication Skills is a three-hour credit course meant to emphasize the principles of cultivating effective listening and speaking skills as tools of communication. The course focuses on communicative skills in real, day to day instances of both formal and informal communication. It is designed to develop the listening and speaking skills of students in order to communicate effectively using English language in diverse social and academic settings.

2. Course Main Objective

Course Objectives:

- To empower the learners with skills necessary for global placements.
- To equip the learners with the skills essential for their academic subjects.
- To acquaint the learners with reference skills.
- To recognize and produce as accurately as possible, the English vowels and consonants.
- To deliver an effective public speech.
- To encourage learner autonomy through pair and group activities.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Show awareness of cultural diversity and values of life.	K1
1.2	Connect and interact with people in an authentic and interesting way.	K2
1.3	Communicate with a sense of transparency and self-assurance.	K3
2	Skills	
2.1	Communicate effectively with coherence and relevance in speech, listening and writing.	S1
2.2	Participate in brainstorming sessions for cooperative learning.	S2
2.3	Understand the importance of body language and other paralinguistic aspects.	S3
2.4	Learn how to listen effectively.	S4
3	Values	
3.1	Learn to be proficient with the Soft Skills required for national and global placements.	V1
3.2	Learn to communicate more clearly.	V2
3.3	Learn how to build positive relationships.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Unit 1: Animals	5
2	Unit 1: Animals (continued)	5
3	Unit 2: The environment	5
4	Unit 2: The environment (continued)	5
5	Unit 3: Transport	5
6	Unit 3: Transport (continued)	5
7	Unit 4: Customs and traditions	5
8	Unit 4: Customs and traditions (continued)	5
9	Review	5
Total		45

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	Knowledge and Understanding		
1.1	Show awareness of cultural diversity and values of life	Lecture	Homework/ Quiz
1.2	Connect and interact with people in an authentic and interesting way.	Lecture and Practice	Lecture/ practice
1.3	Communicate with a sense of transparency and self-assurance.	Lecture and Practice	Lecture/ practice
2.0	Skills		
2.1	Communicate effectively with coherence and relevance in speech and writing	Lecture and Practice	Quiz
2.2	Participate in brainstorming sessions for cooperative learning	Practice	Quiz
2.3	Understand the importance of body language and other paralinguistic aspects.	Practice	Quiz
3.0	Values		
3.1	Learn to be proficient with the Soft Skills required for national and global placements	Lecture/ practice	Homework/Quiz
3.2	Learn to communicate more clearly	Lecture/ practice	Homework
3.3	Learn how to build positive relationships	Lecture/ practice	Homework

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Ostrowska, S. (2018). Unlock 3: Listening, speaking & critical thinking (2nd ed., B1 English Profile) – Student's book with digital pack. Cambridge University Press.
Essential References Materials	Units 1- 4
Electronic Materials	
Other Learning Materials	Dictionaries

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Blackboard
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
N/A		

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	
Reference No.	
Date	



Course Specifications

Course Title:	Advanced English Readings
Course Code:	ELAD 110
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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1.Learning Resources	6
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A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University ☐	College ☐	Department ☒
b.	Required ☒	Elective ☐	Others ☐
3. Level/year at which this course is offered: Level 3/Year 2			
4. Pre-requisites for this course (if any): ELAD 106			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 110 Advanced English Readings is a three-hour credit course which aims at building and further developing students' reading comprehension skills and strategies and critical thinking. It builds on what has been achieved in ELAD 106. It does this by providing them with further tools to deal with academic English written texts and by further strengthening their skills in academic reading.

2. Course Main Objective

The objective of this course is to further develop students' academic reading skills and critical thinking to a mid B1 level on the Common European Framework of Reference scale.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Recognize high frequency vocabulary related to level-appropriate academic English written texts.	K1
1.2	Demonstrate a relatively high degree of grammatical knowledge, that facilitates reading comprehension of level-appropriate academic English written texts.	K2
1.3	Demonstrate understanding of information, ideas, and opinions from specialized sources on different topics.	K3
2	Skills	
2.1	Reading Comprehension • Read for main ideas and for details using different reading strategies. • Work out meaning from context. • Predict content using visuals. • Make inferences and draw conclusions about the text's meaning and purpose.	S1
2.2	Critical Thinking • Analyze and evaluate arguments. • Draw appropriate conclusions. • Summarize information from reading passages. • Use a variety of diagrams and charts to analyze similarities and differences, evaluate arguments and various options to solve problems, and brainstorm main ideas, supporting examples, advantages, and disadvantages.	S2
3	Values	
3.1	Communicate and work effectively in groups.	V1
3.2	Demonstrate punctuality and finish reading tasks on time.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Unit 1: Animals	5
2	Unit 1: Animals (continued)	5
3	Unit 2: The environment	5
4	Unit 2: The environment (continued)	5
5	Unit 3: Transport	5
6	Unit 3: Transport (continued)	5
7	Unit 4: Customs and traditions	5
8	Unit 4: Customs and traditions (continued)	5
9	Review	5
Total		45

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	Knowledge and Understanding		
1.1	Recognize high frequency vocabulary related to level-appropriate academic English written texts.	Pair Work Lectures Pre-and Post- Reading activities	Exams Assignments
1.2	Demonstrate a relatively high degree of grammatical knowledge, that facilitates reading comprehension of level-appropriate academic English written texts.	Pair Work Lectures Pre-and Post- Reading activities	Exams Assignments
1.3	Demonstrate understanding of information, ideas, and opinions from specialized sources on different topics.	Pair Work Lectures Pre-and Post- Reading activities Practice Activities	Exams Assignments
2.0	Skills		
2.1	<i>Reading Comprehension:</i> - Read for main ideas and for details using different reading strategies. - Work out meaning from context. - Predict content using visuals - Make inferences and draw conclusions about the text's meaning and purpose.	Individual work Pair work Pre-Reading Activities Teaching specific reading strategies	Exams Reading tasks Assignments
2.2	<i>Critical Thinking:</i> - Analyze and evaluate arguments. - Draw appropriate conclusions. - Summarize information from reading passages. - Use a variety of diagrams and charts to analyze similarities and differences, evaluate arguments and various options to solve problems, and brainstorm main ideas, supporting examples, advantages, and disadvantages.	Individual work Pair work Reading activities	Exams Reading tasks Assignments
...			
3.0	Values		
3.1	Communicate and work effectively in groups	Pair work Group work	Reading tasks Assignments
3.2	Demonstrate punctuality and finish reading tasks on time.	Practice	Reading tasks Assignments
...			

