Course Specification
(Bachelor)

Course Title:	English (2)
Course Code:	ENG 1195
Program:	BSc Actuarial and Financial Mathematics
Department:	Department of Mathematics and Statistics
College:	College of Science
Institution:	Imam Mohammad Ibn Saud Islamic University
Version:	TPG - 153
Last Revision Date:	3 October 2024

Table of Contents

A. General information about the course:

1. Course Identification

1. Credit hours: (3 Hours)					
(2 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/ Year 1					
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 for this course (if any)**:**					
None					
6. Co-requisites for this course (if any)**:**					
None					
7. Course Main Objective(s):					
• 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
3	Hybrid ● 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**	22
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	23
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 conventions and structures of scientific writing.	K1	1 hour lecture on scientific writing conventions; 2 hours tutorial for practice exercises.	Written quiz on conventions; review of a sample paper.

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
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.	Peer feedback on written drafts; reflective essay.
1.3	Identify and explain key scientific vocabulary and terminology.	K3	1 hour lecture on scientific vocabulary; 2 hours tutorial for vocabulary exercises.	Vocabulary quiz; application in written assignments.
2.0	**Skills**			
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.	Submission of a draft manuscript/report; rubric-based evaluation.
2.2	Analyze and critique scientific literature.	S2	1 hour lecture on literature review techniques; 2 hours tutorial for literature analysis.	Written critique of a research article; group presentation.
2.3	Utilize research tools to gather and synthesize information.	S3	1 hour lecture on research tools; 2 hours tutorial for practical exercises.	Research project; annotated bibliography submission.
3.0	**Values, autonomy, and responsibility**			
3.1	Recognize ethical considerations in scientific writing.	V1	1 hour lecture on ethics in research; 2 hours tutorial for case studies.	Ethical analysis assignment; class discussion participation.
3.2	Develop accountability for writing and research standards.	V2	1 hour lecture on professional standards; 2 hours tutorial for self-assessment exercises.	Self-reflection essay; checklist for manuscript/report quality.
3.3	Work collaboratively in diverse teams.	V3	1 hour lecture on teamwork; 2 hours tutorial for team-building exercises.	Group project evaluation; individual

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
				contribution report.

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” 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?”	5
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
2.	Mid-Term Exam	7th Week	30
3.	Final Exam	13th 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	Skern, T. (2011). *Writing scientific english: A workbook*. Facultas.wuv, UTB.
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)	

F. Assessment of Course Quality

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

Assessment Areas/Issues	Assessor	Assessment Methods
	• Quality Assurance Unit	• Course Report and Course File (Direct) • Student Samples (Direct) • Self-Reflection reports (Indirect)
Effectiveness of Students assessment	Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit	• Item Analysis Data ((Indirect)) • Teacher Feedback (Direct) • Student Feedback (Direct) • Course Report & Course File (Direct)
Quality of learning resources	• Students • Faculty	• Student surveys (Indirect) • Faculty surveys (Indirect)
The extent to which CLOs have been achieved	• Students • Faculty • Quality Assurance Unit	• Item Analysis Data (Indirect) • 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