



## Course Specifications

<b>Course Title:</b>	Vocabulary
<b>Course Code:</b>	ENG 0115
<b>Program:</b>	General English
<b>Department:</b>	Department of Applied Science - Department of Administrative Sciences and Humanities
<b>College:</b>	Applied College
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply).....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description.....	3
2. Course Main Objective.....	4
3. Course Learning Outcomes.....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>4</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	4
2. Assessment Tasks for Students .....	4
<b>E. Student Academic Counseling and Support .....</b>	<b>5</b>
<b>F. Learning Resources and Facilities.....</b>	<b>6</b>
1.Learning Resources .....	6
2. Facilities Required.....	6
<b>G. Course Quality Evaluation.....</b>	<b>6</b>
<b>H. Specification Approval Data .....</b>	<b>7</b>

## A. Course Identification

<b>1. Credit hours:</b> 2 hours.
<b>2. Course type</b> <b>a.</b> University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> <b>b.</b> Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 1/ first year.
<b>4. Pre-requisites for this course (if any):</b> None
<b>5. Co-requisites for this course (if any):</b> None.

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	22hrs	%100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	18 hrs
2	Laboratory/Studio	
3	Self-learning	4 hrs
4	Others (specify)	
	Total	22hrs

## B. Course Objectives and Learning Outcomes

### 1. Course Description

Vocabulary Building aims to enhance students' use of language. Acquisition of new, unfamiliar and low frequency words will result in enhancing students' reading comprehension, speaking, and writing competency. Students will learn to use various vocabulary-building strategies to improve vocabulary knowledge in and active use of a large number of new words. The course helps students increase their storehouse of new words and expand their knowledge of the structure of these words, including roots, affixes, and etymologies. Students will also gain knowledge of the meaning properties of the new words including polysemy, synonymy, denotation, connotation, collocations, and idioms. It also aids students to use word formation correctly to derive new words. The course takes a genre-based approach in which new words are presented associated with a particular context which results in effective learning of terms specific to these contexts.

## 2. Course Main Objective

This course allows students to use language task-based activities such as conversations and presentations in order to learn new vocabulary.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	To understand the significance of the words, what they are and what they can do.	K1,K3
1.2	To recognize special characteristics of words so that students are able to choose the right words to express their ideas and thoughts.	K1,K3
1.3	To study word meanings and realize the necessity of using the right word.	K1,K3
2	<b>Skills :</b>	
2.1	To use collocations, commonly used phrasal verbs and idioms correctly	S1
2.2	To comprehend contextual meaning of unfamiliar and low frequency words.	S1
2.3	To apply correct word-formation process for deriving new words	S1,S3
3	<b>Values:</b>	
3.1	To show self-monitor and self-correct problem areas.	V2
3.2	To demonstrate ability to work within a group.	V1

## C. Course Content

No	List of Topics	Contact Hours
1	1 Vocabulary learning / 2 My Progress and aims	2hrs
2	7 Feelings / 8 relationships	2hrs
3	16 Describe a range of food / 20 Injuries	2hrs
4	25 Hospital procedure / 34 Describe actions	2hrs
5	50 University life / 51 Apply for a job	2hrs
6	59 Express probability / 60 Explain similarities and differences	2hrs
7	Midterm Exam	2hrs
8	61 Explain arrangements to meet / 62 My likes and dislikes	2hrs
9	63 my opinion / 64 Talk about rules	2hrs
10	65 Discuss hopes and plans / 66 Express dissatisfaction	2hrs
11	67 Understand warning / 71 Use preposition in phrases	2hrs
<b>Total</b>		<b>22hrs</b>