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Westbrook, C. (2018). Unlock 3: Reading, writing & critical thinking (2nd ed., B1 English Profile) – Student's book with digital pack. Cambridge University Press.
Essential References Materials	Units 1- 4
Electronic Materials	• http://www.lms.kau.edu.sa • Cambridge Pocket' app/Classroom app • https://www.merriam-webster.com/ • http://www.englishvocabularyexercises.com/AWL/id21.htm
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom
Technology Resources (AV, data show, Smart Board, software, etc.)	Overhead projector, whiteboard, coursebook software, internet, speakers, printers, photocopiers
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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	
Reference No.	
Date	



Course Specifications

Course Title:	Academic Writing
Course Code:	ELAD 111
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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A. Course Identification

1. Credit hours: 3
2. Course type a. University ☐ College ☐ Department ☒ Others ☐ b. Required ☒ Elective ☐
3. Level/year at which this course is offered: Level 3/Year 2
4. Pre-requisites for this course (if any): ELAD 106
5. Co-requisites for this course (if any):

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 111 Academic Writing is a three-hour credit course meant to enhance the students' English academic writing skills that are key to their success in any academic and professional environment. The course enables the students to master the features and peculiarities of academic style of composition in English. This course aims at training students to write well-organized and meaningful paragraphs and essays about certain themes or topics of interest, such as living in another culture, good health, and success in business. Stress is laid on writing topic sentences, supporting ideas, note-taking, editing, coherence, gathering information, reading for ideas and making inferences. The writing activities provided in this course book are designed to promote students' critical thinking skills, encourage them to explore their own ideas about the chapter theme and eventually produce meaningful paragraphs and essays.

2. Course Main Objective

Course Objectives:

- Plan and structure students' writing effectively
- Master the paragraph format with its topic sentence, supporting details and restatement sentence.
- Develop cohesion, coherence, unity, continuity and style so that ideas in a written paragraph are logically arranged.
- Use learning strategies to continue to develop students' academic writing competence.
- Enable students who wish to follow a course in the medium of English at tertiary level to express themselves coherently in writing.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Show understanding of the topic area in relation to a task.	K1
1.2	Support ideas with relevant detail and explanation.	K2
1.3	Show justification analysis and support.	K3
2	Skills	
2.1	Use logical and functional essay and paragraph structure.	S1
2.2	Make reference to sources appropriately and effectively in your work (e.g. paraphrase and quotation).	S2
2.3	Present a consistent and an appropriate voice in relation to the task.	S3
3	Values	
3.1	Use grammar, punctuation and vocabulary sufficiently to express appropriate meaning.	V1
3.2	Evaluate and justify information and ideas obtained from sources (e.g. articles and books).	V2

C. Course Content

No	List of Topics	Contact Hours
1	Skills 1 & 2	5
2	Skills 3 & 4	5
3	Skills 5 & 6	5
4	Skills 7 & 8	5
5	Skills 9 & 10	5
6	Skills 11 & 12	5
7	Skills 13 & 14	5
8	Skills 15 & 16	5
9	Skills 17, 18, 19 & 20	5
Total		45

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	Knowledge and Understanding		
1.1	Show understanding of the topic area in relation to a task	Lecture	Quiz
1.2	Support ideas with relevant detail and explanation	Lecture and Practice	Quiz
1.3	Show justification analysis and support	Lecture and Practice	Homework
2.0	Skills		
2.1	Use logical and functional essay and paragraph structure	Lecture and Practice	Quiz
2.2	Make reference to sources appropriately and effectively in your work (e.g. paraphrase and quotation)	Practice	Quiz
2.3	Present a consistent and an appropriate voice in relation to the task	Practice	Quiz
3.0	Values		
3.1	Use grammar, punctuation and vocabulary sufficiently to express appropriate meaning	Practice	Homework/Quiz
3.2	Evaluate and justify information and ideas obtained from sources (e.g. articles and books)	Practice	Homework
...			

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Cambridge University Press. (2013). Skills for effective writing: Level 4 student's book (New edition). Cambridge University Press.
Essential References Materials	Skills 1- 20
Electronic Materials	• http://www.lms.kau.edu.sa • Cambridge Pocket' app/Classroom app • https://www.merriam-webster.com/ • http://www.englishvocabularyexercises.com/AWL/id21.htm
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Blackboard
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
N/A		

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	
Reference No.	

Date	
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Course Specifications

Course Title	English Pronunciation Skills
Course Code:	ELAD 112
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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1.Learning Resources	6
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G. Course Quality Evaluation	6
H. Specification Approval Data	7

A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University ☐	College ☐	Department ☒ Others ☐
b.	Required ☒	Elective ☐	
3. Level/year at which this course is offered: Level 1/Year 1			
4. Pre-requisites for this course (if any):			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 112 English Pronunciation Skills is a three-hour credit course designed to guide learners through the skill-sets, techniques, and strategies for developing best practices in English pronunciation. The purpose of the course is to train learners to demonstrate more effective pronunciation, intonation, and fluency in spoken English. Practice in the use of standard conversations, expressions, and styles will be reinforced. The analysis of pronunciation of language related to academic disciplines and vocational areas are examined as well as the basic technical aspects of pronunciation, including the spoken vowel and consonant sounds used in English.

2. Course Main Objectives

- Introduce sounds in combinations, such as consonant clusters, suffixes and stress patterns within words
- Outline the uses of word stress and intonation patterns, such as contrastive stress or rising and falling tones as well as linking and assimilation
- Familiarize learners with variations of native and some non-native English varieties

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Understand phonetic concepts such as consonants, vowels, diphthongs, stress, and intonation.	K1
1.2	Differentiate between the prominent pronunciation differences in English varieties in accent such as British Received Pronunciation and American English Standard pronunciation.	K2
2	Skills	
2.1	Identify and overcome common pronunciation problems and difficulties for speakers of Arabic.	S1
2.2	Increase confidence while speaking.	S2
3	Values	
3.1	Apply actual usage of English in everyday speaking.	V1
3.2	Recognize the implied meanings of different stress and intonation patterns.	V2

C. Course Content

The book has been arranged to alternate the units, by teaching one from each section in order, thereby varying the information taught in each lecture and including the material in context from sound to syllable to spoken English.

No	List of Topics	Contact Hours
1	Letters and sounds (Units 1- 6)	5
2	Letters and sounds (Units 7- 12)	5
3	Letters and sounds (Units 13- 20)	5
4	Combining sounds (Units 21- 26)	5
5	Word stress (Units 27- 31)	5
6	Stress patterns (Units 32- 36)	5
7	Intonation (Units 37- 45)	5
8	Understanding pronunciation in use: Speed (Units 46 – 50)	5
9	Understanding pronunciation in use: Tone (Units 51 – 55); Accents (Units 56 – 60)	5
Total		45

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	Knowledge and Understanding		
1.1	Understand phonetic concepts such as consonants, vowels, diphthongs, stress, and intonation	Lecture	Quiz and Assignments
1.2	Differentiate between the prominent pronunciation differences in English varieties in accent such as British Received Pronunciation and American English Standard pronunciation	Lecture and Practice	Quiz and Assignments
2.0	Skills		
2.1	Identify and overcome common pronunciation problems and difficulties for speakers of Arabic	Practice	Quiz and Assignments
2.2	Increase confidence while speaking	Practice	Quiz and Assignments
3.0	Values		
3.1	Apply actual usage of English in everyday speaking	Lecture and Practice	Role Play
3.2	Recognize the implied meanings of different stress and intonation patterns	Lecture and Practice	Role Play

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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:

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	English Pronunciation in Use (Intermediate)
Essential References Materials	Units 1- 60
Electronic Materials	The audio resources provided with the textbook
Other Learning Materials	Video and audio recordings of English in everyday use by native and non-native speakers.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms equipped with reliable sound systems
Technology Resources (AV, data show, Smart Board, software, etc.)	
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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	
Reference No.	
Date	



