



Course Specification

— (Bachelor)

Course Title: **English (2)**

Course Code: **ENG 1195**

Program: **Bachelor of Science in Chemical Laboratories**

Department: **Chemistry**

College: **Science**

Institution: **Imam Mohammad Ibn Saud Islamic University**

Version: **2024 – V1**

Last Revision Date: **None**



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A. General information about the course:

-1. Course Identification

1. Credit hours: 2 (1, 0, 2)

2 (1 Lectures, 0 Lab, 2 Tutorials)

2. Course type

A. ☐ University ☒ College ☐ Department ☐ Track ☐ Others

B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: Level 2/ First year

4. Course general Description:

This course, "Scientific English: Writing and Communication," aims to enhance students' skills in writing effectively within scientific contexts. It covers the conventions of formal scientific English, emphasizing clarity, structure, and precision. Students will learn to summarize texts, write abstracts, and construct well-organized reports. Practical exercises will foster critical thinking and improve their ability to communicate complex ideas clearly. Additionally, the module provides resources for independent study and expands students' scientific vocabulary, preparing them for academic success and professional communication in the scientific field.

5. Pre-requirements f

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

None

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

None

7. Course Main Objective(s):

By the end of this course the student able to:

- **Enhance Scientific Communication:** Help students improve their ability to write and express scientific ideas clearly and effectively, which is crucial for their academic and professional journeys in science.
- **Develop Critical Thinking Skills:** Encourage students to summarize and analyze scientific literature critically, enabling them to engage with complex topics thoughtfully.
- **Introduce Scientific Writing Standards:** Familiarize students with the structure and conventions of scientific writing, including how to format manuscripts/reports and cite sources correctly.
- **Prepare for Professional Expectations:** Equip students with the skills needed to create high-quality scientific documents, preparing them for both academic research and careers in industry.
- **Promote Lifelong Learning:** Encourage students to become independent learners by providing them with tools and resources for ongoing improvement in their scientific writing and vocabulary development.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning	0	0%



No	Mode of Instruction	Contact Hours	Percentage
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 	0	0%
4	Distance learning	0	0%

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	15
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	30
5.	Others (specify)	0
Total		45

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	Demonstrate a comprehensive understanding of the conventions and structures of scientific writing.	K1	1 hour lecture on scientific writing conventions; 2 hours tutorial for practice exercises.	1 hour lecture on scientific writing conventions; 2 hours tutorial for practice exercises.
1.2	Articulate the importance of clarity, precision, and accuracy in scientific communication.	K2	1 hour lecture on clarity in writing; 2 hours tutorial for peer review sessions.	1 hour lecture on clarity in writing; 2 hours tutorial for peer review sessions.
	Identify and explain key scientific vocabulary and terminology.	K3	hour lecture on scientific vocabulary; 2 hours tutorial for vocabulary exercises.	hour lecture on scientific vocabulary; 2 hours tutorial for vocabulary exercises.
2.0	Skills			



Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
2.1	Apply effective writing techniques to produce clear and enhanced scientific documents.	S1	1 hour lecture on writing techniques; 2 hours tutorial for document drafting.	1 hour lecture on writing techniques; 2 hours tutorial for document drafting.
2.2	Analyze and critique scientific literature.	S2	1 hour lecture on literature review techniques; 2 hours tutorial for literature analysis.	1 hour lecture on literature review techniques; 2 hours tutorial for literature analysis.
2.3	Utilize research tools to gather and synthesize information.		1 hour lecture on research tools; 2 hours tutorial for practical exercises.	1 hour lecture on research tools; 2 hours tutorial for practical exercises.
3.0	Values, autonomy, and responsibility			
3.1	Recognize ethical considerations in scientific writing.	V1	1 hour lecture on teamwork; 2 hours tutorial for team-building exercises.	Group project evaluation; individual
3.2	Develop accountability for writing and research standards	V2	1 hour lecture on teamwork; 2 hours tutorial for team-building exercises.	Group project evaluation; individual
3.3	Work collaboratively in diverse teams.	V3	1 hour lecture on teamwork; 2 hours tutorial for team-building exercises.	Group project evaluation; individual