## 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	<b>Knowledge and Understanding</b>		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1	To understand the significance of the words, what they are and what they can do.	Lecture/ Group work / pair work/ discussion/ assignment	Exam / participation/ assignment evolution
1.2	To recognize special characteristics of words so that students are able to choose the right words to express their ideas and thoughts.	Lecture/ Group work / pair work/ discussion/ assignment	Exam/ Discussions and activities
1.3	To study word meanings and realize the necessity of using the right word.	Lecture/ Group work / pair work/ discussion/ assignment	Exam / participation/ assignment evolution / discussions and activities
<b>2.0</b>	<b>Skills</b>		
2.1	To use collocations, commonly used phrasal verbs and idioms correctly.	Lecture/ Group work / pair work/ discussion/ assignment	Assignments / Asking questions and doing activities / Exam
2.2	To comprehend contextual meaning of unfamiliar and low frequency words.	Lecture/ Group work / pair work/ discussion/ assignment	Assignments / Asking questions and doing activities / Exam
2.3	To study word meanings and realize the necessity of using the right word.	Lecture/ Group work / pair work/ discussion/ assignment	Assignments / Asking questions and doing activities / Exam
<b>3.0</b>	<b>Values</b>		
3.1	To show self-monitor and self-correct problem areas.	Lecture/ Group work / pair work/ discussion/ assignment	Exam/Asking questions and doing activities
3.2	To demonstrate ability to work within a group.	Lecture/ Group work / pair work/ discussion/ assignment	Assignments/Exam/ Asking questions and doing activities

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm Exam	7	20%
2	Assignments	6	15%
3	Presentation	9	15%
4	Participation	All along	10%
5	Final exam	12	40%

\*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 :**

- Office hours.
- Contact via email.

- Hold meetings for students.
- Provide teaching plans for the students.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Oxford Word Skills Intermediate by Ruth Gairns and Stuart Redman
<b>Essential References Materials</b>	Longman Dictionary of Contemporary English
<b>Electronic Materials</b>	None.
<b>Other Learning Materials</b>	None.

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None.

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Extent of achievement of course learning outcomes	Course reviewer	Direct/ Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Standards of students achievement	Faculty	Direct / Indirect
Improvement of teaching	Program leader	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct

**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

<b>Council / Committee</b>	Department of Administrative Sciences and Humanities / Applied College
<b>Reference No.</b>	
<b>Date</b>	



## Course Specifications

<b>Course Title:</b>	Listening and Speaking
<b>Course Code:</b>	ENG 0113
<b>Program:</b>	English Language
<b>Department:</b>	Department of Applied Science - Department of Administrative Sciences and Humanities
<b>College:</b>	Applied College
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University



## Table of Contents

<b>A. Course Identification .....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description .....	3
2. Course Main Objective .....	3
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>4</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	4
2. Assessment Tasks for Students .....	5
<b>E. Student Academic Counseling and Support .....</b>	<b>5</b>
<b>F. Learning Resources and Facilities .....</b>	<b>6</b>
1.Learning Resources .....	6
2. Facilities Required .....	6
<b>G. Course Quality Evaluation.....</b>	<b>6</b>
<b>H. Specification Approval Data .....</b>	<b>6</b>

## A. Course Identification

<b>1. Credit hours:</b> 5 hours
<b>2. Course type</b> <b>a.</b> University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> <b>b.</b> Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 1 / First year
<b>4. Pre-requisites for this course (if any):</b> None.
<b>5. Co-requisites for this course (if any):</b> None.

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	55 hours	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	55 hours
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	55 hours

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b> It is an intermediate course designed to improve the speaking and listening skills of the students. It is focused on pronunciation, stress, and intonation. Oral communication, listening comprehension and vocabulary development are also stressed.
<b>2. Course Main Objective</b> The students at the end of this course will perform stronger ability to start a conversation and to understand higher levels expressions in everyday English. The course will improve students in the following: <ol style="list-style-type: none"><li>1. Conversation and comprehension.</li><li>2. Differentiating between the main ideas and the secondary ones while continuing in conversation.</li><li>3. Imagining the events of the conversational subjects.</li><li>4. Extracting ideas from what is spoken.</li></ol>

5. Expecting what the speaker will say about the concept talked about.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	To recognize rules of appropriate academic and professional interaction.	K1
1.2	To identify questions, acceptances and refusals.	K1
1.3	To mention locations, similarities and recall name of objects.	K2, K3
2	<b>Skills :</b>	
2.1	To write short notes to participate in brief conversation.	S3
2.2	To reconstruct controlled and basic structures of spoken English grammar.	S1,S3
2.3	To compose organized spoken discourse on any given topic.	S1
3	<b>Values:</b>	
3.1	To demonstrate effective participation in groups and expressing personal opinions.	V1
3.2	To show self-motivation, seriousness and discipline.	V2

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the course Units 1+2	5hrs
2	Units 3 + 4 +5	5hrs
3	Units 6 + 7+ 8	5hrs
4	Units 9+ 10+ 11	5hrs
5	Units 12 +13	5hrs
6	Midterm exam + Units 14	5hrs
7	Units 15 +16	5hrs
8	Units 17+18	5hrs
9	Units 19 +20	5hrs
10	Presentation	5hrs
11	Revision	5hrs
<b>Total</b>		<b>55 hours</b>