Course Specifications

Course Title:	English For Travel & Tourism
Course Code:	ELAD 201
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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C. Course Content	4
D. Teaching and Assessment	5
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E. Student Academic Counseling and Support	5
F. Learning Resources and Facilities.....	6
1.Learning Resources	6
2. Facilities Required.....	6
G. Course Quality Evaluation	6
H. Specification Approval Data	6

A. Course Identification

1. Credit hours: 3
2. Course type a. University ☐ College ☐ Department ☒ Others ☐ b. Required ☒ Elective ☐
3. Level/year at which this course is offered: Level 2/Year 1
4. Pre-requisites for this course (if any):
5. Co-requisites for this course (if any):

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

This course has been designed for students who are interested or willing to work in the tourism industry. The main focus is to introduce the basic communication skills needed in a variety of different tourism work situations. The student could be a travel agent, a tour guide, a hotel manager, or simply interested in the field of tourism. The course is tailored-made around tourism vocabulary and grammatical structures with a variety of contexts. Students will be given the opportunity to practice using the language that they have acquired through group sessions, presentations, in-class pair discussions, and communicative activities. They will be introduced as well to many communicative aspects in tourism that include: interacting with tourists, answering phone calls, dealing with complaints, guiding a tour, etc.

2. Course Main Objective

Course Objectives:

1. To improve the English of the students in relation to the use of tourism vocabulary and their associated grammatical structures.
2. To help students practice what they have learned in relation to speaking, writing, reading, and listening in the area of tourism.
3. To develop the communication skills needed in different tourism situations such as answering a phone call, guiding a tour, booking a reservation, dealing with a complaint, etc.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Describe things and events in the context of Tourism.	K1
1.2	Identify requests in the context of Tourism.	K2
1.3	Discuss the role of English in local and international tourism.	K3
2	Skills	
2.1	Use learned communication skills needed in various contexts of tourism industry.	S1
2.2	Use related expressions in tourism industry.	S2
2.3	Communicate effectively in different contexts with great confidence.	S3
3	Values	
3.1	Work in groups and individually.	V1
3.2	Communicate to a wider audience your research in tourism topics.	V2
3.3	Assess the relevance of what you have learned.	V3

C. Course Content

No	List of Topics	Contact Hours
1	About your guest ; On the phone	5
2	Types of restaurants ; Lodging	5
3	At the airport ; Cruise ships	5
4	Train travel ; Bus travel	5
5	Renting a car ; How do you pay?	5
6	Where to get money ; At the currency exchange office	5
7	How much does it cost? ; giving warnings about crime	5
8	Avoiding illness abroad ; Cultural differences	5
9	Travel packages; Giving directions; Getting to and from the airport; Talking about the weather	5
Total		45

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	Knowledge and Understanding		
1.1	Describe things and events in the context of Tourism.	Lecture	Quiz
1.2	Identify requests in the context of Tourism.	Lecture and Practice	Quiz
1.3	Discuss the role of English in local and international tourism.	Lecture and Practice	Homework
2.0	Skills		
2.1	Use learned communication skills needed in various contexts of tourism industry.	Lecture and Practice	Quiz
2.2	Use related expressions in tourism industry.	Practice	Quiz
2.3	Communicate effectively in different contexts with great confidence.	Practice	Quiz
3.0	Values		
3.1	Work in groups and individually.	Practice	Homework/Quiz
3.2	Communicate to a wider audience your research in tourism topics.	Practice	Homework
3.3	Assess the relevance of what you have learned.	Practice	Homework

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Express Publishing. (n.d.). Career paths: Tourism. Express Publishing.
Essential References Materials	
Electronic Materials	The audio resources provided with the textbook
Other Learning Materials	Video and audio recordings of English in everyday use by native and non-native speakers.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Blackboard
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
N/A		

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	
Reference No.	
Date	



Course Specifications

Course Title:	Business English
Course Code:	ELAD 202
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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A. Course Identification

1. Credit hours: 3
2. Course type a. University ☐ College ☐ Department ☒ Others ☐ b. Required ☒ Elective ☐
3. Level/year at which this course is offered: Level 1/Year 1
4. Pre-requisites for this course (if any):
5. Co-requisites for this course (if any):

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 202 Business English is a three-hour credit course designed to prepare students to use English in a present or future work situations. Students will develop English skills with a focus on business contexts and environments, and they will be able to learn vocabulary and expressions that are used regularly in the business world. The course will cover how vocabulary and reading skills can enhance audience analysis, business case analysis and basic business communication strategies.

2. Course Main Objective

Course Objectives:

Develop basic skills to deal with people in business situations

Increase their knowledge of key business concepts worldwide

Write and read basic business reports, faxes, and memos

Expand vocabulary and expressions related to general business situations
 Develop confidence to deal with people and basic issues in the business world
 Develop awareness of language use and choices in a variety of work-based contexts

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Describe things and events in the context of Business English.	K1
1.2	Identify requests in the context of Business English.	K2
1.3	Discuss the role of English in local and international workplaces.	K3
2	Skills	
2.1	Use appropriate tone and style according to the context of Business English.	S1
2.2	Analyze and summarize business data.	S2
2.3	Match audience with the purpose and medium of communication.	S3
3	Values	
3.1	Evaluate the appropriacy of language used in business texts.	V1
3.2	Communicate to a wider audience your research in business topics.	V2
3.3	Assess the relevance of what you have learned.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Greetings and goodbyes ; Introductions	5
2	Small talk ; Ending conversations	5
3	Ordering numbers ; Figures	5
4	Dates ; Time and expressions	5
5	Vacation time ; Prices	5
6	Pay and benefits ; Your job	5
7	Types of work ; Getting to work	5
8	Skills and qualifications ; Product details	5
9	Selling products ; Product problems; Telephoning ; Emails	5
Total		45

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	Knowledge and Understanding		
1.1	Describe things and events in the context of Business English	Lecture	Quiz
1.2	Identify requests in the context of Business English	Lecture and Practice	Quiz
1.3	Discuss the role of English in local and international workplaces.	Lecture and Practice	Homework

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.0	Skills		
2.1	Use appropriate tone and style according to the context of Business English	Lecture and Practice	Quiz
2.2	Analyze and summarize business data	Practice	Quiz
2.3	Match audience with the purpose and medium of communication	Practice	Quiz
3.0	Values		
3.1	Evaluate the appropriacy of language used in business texts.	Practice	Homework/Quiz
3.2	Communicate to a wider audience your research in business topics.	Practice	Homework
...	Assess the relevance of what you have learned.	Practice	Homework

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Career Paths: Business English
Essential References Materials	
Electronic Materials	The audio resources provided with the textbook

Other Learning Materials	Video and audio recordings of English in everyday use by native and non-native speakers.
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2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Blackboard
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
N/A		

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	
Reference No.	
Date	



Course Specifications

Course Title:	Effective Translation Skills
Course Code:	ELAD 203
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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E. Student Academic Counseling and Support	5
F. Learning Resources and Facilities.....	6
1.Learning Resources	6
2. Facilities Required.....	6
G. Course Quality Evaluation	6
H. Specification Approval Data	6

A. Course Identification

1. Credit hours: 3				
2. Course type				
a.	University ☐	College ☐	Department ☒	Others ☐
b.	Required ☒	Elective ☐		
3. Level/year at which this course is offered: Level 2/Year 1				
4. Pre-requisites for this course (if any):				
5. Co-requisites for this course (if any):				

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 203 Effective Translation Skills is a three-hour credit course designed to guide learners through the skill-sets, techniques, and strategies for developing best practices in translating English-to-Arabic in academic and business settings. The course offers an introduction to the basic types and methods of translation. It overviews the cultural and linguistic differences between Arabic and English. The goal of this course is to provide primary instruction and practical understanding in translating and editing documents of various genres professionally. Topics include translation adequacy and equivalence, text coherence between source and target text, and linguistic factors in translation.

