



# Course Specification

— (Bachelor)

**Course Title:** English Language2

**Course Code:** ENG 152

**Program:** Early Childhood Teaching

**Department:** Early Childhood Teaching

**College:** College of Education – Dwadmi

**Institution:** Shaqra University

**Version:** 2023

**Last Revision Date:** 22 December 2023





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## A. General information about the course:

### 1. Course Identification

#### 1. Credit hours:

3 hours

#### 2. Course type

- A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
- B. ☒ Required ☐ Elective

#### 3. Level/year at which this course is offered: ( 2 )

#### 4. Course general Description:

This course is intended to equip the students with more advanced foundation in general English. Its main objective is to develop and improve students' English language proficiency level in all language skills: listening, reading, speaking, and writing, in addition to vocabulary and grammar.

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

ENG151

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

None

#### 7. Course Main Objective(s):

- Understand English spoken by native and non-native speakers. Answer relevant comprehension questions on general texts. Also, understand sentence structure and comprehend written texts in mid-level reading passages, and develop simple paragraphs to express their personal opinions or write about themselves.
- Apply different reading techniques: predicting content and listen with understanding to different topics. Also, speak about different topics in different communicative situations. Apply their knowledge of basic grammatical elements. In addition, vocabulary development and use new words in meaningful sentences.

### 2. Teaching mode (mark all that apply)


No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3	100%
2	E-learning	-	-
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>	-	-
4	Distance learning	-	-



### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify): class discussion	18
Total		48

### B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Students will apply necessary reading strategies and skills. Making the learners develop a sound understanding of the form, meaning and usage of the basic English structures	K1	Lectures  Giving direct instructions to students.	Participation.
1.2	Students will acquire necessary basics of listening and speaking. It leads the learners to have an effortless command over both the written and the spoken word.	K1		Discussions. Midterms. Quizzes.
1.3	Students will acquire necessary basics of writing and applying grammatical rules during writing.	K1 		

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	Skills			
2.1	Students will be able to demonstrate communication skills in oral and written contexts reflecting the learned vocabulary.	S1	Different reading skills practice.  Participation during lectures.  Communication during lectures and office hours	Class activities  Participations grades.  Discussions.  Presenting ability to negotiate and analyze.  Communication and participation.
2.2	Students will be able to converse at different real-life situations and use a variety of expressions in various topics.	S4		
2.3	Students will be able to analyze texts and articles and practice critical thinking to infer meaning and summarize information.	S4		
2.4	Students will be able to write well-organized paragraphs.	S4		
3.0	Values, autonomy, and responsibility			
3.1	Students will be able to express themselves in daily life both in writing and speaking. Students will also be taught how to use these techniques to comprehend any given text.	V1	Lectures and class activities	Participations
3.2	Students will be taught how to listen to and speak about different topics.  Students will be taught how to apply different writing skills.	V3		



## C. Course Content

No	List of Topics	Contact Hours
1	Introduction	3
2	Unit 1: Going abroad to Study (reading and writing), New Places \, new people. (Listening and Speaking)	3
3	Unit 2: Where in the World? (reading and writing), Island States (Listening and Speaking)	3
4	Unit 3: Newspaper articles (reading and writing), Careers in the media (Listening and Speaking)	3
5	Unit 3: Newspaper articles (reading and writing), Careers in the media (Listening and Speaking)	3
6	Mid1	3
7	Unit 4: Modern Technology (reading and writing), Modern Architecture (Listening and speaking)	3
8	Unit 5: Conference and Visits (reading and writing), Conversations (Listening and speaking).	6
9	Unit 5: Conference and Visits (reading and writing), Conversations (Listening and speaking).	6
10	Mid2	3
11	Unit 6: Science and Our World (reading and writing), Food Science (Listening and Speaking)	3
12	Unit 6: Science and Our World (reading and writing), Food Science (Listening and Speaking)	3
13	Revision	3
14	Finals	3
Total		48

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	Fifth week	5%
2.	1 <sup>st</sup> midterm exam	eighth week	20%
3.	2 <sup>nd</sup> midterm exam	fourteenth week	20%
4.	Participation & class discussion	Throughout the semester	10%
5.	Homework & assignments	Throughout the semester	5%



No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
6.	Final Exam		40%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	Harrison, Headway (2011), Academic Skills, Reading, Writing, and Study Skills, Level 2, Student's book. UK, Oxford Press.  Harrison, Headway (2011), Academic Skills, Listening, Speaking Students Skills, Level 2, Student's Book. UK, Oxford Press.
Supportive References	Oxford Essential Dictionary.
Electronic Materials	<ul style="list-style-type: none"> <li><a href="http://owl.english.purdue.edu/handouts/grammar/">http://owl.english.purdue.edu/handouts/grammar/</a></li> <li><a href="http://www.teachingenglish.org.uk/">http://www.teachingenglish.org.uk/</a></li> <li><a href="http://en.wikipedia.org/wiki/English_language#Classification_and_related_languages">http://en.wikipedia.org/wiki/English_language#Classification_and_related_languages</a></li> <li><a href="http://englishplus.com/grammar/contents.htm">http://englishplus.com/grammar/contents.htm</a></li> <li><a href="http://www.englishclub.com/grammar/index.htm">http://www.englishclub.com/grammar/index.htm</a></li> </ul>
Other Learning Materials	<ul style="list-style-type: none"> <li>The Oxford English Grammar by Sidney Greenbaum - Oxford University Press (1996) - Hardback - 652 pages - ISBN 0198612508.</li> <li>Fundamentals of English Grammar by Betty SchramperAzar - Prentice Hall (2007) - Paperback - 4464 pages - ISBN 0132353350</li> <li>ESL : Grammar and English Usage- The Internet TESL Journal's.</li> <li>EJ464125 - Development of an English Grammar Checker: A Progress Report.</li> </ul>

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms – laboratories
<b>Technology equipment</b> (projector, smart board, software)	data show, Smart Board
<b>Other equipment</b> (depending on the nature of the specialty)	Internet



## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
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Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students - Peer Reviewer - Program Leader	Direct – questionnaire - discussion
Effectiveness of Students assessment	Students - Peer Reviewer - Program Leader	Direct – questionnaire - discussion
Quality of learning resources	Students - Peer Reviewer	Direct - questionnaire
The extent to which CLOs have been achieved	Students - Peer Reviewer - Program Leader	Direct – questionnaire - discussion
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

COUNCIL /COMMITTEE	تعليم الطفولة المبكرة بالدوادمي
REFERENCE NO.	7
DATE	الثلاثاء ١٤٤٥/٦/٢٠ هـ