### 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	<b>Knowledge and Understanding</b>		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1	To recognize rules of appropriate academic and professional interaction.	Lecture/ Group work / pair work/ discussion/ assignment	Exam / participation/ assignment evolution
1.2	To identify questions, acceptances and refusals.	Lecture/ Group work / pair work/ discussion/ assignment	Exam / participation/ assignment evolution
1.3	To mention locations, similarities and recall names of objects.	Lecture/ Group work / pair work/ discussion/ assignment	Exam / participation/ assignment evolution
<b>2.0</b>	<b>Skills</b>		
2.1	To write short notes to participate in brief conversation.	Lecture/ Group work / pair work/ discussion/ assignment	Exam / participation/ assignment evolution
2.2	To reconstruct controlled and basic structures of spoken English grammar.	Lecture/ Group work / pair work/ discussion/ assignment	Exam / participation/ assignment evolution
2.3	To compose organized spoken discourse on any given topic.	Lecture/ Group work / pair work/ discussion/ assignment	Exam / participation/ assignment evolution
<b>3.0</b>	<b>Values</b>		
3.1	To demonstrate effective participation in groups and expressing personal opinions.	Lecture/ Group work / pair work/ discussion/ assignment	Exam / participation/ assignment evolution
3.2	To show self-motivation, seriousness and discipline.	Lecture/ Group work / pair work/ discussion/ assignment	Exam / participation/ assignment evolution

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm exam	6	20%
2	Listening quiz	8	10%
3	Speaking quiz	3-4	10%
4	Participation	All along	10%
5	Presentation	7	10%
6	Final exam	12	40%

\*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 :**

- Office hours.
- Contact via email.
- Hold meetings for students.
- Provide teaching plans for the students.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Developing Tactics for Listening. Third Edition
<b>Essential References Materials</b>	Longman Dictionary of Contemporary English
<b>Electronic Materials</b>	None.
<b>Other Learning Materials</b>	None.

### 2. Facilities Required

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

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Extent of achievement of course learning outcomes	Course reviewer	Direct/ Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Standards of students achievement	Faculty	Direct / Indirect
Improvement of teaching	Program leader	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct

**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

<b>Council / Committee</b>	Department of Applied Science - Department of Administrative Sciences and Humanities
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Reference No.	
Date	



## Course Specifications

<b>Course Title:</b>	Reading
<b>Course Code:</b>	ENG 0112
<b>Program:</b>	General English
<b>Department:</b>	Department of Applied Science - Department of Administrative Sciences and Humanities
<b>College:</b>	Applied College
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

## Table of Contents

<b>A. Course Identification .....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description .....	3
2. Course Main Objective .....	3
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>4</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	4
2. Assessment Tasks for Students .....	4
<b>E. Student Academic Counseling and Support .....</b>	<b>5</b>
<b>F. Learning Resources and Facilities .....</b>	<b>5</b>
1.Learning Resources .....	5
2. Facilities Required.....	6
<b>G. Course Quality Evaluation.....</b>	<b>6</b>
<b>H. Specification Approval Data .....</b>	<b>6</b>



## A. Course Identification

<b>1. Credit hours:</b> 3 hours.
<b>2. Course type</b> <b>a.</b> University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> <b>b.</b> Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 1/ first year.
<b>4. Pre-requisites for this course (if any):</b> None.
<b>5. Co-requisites for this course (if any):</b> None.

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	33hrs	%100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	33hrs
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	33hrs

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b> <ul style="list-style-type: none"><li>Students are required to practice reading different reading texts on different themes.</li><li>Students are assigned to read a book that is suitable for their level.</li></ul>
<b>2. Course Main Objective</b> <ul style="list-style-type: none"><li>This course aims at developing the students' reading skills in the intermediate level.</li><li>It aims at increasing the students' vocabulary and expressions.</li><li>It aims at developing students' ability to understand the main ideas in the text, search for information in the text, specify the key concepts in the text and understand the inferences, details, and the structure of the text.</li></ul>