2. Course Main Objective

Course Objectives:

- Recognize analytical and cross-cultural factors affecting interpreting and translating Arabic-to-English & English-to-Arabic in varied academic and business settings
- Familiarize learners with available reference and technological resources in translation services
- Introduce how to ensure consistency in translation and on how to organize the work processes
- Provide entry-level instruction in translating and editing between the source and target text

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Describe the basic concepts of translation.	K1
1.2	Differentiate between different types and methods of translation.	K2
1.3	Recognize analytical and cross-cultural factors affecting interpreting and translating Arabic-to-English & English-to-Arabic in varied academic and business settings.	K3
2	Skills	
2.1	Know how to use dictionaries to figure out the intended meaning of the text.	S1
2.2	Translate basic texts under time limits with accuracy.	S2
2.3	Differentiate between literal and idiomatic meaning.	S3
3	Values	
3.1	Deliver translation on time.	V1
3.2	Eliminate the roles of ideology and personal beliefs from translation decisions.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Translation	5
2	Introduction to Translation (Continued)	5
3	Grammatical Problems in Translation	5
4	Grammatical Problems in Translation (Continued)	5
5	Lexical Problems in Translation	5
6	Lexical Problems in Translation (Continued)	5
7	Arabization	5
8	The Art of Translation	5
9	Phonological Problems in Translation	5
Total		45

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	Knowledge and Understanding		
1.1	Describe the basic concepts of translation	Lecture	Quiz
1.2	Differentiate between different types and methods of translation.	Lecture and Practice	Quiz
1.3	Recognize analytical and cross-cultural factors affecting interpreting and translating Arabic-to-English & English-to-Arabic in varied academic and business settings.	Lecture and Practice	Homework
2.0	Skills		
2.1	Know how to use dictionaries to figure out the intended meaning of the text	Lecture and Practice	Quiz
2.2	Translate basic texts under time limits with accuracy	Practice	Quiz
2.3	Differentiate between literal and idiomatic meaning	Practice	Quiz
3.0	Values		
3.1	Deliver translation on time	Practice	Homework/Quiz
3.2	Eliminate the roles of ideology and personal beliefs from translation decisions	Practice	Homework
...			

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Ghazala, H. (2008). Translation as problems and solutions (2nd special ed.).
Essential References Materials	Chapters 1- 3
Electronic Materials	
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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	
Reference No.	
Date	



Course Specifications

Course Title:	English Encounter Sessions (1)
Course Code:	ELAD 204
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University ☐	College ☐	Department ☒
b.	Required ☒	Elective ☐	Others ☐
3. Level/year at which this course is offered: Level 4/Year 2			
4. Pre-requisites for this course (if any):			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 204 English Encounter Sessions (1) is a three-hour credit course that aims to provide learners with real opportunities to use English in a communicative setting. In each class, a real life video is used to initiate and stimulate learners to engage in long conversations, talks and debates on the issues featuring in the video. Videos shown at this course should feature language content at an elementary level.

For this purpose, 'Starting Out', a British Council Video Series was selected as eliciting materials to engage learners to speak and reflect on the video content shown at the start of each encounter class. This video series features language at A1 English level (elementary) or A2 English level (pre-intermediate). In this series, students will follow Julia and Sammy's story from the first episode when they meet until the fifteenth episode when Sammy is excited about taking Julia to his favorite campsite. Watching this series, students will improve their listening comprehension and learn basic grammar, words and useful phrases. Each video has a transcript and interactive exercises to help learners understand and use the language featuring in the videos.

In each session, after exposure to the designated video, learners are immersed in a fully interactive class focused on developing real-world English communication skills, where they actively practice speaking and listening with a teacher and peers. An encounter session is hence a personalized, teacher-led session that aims to boost learners' fluency and confidence with each session providing a structured environment to bridge the gap between theoretical English knowledge and practical application.

Unlike traditional classrooms, encounter sessions prioritize active engagement, allowing students to apply their learning in dynamic conversations. Encounter sessions are thus a structured method designed for effective English learning, helping students build confidence and retain knowledge.

2. Course Main Objective

The main objectives of this course are to:

1. further develop students' communicative skills by enhancing their practical speaking and listening skills through active participation and real-life conversations.
2. build learners' confidence in using English in real-world situations outside the classroom.
3. improve learners' fluency as the interactive practice accelerates progress towards English fluency.
4. bridge theory and practice as these sessions can help students apply the grammar and vocabulary they've learned through other activities into actual communication.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Demonstrate understanding of elementary-level English vocabulary, grammar structures, and functional phrases as presented in the Starting Out video series.	K1
1.2	Recognize and interpret key ideas, details, and expressions from real life video materials at A1–A2 English levels.	K2

CLOs		Aligned PLOs
1.3	Explain the communicative purpose of spoken interactions in everyday contexts, showing awareness of appropriate language use in real-world situations.	K3
2	Skills	
2.1	Engage in extended conversations, discussions, and debates on familiar everyday topics using appropriate vocabulary and expressions.	S1
2.2	Apply active listening strategies to comprehend main ideas and specific details from spoken English in semi-real life situations.	S2
2.3	Demonstrate improved fluency and accuracy in real-time communication through role-plays, pair work, and interactive tasks.	S3
3	Values	
3.1	Develop confidence and a positive attitude toward using English in authentic communicative settings.	V1
3.2	Demonstrate willingness to collaborate with peers through active participation in group discussions and interactive activities.	V2
3.3	Show openness to different perspectives and cultural contexts presented in the video series and class interactions.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Episode 01 - They meet ; Episode 02 - Tom's party	5
2	Episode 03 - What do you like doing? ; Episode 04 - Where are you?	5
3	Episode 05 - Speaking or eating? ; Episode 06 - I'll pay	5
4	Episode 07 - A race ; Episode 08 - Brown bread	5
5	Episode 09 - Family photos ; Episode 10 - Sportsman	5
6	Episode 11 - What time is it? ; Episode 12 - An old friend	5
7	Episode 13 - Horoscopes	5
8	Episode 14 - Can you speak French?	5
9	Episode 15 - Is there a campsite?	5
Total		45

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	Knowledge and Understanding		
1.1	Demonstrate understanding of elementary-level English vocabulary, grammar structures, and functional phrases as presented in the Starting Out video series.	Pair Work Lectures Pre-and Post- Video activities	Exams Assignments
1.2	Recognize and interpret key ideas, details, and expressions from real life	Pair Work Lectures	Exams Assignments

