



Course Specification

— (Bachelor)

Course Title: English (1)
Course Code: ENG 1140
Program: Bachelor of Science in Actuarial and Financial Mathematics
Department: Mathematics and Statistics
College: College of Science
Institution: Imam Mohammad Ibn Saud Islamic University
Version: 3 (TP-153)2024
Last Revision Date: 3 October 2024

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A. General information about the course:

1. Course Identification

1. Credit hours: (3)					
2. Course type					
A.	<input type="checkbox"/> University	<input checked="" type="checkbox"/> College	<input type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
3. Level/year at which this course is offered: (Leve 1/ Year 1)					
4. Course General Description:					
This course, "English for Science", enhances English language proficiency while integrating fundamental scientific concepts. Through lectures and interactive tutorials, students will explore topics such as the composition of matter, energy, motion, and the universe. Activities include group discussions, hands-on experiments, and presentations, fostering critical thinking and effective communication of scientific ideas..					
5. Pre-requirements for this course (if any):					
None					
6. Co-requisites for this course (if any):					
None					
7. Course Main Objective(s):					
<ol style="list-style-type: none"> 1. Enhance Language Proficiency: Improve English skills in scientific contexts, including vocabulary and communication. 2. Integrate Scientific Concepts: Understand and apply fundamental scientific principles and theories. 3. Develop Critical Thinking: Foster skills in data analysis, hypothesis formulation, and interpretation. 4. Promote Collaboration: Encourage teamwork through group projects and discussions. 5. Encourage Ethical Awareness: Instill understanding of ethical considerations in scientific research. 6. Prepare for Advanced Study: Equip students for success in further academic and professional pursuits in science. 					

2. Teaching mode (mark all that apply)

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





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

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	25
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	20
5.	Others (specify)	
Total		45

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Demonstrate a comprehensive understanding of the fundamental principles of matter and energy.	K1, K2	Lecture: Overview of matter and energy principles; Tutorial: Group discussions on examples.	Quiz on fundamental concepts; Reflection paper on learning.
1.2	Articulate the scientific concepts of color, light, sound, and their effects using mathematical models.	K2, S1	Lecture: Introduction to color, light, and sound; Tutorial: Problem-solving exercises.	Group project on practical applications; Presentation of findings.
1.3	Explain the origins of life and the evolution of the universe, integrating scientific theories.	K2	Lecture: Overview of theories on origins of life; Tutorial: Research	Research report on chosen theory; Peer review.





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			activity on selected topics.	
2.0	Skills			
2.1	Critically evaluate and interpret quantitative data from scientific experiments.	S1, S4	Lecture: Data interpretation techniques; Tutorial: Hands-on data analysis activities.	Data analysis assignment; Case study report.
2.2	Apply mathematical techniques to formulate research questions and analyze results.	S2, S4	Lecture: scientific techniques for research; Tutorial: Group brainstorming sessions.	Group research project with a written report; Presentation.
2.3	Effectively use technology and software applications.	S3	Lecture: Introduction to relevant language software; Tutorial: Practical sessions using tools.	Software-based project
3.0	Values, autonomy, and responsibility			
3.1	Collaborate with peers in diverse teams, contributing to group goals.	V3	Lecture: Team dynamics; Tutorial: Team-building exercises and collaborative projects.	Group project assessment; Peer evaluations.
3.2	Evaluate ethical considerations in scientific research and decision-making.	V1	Lecture: Ethics in science; Tutorial: Case studies and discussions on ethical dilemmas.	Written analysis of a case study; Group discussion summary.
	Engage in self-reflection regarding personal learning and performance.	V2	Lecture: Importance of self-evaluation; Tutorial: Self-assessment exercises.	Self-reflection journal; Feedback report on personal progress.

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to Classification: - Discussion Points	3





	<ul style="list-style-type: none"> - Writing Skills: Topic Sentences - Writing a Paragraph of Classification 	
2.	Comparing - The Elements: <ul style="list-style-type: none"> - Introduction - Short Reading: The Wonder Metals - Using English to Compare - Writing a Paragraph of Comparison - Introduction 	4
3.	Cause and Effect - Color, Light, and Sound: <ul style="list-style-type: none"> - Sentence Patterns - Identifying Cause and Effect - Short Reading: The Effects of Temperature 	4
4.	Hypothesizing - Motion and Gravity: <ul style="list-style-type: none"> - Discussion Points - Writing Hypotheses 	3
5.	Defining – Energy: <ul style="list-style-type: none"> - Introduction - Short Reading: The Many Forms of Energy - Using English to Define - Creating Definitions 	4
6.	Exemplifying – Heat: <ul style="list-style-type: none"> - Introduction - Using English to Exemplify - Analyzing Exemplification 	3
7.	Giving Evidence - Smoking, Drugs, and Alcohol: <ul style="list-style-type: none"> - Discussion Points - Writing with Evidence 	4
8.	Experimenting - Electricity and Magnetism: <ul style="list-style-type: none"> - Introduction - Short Reading: Lightning Strikes - Using English to Give Directions 	4
9.	Calculating - Liquids and Gases: <ul style="list-style-type: none"> - Introduction - Short Reading: When Molecules Collide - Using English to Calculate 	4
10.	Reporting - The Origin of Life: <ul style="list-style-type: none"> - Discussion Points - Writing a Report 	4
11.	Describing - The Universe: <ul style="list-style-type: none"> - Introduction - Short Reading: The Sun and Other Stars - Using English to Describe 	4





12.	Predicting - The Weather: - Introduction - Short Reading: The Water Cycle - Discussion Points	4
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%
2.	Mid-Term Exam	8 th week	30%
3.	Final Exam	16 th week	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	Zimmerman, F. (2005). <i>English for science</i> . Pearson Malaysia Sdn. Bhd.
Supportive References	
Electronic Materials	
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Projector, smart board and electronic copy of textbook
Other equipment (depending on the nature of the specialty)	None

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students • Peer Reviewers	Student Surveys (Indirect)





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

Assessors (Students, Faculty, Program Leaders, Peer Reviewers, 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



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