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	To identify the main ideas in a paragraph.	K1
1.2	To distinguish between facts and opinions	K3
<b>2</b>	<b>Skills :</b>	
2.1	To scan the text in order to answer questions based on the text.	S2
2.2	To skim for the main idea in the text and in each paragraph.	S2
2.3	To accurately use and spell the new vocabulary.	S3
2.4	To draw conclusions.	S3
<b>3</b>	<b>Values:</b>	
3.1	To show self-monitor and self-correct problem areas.	V2
3.2	To demonstrate ability to work within a reading group.	V1

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to reading – introducing the reading techniques	3hrs
2	Chapter 1	3hrs
3	Chapter 2	3hrs
4	Chapter 5	3hrs
5	Chapter 8	3hrs
6	Midterm	3hrs
7	Chapter 9	3hrs
8	Expanded weekend	3hrs
9	Chapter 10	3hrs
10	Chapter 13	3hrs
11	Revision	3hrs
<b>Total</b>		<b>33hrs</b>

### D. Teaching and Assessment

#### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	To identify the main ideas in a paragraph.	Lecture/ Group work / pair work/ discussion/ assignment	Exam / participation/ assignment evolution
1.2	To distinguish between facts and opinions	Lecture/ Group work / pair work/ discussion/ assignment	Exam/ Discussions and activities
<b>2.0</b>	<b>Skills</b>		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.1	To scan the text in order to answer questions based on the text.	Lecture/ Group work / pair work/ discussion/ assignment	Assignments / Asking questions and doing activities / Exam
2.2	To skim for the main idea in the text and in each paragraph.	Lecture/ Group work / pair work/ discussion/ assignment	Assignments / Asking questions and doing activities / Exam
2.3	To accurately use and spell the new vocabulary.	Lecture/ Group work / pair work/ discussion/ assignment	Assignments / Asking questions and doing activities / Exam
2.4	To draw conclusions.	Lecture/ Group work / pair work/ discussion/ assignment	Assignments / Asking questions and doing activities / Exam
<b>3.0</b>	<b>Values</b>		
3.1	To show self-monitor and self-correct problem areas.	Lecture/ Group work / pair work/ discussion/ assignment	Exam/Asking questions and doing activities
3.2	To demonstrate ability to work within a reading group.	Lecture/ Group work / pair work/ discussion/ assignment	Assignments/Exam/ Asking questions and doing activities

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm Exam	6	20%
2	Assignments	All along	15%
3	Presentation	5	15%
4	Participation	All along	10%
5	Final exam	12	40%

\*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 :**

- Office hours.
- Contact via email.
- Hold meetings for students.
- Provide teaching plans for the students.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Read This! Fascinating Stories from the Content Areas 2
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<b>Essential References Materials</b>	Longman Dictionary of Contemporary English
<b>Electronic Materials</b>	None.
<b>Other Learning Materials</b>	None.

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None.

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Extent of achievement of course learning outcomes	Course reviewer	Direct/ Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Standards of students achievement	Faculty	Direct / Indirect
Improvement of teaching	Program leader	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct

**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

<b>Council / Committee</b>	Department of Applied Science - Department of Administrative Sciences and Humanities
<b>Reference No.</b>	
<b>Date</b>	



## Course Specifications

<b>Course Title:</b>	Writing
<b>Course Code:</b>	ENG 0116
<b>Program:</b>	General English
<b>Department:</b>	Department of Applied Science - Department of Administrative Sciences and Humanities
<b>College:</b>	Applied College
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

## Table of Contents

<b>A. Course Identification .....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
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2. Course Main Objective .....	3
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>4</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	4
2. Assessment Tasks for Students .....	5
<b>E. Student Academic Counseling and Support .....</b>	<b>6</b>
<b>F. Learning Resources and Facilities .....</b>	<b>6</b>
1.Learning Resources .....	6
2. Facilities Required .....	6
<b>G. Course Quality Evaluation.....</b>	<b>6</b>
<b>H. Specification Approval Data .....</b>	<b>7</b>

## A. Course Identification

<b>1. Credit hours:</b> 3hours			
<b>2. Course type</b> <b>a.</b> University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> <b>b.</b> Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>			
<b>3. Level/year at which this course is offered:</b> Level 1 / first year			
<b>4. Pre-requisites for this course (if any):</b> None			
<b>5. Co-requisites for this course (if any):</b> None.			