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	video materials at A1–A2 English levels.	Pre-and Post- Video activities	
1.3	Explain the communicative purpose of spoken interactions in everyday contexts, showing awareness of appropriate language use in real-world situations.	Pair Work Lectures Pre-and Post- Video activities Practice Activities	Exams Assignments
2.0	Skills		
2.1	Engage in extended conversations, discussions, and debates on familiar everyday topics using appropriate vocabulary and expressions.	Individual work Pair work Pre-and Post- Video activities	Exams Speaking tasks Assignments
2.2	Apply active listening strategies to comprehend main ideas and specific details from spoken English in semi-real life situations.	Individual work Pair work Speaking activities	Exams Speaking tasks Assignments
2.3	Demonstrate improved fluency and accuracy in real-time communication through role-plays, pair work, and interactive tasks.	Individual work Pair work Speaking activities	Exams Speaking tasks Assignments
3.0	Values		
3.1	Develop confidence and a positive attitude toward using English in authentic communicative settings.	Pair work Group work	Speaking tasks Assignments
3.2	Demonstrate willingness to collaborate with peers through active participation in group discussions and interactive activities.	Practice	Speaking tasks Assignments
3.3	Show openness to different perspectives and cultural contexts presented in the video series and class interactions.	Pair work Group work	Speaking tasks Assignments

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Starting Out Video Series- A British Council Video Series Accessed at: https://learnenglish.britishcouncil.org/general-english/video-series/starting-out
Essential References Materials	N/A
Electronic Materials	• http://www.lms.kau.edu.sa • Cambridge Pocket' app/Classroom app • https://www.merriam-webster.com/ • http://www.englishvocabularyexercises.com/AWL/id21.htm
Other Learning Materials	N/A

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom
Technology Resources (AV, data show, Smart Board, software, etc.)	Overhead projector, whiteboard, coursebook software, internet, speakers, printers, photocopiers
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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	
Reference No.	
Date	



Course Specifications

Course Title:	English For Technology
Course Code:	ELAD 205
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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F. Learning Resources and Facilities.....	6
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G. Course Quality Evaluation	6
H. Specification Approval Data	6

A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University ☐	College ☐	Department ☒ Others ☐
b.	Required ☒	Elective ☐	
3. Level/year at which this course is offered: Level 3/Year 2			
4. Pre-requisites for this course (if any):			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 205 English for Technology is a three-hour credit course designed to guide learners through the skill-sets, techniques, and strategies for using and applying best practices in using English for technology. The course will offer an array of Information and Communications Technology (ICT) topics including: English usage in the internet of things, English and computers, English and games, English and social media. The course offers an introduction to the English in technology usage with growing knowledge of the students in English and technology. The goal of this course is to provide primary instruction in using computers at school and home giving practicality for students to be versed in using English for technological purposes professionally. Topics include English in computers, English for technological communication, English and multimedia, English and gaming.

2. Course Main Objective

Course Objectives:

- To provide instruction to enhance students' ICT knowledge in English and technology.
- To build students' confidence through exposure to latest technological innovations so to generate interest in the language and technology.
- To allow students to gain key usages and expressions for communicating with professionals and non-specialists using English for technological purpose.
- To provide students with life-like scenarios in using English with technology.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Read and memorize certain jargons for using English in technology.	K1
1.2	Describe the basic concepts and strategies in English and technology.	K2
1.3	Apply an array of actual usages for English and technology.	K3
2	Skills	
2.1	Know how to use certain English jargons for technological purposes.	S1
2.2	Apply actual usages of English in technology.	S2
2.3	Differentiate between different usages of English in ICT.	S3
3	Values	
3.1	Deliver real-life scenarios using English in technology.	V1
3.2	Recognize certain jargons in using English in an array of ICT perspectives.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Information Technology ; Introduction to computing systems	5
2	Inside the computer ; Computing devices	5
3	Networking ; The user interface	5
4	Word processing ; Email	5
5	Web browsing ; Images and graphic design	5
6	Databases vs. spreadsheets ; Web design vs. development	5
7	Desktop publishing ; Videoconferencing	5
8	E-commerce ; Computer memory	5
9	Programming languages ; ISPs and Internet access; Storage devices; Peripherals	5
Total		45

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	Knowledge and Understanding		
1.1	Read and memorize certain jargons for using English in technology	Lecture	Quiz
1.2	Describe the basic concepts and strategies in English and technology	Lecture and Practice	Quiz
1.3	Apply actual usages of English in technology	Lecture and Practice	Homework
2.0	Skills		
2.1	Know how to use certain English jargons for technological purposes	Lecture and Practice	Quiz
2.2	Apply actual usages of English in technology	Practice	Quiz
2.3	Differentiate between different usages of English in ICT	Practice	Quiz
3.0	Values		
3.1	Deliver real-life scenarios using English in technology	Practice	Homework/Quiz
3.2	Recognize certain jargons in using English in an array of ICT perspectives	Practice	Homework

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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.

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Evans, V. (2011). Career paths: Information technology – (ESP) student's book. Express Publishing.
Essential References Materials	
Electronic Materials	
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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	
Reference No.	
Date	



Course Specifications

Course Title:	Medical English
Course Code:	ELAD 206
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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F. Learning Resources and Facilities.....	5
1.Learning Resources	5
2. Facilities Required.....	6
G. Course Quality Evaluation	6
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A. Course Identification

1. Credit hours: 3
2. Course type a. University ☐ College ☐ Department ☒ Others ☐ b. Required ☒ Elective ☐
3. Level/year at which this course is offered: Level 3/Year 2
4. Pre-requisites for this course (if any):
5. Co-requisites for this course (if any):

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 206 Medical English is a three-hour credit course designed to prepare students to use English in medical environments. Students will develop English skills with a focus on medical contexts and environments, and they will be able to learn vocabulary and expressions that are used regularly in medical venues. The course will cover vocabulary and reading skills associated with medical communication situations.

2. Course Main Objective

Course Objectives:

Develop basic skills to deal with people in medical environments

Increase their knowledge of key medical concepts and terminology

Expand vocabulary and expressions related to general medical situations

Develop confidence to deal with people and basic issues in the medical world

Develop awareness of language use and choices in a variety of medical-based contexts

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Describe things and events in the context of medical English.	K1
1.2	Identify requests in the context of medical English.	K2
1.3	Discuss the role of English in local and international medical settings.	K3
2	Skills	
2.1	Use appropriate tone and style according to the context of medical English.	S1
2.2	Analyze and summarize medical data.	S2
2.3	Match audience with the purpose and medium of communication.	S3
3	Values	
3.1	Evaluate the appropriacy of language used in medical texts.	V1
3.2	Communicate to a wider audience your research in medical topics.	V2
3.3	Assess the relevance of what you have learned.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Hospital departments ; Hospital staff	5
2	Hospital equipment ; Parts of the body 1	5
3	Parts of the body 2 ; Parts of the body 3	5
4	Respiratory system ; Circulatory system	5
5	Digestive system ; First aid	5
6	Common abbreviations ; Measurements	5
7	Administering medication ; Describing frequency	5
8	Maintaining hygiene ; Blood	5
9	Bones ; Skin ; Nervous system ; Endocrine system	5
Total		45