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to Scientific English: 1.1 Advantages and Disadvantages of English 1.1.1 British or American? 1.2 Formal English, the Language of Science 1.3 Words for Writing Scientific English 1.4 Take-home Messages from Chapter 1	3
2.	Writing Clear Scientific English: 2.1 Eight Guidelines for Improving Your Writing 2.2 Just to Make You Feel Better 2.3 Take-home Messages from Chapter 2	4
3.	Applying the Fundamentals: 3.1 Summarizing the Text "Fighting for Breath"	5





	3.2 Improving Summaries 3.3 Writing Abstracts for Scientific Presentations 3.4 Improving Abstracts 3.5 What is Science? 3.6 Improving Texts on “What is Science?”	
4.	Constructing a Scientific report: 4.1 The Process of Publishing Original Data 4.2 Planning a Scientific Manuscript/report 4.3 Writing a Scientific Manuscript/report 4.4 Assembling and Improving the Model Manuscript/report	5
5.	Practicing Writing and Improving report: 5.1 Improving the Quality of Bread 5.2 Views on Human Activity and Global Warming 5.3 Measuring Biodiversity 5.4 Stereotypic Man 5.5 Searching for the Best Firewood	5
6.	On Your Own: 6.1 Resources 6.2 Reading List to Improve Vocabulary	3
7.	Scientific Vocabulary: 7.1 Linking Words 7.2 Basic Scientific Lexicon 7.3 Extended Scientific Lexicon	3
8.	Punctuation and Sentence Structure: 1.2.1 Complete Sentences 1.2.2 Punctuation Marks	3
9.	Writing Techniques: 2.1.1 Make a Plan 2.1.2 Clean and Legible Layout	4
10.	Research and Summarization: 3.1 Summarizing Scientific Texts 3.2 Improving Summaries	3
11.	Manuscript Components: 4.3.1 Prepare Figures and Tables 4.3.2 Describe Figures and Tables	4
12.	Finalizing Scientific Documents: 4.5 Editing and Refining Manuscripts/reports 4.6 Assembling and Finalizing Manuscript/reports	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Class Work (Participation+ Quizzes)	During the Semester	30 %





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
2.	Mid-Term Exam	7th Week	30 %
3.	Final Exam	13th Week	40 %
6.	Total	All weeks	100 %

*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	Skern, T. (2011). Writing scientific english: A workbook. Facultas.wuv, UTB.
Supportive References	None
Electronic Materials	None
Other Learning Materials	None

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<ul style="list-style-type: none"> Classrooms
Technology equipment (projector, smart board, software)	Projector, smart board and electronic copy of textbook
Other equipment (depending on the nature of the specialty)	<ul style="list-style-type: none"> None

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> Students Peer Reviewers Faculty External Reviewers Quality Assurance Unit 	<ul style="list-style-type: none"> Student Surveys (Indirect) Formal Observations (Indirect) Course Report and Course File (Direct) Student Samples (Direct) Self-Reflection reports (Indirect)



Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Students assessment	<ul style="list-style-type: none"> Students Faculty Curriculum Committee Assessment Committee External Reviewers Quality Assurance Unit 	<ul style="list-style-type: none"> Item Analysis Data ((Indirect)) Teacher Feedback (Direct) Student Feedback (Direct) Course Report & Course File (Direct)
Quality of learning resources	<ul style="list-style-type: none"> Students Faculty 	<ul style="list-style-type: none"> Student surveys (Indirect) Faculty surveys (Indirect)
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> Students Faculty Quality Assurance Unit 	<ul style="list-style-type: none"> Item Analysis Data (Indirect) Course Report & Course File (Direct) Annual Program Review (Direct)
Other	None	

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	COUNCIL OF THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
REFERENCE NO.	2446-17-7
DATE	2025/1/23