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	33hrs	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	33hrs
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	33hrs

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b> This intermediate course is designed to help students develop their abilities in writing complete sentences to coherent paragraphs. The course focuses on developing students' intermediate grammar, vocabulary and spelling through meaningful practice.
<b>2. Course Main Objective</b> The course trains the students on the stages of writing a paragraph ( like pre-writing stage, writing stage, reviewing and editing stage, and noticing the interrelations between these stages) while concentrating on paragraph unity in form and content. It also introduces the students to different types of paragraphs like descriptive, example and process paragraphs.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	To identify the simple present tense, subject-verb agreement, adjectives, modals and imperatives.	K1
1.2	To mention different types of sentences (simple, compound, and complex) correctly.	K1
1.3	To display comprehensive knowledge of structuring a coherent and well-developed piece of writing through writing a complete paragraph text appropriately.	K3
2	<b>Skills :</b>	
2.1	To use new vocabulary in forming complete sentences.	S3
2.2	To form different types of sentences.	S3
2.3	To use various conjunctions to create compound and complex sentences.	S3
2.4	To write a well-organized paragraph on given topics.	S3
3	<b>Values:</b>	
3.1	To show the ability to develop companionship among students in-group work.	V1
3.2	To show the ability to express their views and opinions through their writing.	V2

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the course Unit 1 ( part 1)	3hrs
2	Unit 1 ( parts 2 + 3)	3hrs
3	Unit 1 ( part 4+ review)	3hrs
4	Unit 2 ( steps 1+2)	3hrs
5	Unit 2 (step 3 + 4 + review)	3hrs
6	Unit 2 (review)	3hrs
7	Midterm exam	3hrs
8	Extended weekend	3hrs
9	Unit 4 (step 1 + 2)	3hrs
10	Unit 4 ( steps 3 + 4 )	3hrs
	Unit 4 (review)	3hrs
11	Revision	3hrs
<b>Total</b>		<b>33hrs</b>

### 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	<b>Knowledge and Understanding</b>		



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1	To identify the simple present tense, subject-verb agreement, adjectives, modals and imperatives.	Lecture / Assignment / activities / discussion	Exam /Assignment evaluation / Asking questions and doing activities
1.2	To mention different types of sentences (simple, compound, and complex) correctly.	Lecture / Assignment / activities / discussion	Exam /Assignment evaluation / Asking questions and doing activities
1.3	To display comprehensive knowledge of structuring a coherent and well-developed piece of writing through writing a complete paragraph text appropriately.	Lecture / Assignment / activities / discussion	Exam /Assignment evaluation / Asking questions and doing activities
<b>2.0</b>	<b>Skills</b>		
2.1	To use new vocabulary in forming complete sentences.	Lecture / Assignment / activities / discussion	Exam /Assignment evaluation / Asking questions and doing activities
2.2	To form different types of sentences.	Lecture / Assignment / activities / discussion	Exam /Assignment evaluation / Asking questions and doing activities
2.3	To use various conjunctions to create compound and complex sentences.	Lecture / Assignment / activities / discussion	Exam /Assignment evaluation / Asking questions and doing activities
2.4	To write a well-organized paragraph on given topics.	Lecture / Assignment / activities / discussion	Exam /Assignment evaluation / Asking questions and doing activities
<b>3.0</b>	<b>Values</b>		
3.1	To show the ability to develop companionship among students in-group work.	Lecture / Assignment / activities / discussion	Exam /Assignment evaluation / Asking questions and doing activities
3.2	To show the ability to express their views and opinions through their writing.	Lecture / Assignment / activities / discussion	Exam /Assignment evaluation / Asking questions and doing activities

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm Exam	7	20%
2	Project	8	10%
3	Quiz	4	10%
4	Assignments	All along	10%
6	Participation	All along	10%
7	Final exam	12	40%

\*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 :

- Office hours.
- Contact via email.
- Hold meetings for students.
- Provide teaching plans for the students.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Effective Academic Writing 1 The Paragraph/ 2 <sup>nd</sup> edition by Alice Savage; Masoud Shafiei
<b>Essential References Materials</b>	Longman Dictionary of Contemporary English
<b>Electronic Materials</b>	None.
<b>Other Learning Materials</b>	None.

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None.