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	Knowledge and Understanding		
1.1	Describe things and events in the context of medical English.	Lecture	Quiz
1.2	Identify requests in the context of medical English.	Lecture and Practice	Quiz
1.3	Discuss the role of English in local and international medical settings.	Lecture and Practice	Homework
2.0	Skills		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.1	Use appropriate tone and style according to the context of medical English.	Lecture and Practice	Quiz
2.2	Analyze and summarize medical data.	Practice	Quiz
2.3	Match audience with the purpose and medium of communication.	Practice	Quiz
3.0	Values		
3.1	Evaluate the appropriacy of language used in medical texts.	Practice	Homework/Quiz
3.2	Communicate to a wider audience your research in medical topics.	Practice	Homework
3.3	Assess the relevance of what you have learned.	Practice	Homework

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Evans, V. (2018). Career paths: Medical – (ESP) student's book. Express Publishing.
Essential References Materials	
Electronic Materials	

Other Learning Materials	
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2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Blackboard
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
N/A		

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	
Reference No.	
Date	



Course Specifications

Course Title:	Learning English via Digital Media
Course Code:	ELAD 207
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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E. Student Academic Counseling and Support	5
F. Learning Resources and Facilities.....	6
1.Learning Resources	6
2. Facilities Required.....	6
G. Course Quality Evaluation	6
H. Specification Approval Data	6

A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University ☐	College ☐	Department ☒ Others ☐
b.	Required ☒	Elective ☐	
3. Level/year at which this course is offered: Level 3/Year 2			
4. Pre-requisites for this course (if any):			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 207 Learning English via Digital Media is a course designed to enhance learners' language skills using software, videos, websites, and social media. It aims to improve language abilities, promote learner independence, and introduce students to unconventional learning methods.

The course introduces students to using digital media as a tool for learning and practicing English. It provides hands-on activities that help learners improve their listening, speaking, reading, and writing skills through online videos, podcasts, digital stories, social media, and interactive applications. Students will explore how to use digital platforms to expand their vocabulary, improve pronunciation, and communicate effectively in real-life situations. The course also encourages safe, responsible, and creative use of technology for language learning.

By the end of the course, students will be able to use various digital tools to support their English learning, engage with authentic online materials, and create simple digital projects such as short videos, voice recordings, or blog posts in English.

2. Course Main Objective

Course Objectives:

By the end of this course, students will be able to:

1. **Use basic digital tools** (such as YouTube, podcasts, and learning apps) to practice and improve their English skills.
2. **Understand simple spoken and written English** from digital sources like videos, songs, and short articles.
3. **Develop listening and speaking skills** by engaging with authentic media and recording short spoken tasks.
4. **Improve reading and writing skills** through interactive online platforms and digital exercises.
5. **Expand vocabulary and pronunciation** using multimedia resources.
6. **Create simple digital projects** (e.g., a short video, podcast, or blog post) to express ideas in English.
7. **Use technology safely and responsibly** while learning and communicating online.
8. **Collaborate with classmates** using digital platforms for sharing and discussing English content.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Identify the importance and benefits of online learning.	K1
1.2	Set goals based on individual needs and pursue learning independently.	K2
2	Skills	
2.1	Use different application sites such as content communities (e.g. YouTube, Facebook, Twitter), and learning sites.	S1
2.2	Use different learning software and videos.	S2
3	Values	
3.1	Use multimedia for learning.	V1
3.2	Make self-learning a major learning method in language development.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Unit 1: Learning about different types of digital media 1	5
2	Unit 1: Learning about different types of digital media 2	5
3	Unit 1: Learning about different types of digital media 3	5

4	Unit 2: Online learning using social media 1	5
5	Unit 2: Online learning using social media 2	5
6	Unit 3: Learning about different online language learning sites	5
7	Unit 4: Language learning software	5
8	Unit 5: Language learning videos	5
9	Unit 6: Online newspapers	5
Total		45

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	Knowledge and Understanding		
1.1	Describe the importance of digital media in language learning	Lecture	Quiz
1.2	Use digital media to learn different parts of the language	Lecture and Practice	Quiz/HW
2.0	Skills		
2.1	Identify the usefulness of different application sites such as content communities (e.g. YouTube, Facebook, Twitter).	Lecture and Practice	Quiz
2.2	Know about different online language learning sites	Practice	Quiz

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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 :

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Learning English via Digital Media- A Booklet by Dr. Norah Almalki (2025)
Essential References Materials	-
Electronic Materials	-
Other Learning Materials	-

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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	
Reference No.	
Date	



Course Specifications

Course Title:	Preparation for English Standardized Tests
Course Code:	ELAD 209
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students	5
E. Student Academic Counseling and Support	5
F. Learning Resources and Facilities.....	6
1.Learning Resources	6
2. Facilities Required.....	6
G. Course Quality Evaluation	6
H. Specification Approval Data	6

A. Course Identification

1. Credit hours: 3				
2. Course type				
a.	University ☐	College ☐	Department ☒	Others ☐
b.	Required ☒	Elective ☐		
3. Level/year at which this course is offered: Level 4/Year 2				
4. Pre-requisites for this course (if any):				
5. Co-requisites for this course (if any):				

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 209 Preparation for English Standardized Tests (3 credit hours) is a training course designed to equip intermediate-level students with the strategies, skills, and practice needed to succeed in standardized English language proficiency tests. The course emphasizes test-taking techniques, time management, and targeted language practice across listening, speaking, reading, and writing. Students will engage in practice tasks modeled on authentic test formats to build confidence and enhance performance.

2. Course Main Objective

Course Objectives:

- Building up basic knowledge and awareness of popular English Language Proficiency Tests e.g., IELTS & TOEFL
- Equip students with different test taking techniques and strategies.
- Having a better understanding of one's own strength and weakness in the four language skills i.e., Listening, Reading, Writing, and Speaking.
- Making students aware of different language learning resources.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Identify tests' formats and specific requirements.	K1
1.2	Carry out useful test-taking strategies.	K2
1.3	Design and implement an individual action plan.	K3
1.4	Achieve some progress and advancement in proficiency tests results.	K3
2	Skills	
2.1	Improve listening and note-taking skills.	S1
2.2	Enhance speaking fluency in various topics.	S2
2.3	Develop reading and comprehension strategies.	S3
2.4	Improve English writing abilities.	S4
3	Values	
3.1	Establish test-taking aptitude.	V1
3.2	Reduce test-taking anxiety.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Education & Learning – Reading (describing routines, study habits in texts)	5
2	Work & Careers – Listening (listening for detail, workplace/job contexts)	5
3	Travel & Transport – Listening & Writing Task 1 (directions, maps, charts)	5
4	Food & Health – Reading & Writing Task 2 (opinion essays, healthy lifestyle vocabulary)	5
5	Environment & Nature – Writing Task 1 (describing graphs, environmental topics)	5
6	Technology & Communication – Reading & Listening (articles on technology, listening for main ideas)	5
7	Culture & Society – Writing Task 2 (discussion/argumentative essays, linking ideas)	5
8	Global Issues – Reading & Listening (longer texts, note-taking skills)	5
9	Exam Skills & Practice – All Skills except Speaking (mini mock test, feedback, exam strategies)	5

Total	45
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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	Knowledge and Understanding		
1.1	Identify tests' formats and specific requirements	Lecture	Exams
1.2	Carry out useful test-taking strategies.	Lecture and Practice	Exam
1.3	Design and implement an individual action plan	Lecture and Practice	Homework
1.4	Achieve some progress and advancement in proficiency tests results	Lectures and Practice	Exams
2.0	Skills		
2.1	Improve listening and note-taking skills	Lecture and Practice	Exam
2.2	Enhance speaking fluency in various topics	Practice	Exam
2.3	Develop reading and comprehension strategies	Practice	Exam
2.4	Improve English writing abilities	Lecture and Practice	Exam
3.0	Values		
3.1	Establish test-taking aptitude	Practice	Group discussion
3.2	Reduce test-taking anxiety	Practice	Group discussion

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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:

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Harrison & Hutchison (2012). Bridge to IELTS: Pre-intermediate to Intermediate (Band 3.5 to 4.5) Student's Book: Cengage Learning.
Essential References Materials	IELTS & TOEFL handouts materials
Electronic Materials	Online free mock tests
Other Learning Materials	Dictionaries

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Blackboard, Projector
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
N/A		

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	
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Reference No.	
Date	



Course Specifications

Course Title	Research and Library Skills
Course Code:	ELAD 210
Program:	English Diploma
Department:	Modern Languages and Literature
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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D. Teaching and Assessment	5
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E. Student Academic Counseling and Support	5
F. Learning Resources and Facilities.....	6
1.Learning Resources	6
2. Facilities Required.....	6
G. Course Quality Evaluation	6
H. Specification Approval Data	6

A. Course Identification

1. Credit hours: 3			
2. Course type			
a.	University ☐	College ☐	Department ☒ Others ☐
b.	Required ☒	Elective ☐	
3. Level/year at which this course is offered: Level 4/Year 2			
4. Pre-requisites for this course (if any):			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 210 Research and Library Skills is a three-hour credit course designed to guide learners through the skill-sets, techniques, and strategies for developing best practices in research methods. The purpose of the course is to train learners to demonstrate effective research and library skills in English. Practice in the use of library skills, online searches, and report/paper writing will be reinforced. The course will introduce learners to a variety of methods of data collection, evaluating it for accuracy and relevance, the serious consequences of plagiarism and the different styles of citing sources.

2. Course Main Objectives

- Introduce basic research and report writing skills including academic and/or professional formatting and layout.
- Familiarize learners with a variety of search services, both in a physical library and online sources as well as evaluating data sources when researching a topic
- Sharpen note-taking, paraphrasing, summarizing, and outlining skills introduced in earlier Writing courses
- Familiarize learners with the importance of documenting sources and avoiding plagiarism

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Select a topic, identify the main ideas, and search for the required information.	K1
1.2	Evaluate and identify data for accuracy and relevance.	K2
2	Skills	
2.1	Create an academic and/or professional report, using the correct layout and formatting.	S1
2.2	Understand the serious consequences of plagiarism.	S2
2.3	Cite references in a variety of styles.	S3
3	Values	
3.1	Write a full report or research paper with correctly documented information, either quotations, paraphrase, or summaries.	V1
3.2	Present the information in a concise, well-organized, and professional manner.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Choosing a Topic and making a preliminary search for information	5
2	Conducting Research and Evaluating Sources	5
3	Thesis statement (developing an argument)	5
4	Developing an Outline	5
5	Writing the Research Paper	5
6	Peer proofreading	5
7	Introduction to the academic oral presentation	5
8	Conducting a mini research (Training Sessions 1 & 2)	5
9	Conducting a mini research (Training Sessions 3, 4, 5 & 6)	5
Total		45

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	Knowledge and Understanding		
1.1	Select a topic, identify the main ideas, and search for the required information, with the ability to	Lecture	Assignments
1.2	Evaluate and identify data for accuracy and relevance	Lecture and Practice	Assignments
2.0	Skills		
2.1	Create an academic and/or professional report, using the correct layout and formatting	Practice	Assignments
2.2	Understand the serious consequences of plagiarism	Practice	Quiz and Assignments
2.3	Cite references in a variety of styles		Quiz and Assignments
3.0	Values		
3.1	Write a full report or research paper with correctly documented information, either quotations, paraphrase, or summaries.	Lecture and Practice	Research Paper or Report
3.2	Present the information in a concise, well-organized, and professional manner	Lecture and Practice	Presentation

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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:

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Research Writing Simplified: A Documentation Guide (8th Edition)
Essential References Materials	Gibaldi, Joseph. MLA Handbook for Writers of Research Papers 8 th ed. New York: The Modern Language Association of America, 2016.
Electronic Materials	Purdue Online Writing Lab (OWL) https://owl.purdue.edu/owl/purdue_owl.html
Other Learning Materials	Saudi Digital Library accessed through the Deanship of Library Affairs at KAU https://library.kau.edu.sa/Default.aspx?Site_ID=212&Lng=EN

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Computer lab with available computers for each student
Technology Resources (AV, data show, Smart Board, software, etc.)	
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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	
Reference No.	
Date	



Course Specifications

Course Title	English in the Workplace
Course Code:	ELAD 211
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

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E. Student Academic Counseling and Support	5
F. Learning Resources and Facilities.....	6
1.Learning Resources	6
2. Facilities Required.....	6
G. Course Quality Evaluation	6
H. Specification Approval Data	6

A. Course Identification

1. Credit hours: 3				
2. Course type				
a.	University ☐	College ☐	Department ☒	Others ☐
b.	Required ☒	Elective ☐		
3. Level/year at which this course is offered: Level 4/Year 2				
4. Pre-requisites for this course (if any):				
5. Co-requisites for this course (if any):				

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	E-learning		
4	Distance learning	45	100%
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	18
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

ELAD 211 English in the Workplace is a three-hour credit course designed to guide learners through the skill-sets, techniques, and strategies for developing English language skills for employability and workplace contexts. The purpose of the course is to train learners to communicate in everyday professional situations. It is intended to train learners in workplace skills such as preparing a professional CV, responding to interview questions, communicating with colleagues and clients. The course will introduce learners to a variety of workplace needs such as responding to questions, answering phone calls and emails, as well as participating in presentations and meetings.

2. Course Main Objectives

- Introduce basic CV writing skills including professional formatting and layout.
- Prepare students for job applications and interviews
- Sharpen writing skills for business communication, such as emails, reports, and letter-writing skills introduced in earlier Writing courses
- Familiarize learners with the English language skills needed in everyday professional situations

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Understand the professional forms of English in the workplace context.	K1
1.2	Develop English skills for employability.	K2
2	Skills	
2.1	Prepare a formal CV or application.	S1
2.2	Prepare for job interviews.	S2
2.3	Converse with colleagues or clients in a professional setting.	S3
3	Values	
3.1	Increase confidence in using English in a professional context.	V1
3.2	Present professional information in a concise, well-organized, and professional manner.	V2

C. Course Content

No	List of Topics	Contact Hours
1	At reception ; Company visitors	5
2	What do you do? ; Making visitors feel welcome	5
3	Small talk ; Introductions	5
4	An enquiry by email ; A reply to an enquiry	5
5	A follow-up email ; A reply to a follow-up email	5
6	Invitations ; Replies to invitations	5
7	Incoming calls ; Outgoing calls	5
8	When things go wrong ; Telephone messages	5
9	Conference arrangements ; Travel plans ; Welcome back ; Plans	5
Total		45

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	Knowledge and Understanding		
1.1	Understand the professional forms of English in the workplace context	Lecture	Assignment and Quizzes
1.2	Develop English skills for employability	Lecture and Practice	Assignment and Quizzes
2.0	Skills		
2.1	Prepare a formal CV or application	Practice	Assignment and Quizzes
2.2	Prepare for job interviews	Practice	Role Play and Assignments
2.3	Converse with colleagues or clients in a professional setting		Role Play and Assignment
3.0	Values		
3.1	Increase confidence in using English in a professional context	Lecture and Practice	Role Play and Assignment
3.2	Present professional information in a concise, well-organized, and professional manner	Lecture and Practice	Presentation

2. Assessment Tasks for Students

#	Assessment task *	Week Due	Percentage of Total Assessment Score
1	Assignment	2-8	6%
2	Quiz 1	2-3	4%
3	Quiz 2	4-5	4%
4	Quiz 3	6	4%
5	Quiz 4	7	4%
6	Quiz 5	8	4%
7	Forum	3-9	4%
8	Final Exam	15	70%

*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:

Please refer to Department's Policy.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Schofield, James. Workplace English: Get Ahead with Everyday Business English. London: Harper Collins Publishers Ltd., 2014.
Essential References Materials	
Electronic Materials	Schofield, James. Workplace English: Get Ahead with Everyday Business English audio CD and DVD.
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom
Technology Resources (AV, data show, Smart Board, software, etc.)	Data show and speakers
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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	
Reference No.	
Date	



Field Experience Specifications

Course Title:	Practicum in English
Course Code:	ELAD 213
Program:	English Diploma
Department:	Modern Languages and Literatures
College:	Faculty of Arts and Humanities
Institution:	King Abdulaziz University

A. Field Experience Identification

1. Credit hours: 3
2. Level/year at which this course is offered: Level 4 / Year 2
3. Dates and times allocation of field experience activities. Number of hours: (80) hours
4. Pre-requisites to join field experience (if any): Department Approval

The Practicum in English course (ELAD 213) aims to enable students to apply linguistic, communicative, and professional skills they have acquired throughout the English diploma program in real-world workplace settings. It combines supervised field experience with reflective academic components to promote personal and professional growth. The course hence provides students with the skills and competencies that enable them to compete and adapt in the job market. It bridges theoretical knowledge with practical applications to prepare trainees for future positions in which proficiency in English constitutes a key requirement.

B. Learning Outcomes, and Training and Assessment Methods

1. Field Experience Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Identify the professional contexts and responsibilities related to English language use in workplace or educational settings.	K1
1.2	Demonstrate understanding of key communication principles, ethics, and standards expected in professional English-related environments.	K2
2	Skills:	
2.1	Apply English language skills effectively in authentic professional contexts such as translation, teaching assistance, business communication, or customer service.	S1
2.2	Produce professional documents (e.g., reports, emails, lesson summaries) demonstrating accuracy, clarity, and appropriate register.	S2
2.3	Communicate confidently and appropriately in spoken English within a professional context.	S3
3	Values:	
3.1	Exhibit responsibility, punctuality, and ethical conduct in professional practice.	V1
3.2	Work collaboratively and show adaptability within multicultural or multilingual work environments.	V2
3.3	Reflect critically on personal performance and identify areas for continuous professional improvement.	V3

2.Alignment of Learning Outcomes with Training Activities and Assessment Methods

Code	Learning Outcomes	Training Methods/Activities	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Identify the professional contexts and responsibilities related to English language use in workplace or educational settings.	Orientation sessions, guided discussions, workplace observation	Reports, supervisor feedback
1.2	Demonstrate understanding of key communication principles, ethics, and standards expected in professional English-related environments.	Seminars, case studies, reflective journals	Written reflections, quizzes
2.0	Skills		
2.1	Apply English language skills effectively in authentic professional contexts such as translation, teaching assistance, business communication, or customer service.	On-site tasks, mentoring, role-play activities	Supervisor evaluation, performance rubrics
2.2	Produce professional documents (e.g., reports, emails, lesson summaries) demonstrating accuracy, clarity, and appropriate register.	Practical writing workshops, peer review	Writing samples, portfolio assessment
2.3	Communicate confidently and appropriately in spoken English within a professional context.	Presentations, workplace conversations, simulations	Oral presentations, observation reports
3.0	Values		
3.1	Exhibit responsibility, punctuality, and ethical conduct in professional practice.	Mentorship, reflective journals	Supervisor feedback, self-assessment
3.2	Work collaboratively and show adaptability within multicultural or multilingual work environments.	Group projects, workplace collaboration	Peer assessment, supervisor evaluation
3.3	Reflect critically on personal performance and identify areas for continuous professional improvement.	Reflective journals, feedback sessions	Reflective reports, progress reviews

C. Course Topics

Week	Topic	Hours
1	Understanding Communication: Purpose, Audience, and Tone	5
2	Stellar Business Writing: Memo, E-mail, and Business Letter	5
3	Effective Advertising Fliers, Brochure, Newsletters	5
4	Seeking Employment: Application Letters, Résumés, Interviews, and Follow-Up	5
5	Successful Oral Presentations: Preparation, Delivery	5
6	Crafting Solicited and Unsolicited Proposals: Internal and External Proposals, Formats of Proposals, Objectives of Proposals	5
7	Constructing Long Reports: Identification and Evaluation, Source, Format	5
8	Ten Strategies to Improve Your Style	5
9	Review of Mechanics: Spelling, Punctuation, and Grammar	5

D. Student Assessment Activities

No.	Assessment Activity	Timing (Week)	Percentage of Total Grade
1	Assignments & Projects	Throughout Semester (6 points each)	6%
2	Periodic Evaluations	Weeks 2, 3, 5, 6, 8 (4 points each)	20%
3	Online Forum Related to Course Content	Throughout Semester (4 points)	4%
4	Final Evaluation	Week 15	70%

E. Learning Resources and Facilities

Main References:

- Searles, G. J. (2015). Workplace Communications; The Basics Global Edition. Pearson Education Limited. Sixth Edition

Supporting References:

- Bilal Khalaf Al-Sakarna, Business Ethics, Dar Al-Maseerah, 2022

- Adam Al-Amin Abdelqader, Communication Skills: Theory and Application, Al-Mutanabbi Library, 2016
- Mohamed Aazb, Writing Résumés and Passing Job Interviews, 2007
- Applied College Practical Training Guidebook, King Abdulaziz University

Online Resources:

- Freelance Platform: <https://freelance.sa/home>
- Blackboard Platform

Facilities and Equipment

Element	Requirement
Facilities	Classroom / Computer Lab
Technical Equipment	Computer, projector, smart board
Other Supplies	Printer, paper, whiteboard, markers, erasers

F. Course Quality Evaluation

Evaluation Aspect	Evaluators	Evaluation Methods
Teaching Effectiveness	Students, Faculty	Direct: In-class evaluations; Indirect: Student surveys
Assessment Effectiveness	Students, Faculty	Direct: Exam results; Indirect: Satisfaction surveys
Learning Resources	Students, Faculty, Program Leaders	Indirect: Faculty and student surveys
Achievement of Learning Outcomes	Students, Faculty	Direct: Exams, projects, sample reviews
Other (Student Engagement & Self-Development)	Students, Peer Reviewers	Indirect: Peer evaluation, motivation and satisfaction surveys

G. Course Specification Approval

Approval Body	Session Number	Session Date
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