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Extent of achievement of course learning outcomes	Course reviewer	Direct/ Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Standards of students achievement	Faculty	Direct / Indirect

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Improvement of teaching	Program leader	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct

**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	Department of Applied Science - Department of Administrative Sciences and Humanities
Reference No.	
Date	



## Course Specifications

<b>Course Title:</b>	Grammar
<b>Course Code:</b>	ENG 0114
<b>Program:</b>	General English
<b>Department:</b>	Department of Applied Science - Department of Administrative Sciences and Humanities
<b>College:</b>	Applied College
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

## **Table of Contents**

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description.....	3
2. Course Main Objective.....	3
3. Course Learning Outcomes.....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>4</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	4
2. Assessment Tasks for Students .....	5
<b>E. Student Academic Counseling and Support .....</b>	<b>5</b>
<b>F. Learning Resources and Facilities.....</b>	<b>6</b>
1.Learning Resources .....	6
2. Facilities Required.....	6
<b>G. Course Quality Evaluation.....</b>	<b>6</b>
<b>H. Specification Approval Data .....</b>	<b>6</b>

## A. Course Identification

<b>1. Credit hours:</b> 2 hours.
<b>2. Course type</b> <b>a.</b> University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> <b>b.</b> Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 1 / first year.
<b>4. Pre-requisites for this course:</b> None.
<b>5. Co-requisites for this course:</b> None.

## 6. Mode of Instruction

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	22hrs	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

## 7. Contact Hours

No	Activity	Contact Hours
1	Lecture	22hrs
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	22hrs

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>  The course aims at improving the grammatical accuracy of the students and helps them produce correct sentences. It acquaints students with different types of tenses, and enables them to differentiate between those types of tenses and generate sentences accordingly.  It is designed to help students learn, practice and use pronouns, modals and similar expressions to express ability, comparative and superlative adjectives.
<b>2. Course Main Objective</b> <ul style="list-style-type: none"><li>• Build students' knowledge of English language structure.</li><li>• Express themselves in English without making unacceptable mistakes.</li><li>• Understand how grammar is used in authentic text.</li></ul>

- Use grammatical rules to construct meaningful sentences and paragraphs on various topics.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	To demonstrate knowledge of the English language and its basic structure	K1
1.2	To show awareness of the importance of English grammar.	K2
1.3	To identify the different tenses.	K1,K3
<b>2</b>	<b>Skills :</b>	
2.1	To use modals and comparisons.	S2
2.3	To use the new grammatical patterns correctly and meaningfully.	S1/S3
2.4	To make and respond to requests and suggestions.	S1/S3
<b>3</b>	<b>Values:</b>	
3.1	To demonstrate ability to work within a group.	V1
3.2	To show the capability of expressing experiences and opinions through constructing well-formed sentences.	V2

### C. Course Content

No	List of Topics	Contact Hours
1	Part 1: chapter 1 verb Be: a,b,c	2hrs
2	Part 1: chapter 2 questions with Be: a,b,c	2hrs
3	Part 2: chapter 4 introduction to Nouns: a,b,c,d	2hrs
4	Part 2: chapter 5 introduction to count and noncount Nouns: a,b,c	2hrs
5	Part 3: chapter 6 descriptive adjectives: b,c	2hrs
6	Midterm	2hrs
7	Extended weekend	2hrs
8	Part 4: chapter 8 present continuous: b,c	2hrs
9	Part 4: chapter 9 simple present: b,c,d,e	2hrs
10	Part 5: chapter 11 the simple past of Be: b,c + chapter 12 the simple past: b	2hrs
11	Revision	2hrs
<b>Total</b>		<b>22hrs</b>

### 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		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1	To demonstrate knowledge of the English language and its basic structure	Lecture/ Assignment	Exam/ Discussions and activities
1.2	To show awareness of the importance of English grammar.	Lecture/ Assignment	Exam/ Discussions and activities
1.3	To identify the different tenses.	Lecture/ Assignment	Exam/ Discussions and activities
<b>2.0</b>	<b>Skills</b>		
2.1	To use of modals and comparisons.	Lecture/ Assignment	Assignments / Asking questions and doing activities / Exam
2.2	To use the new grammatical patterns correctly and meaningfully.	Lecture/ Assignment	Assignments / Asking questions and doing activities / Exam
2.3	To make and respond to requests and suggestions.	Lecture/ Assignment	Assignments / Asking questions and doing activities / Exam
<b>3.0</b>	<b>Values</b>		
3.1	To demonstrate ability to work within a group.	Lecture/ Assignment	Assignments/Exam/ Asking questions and doing activities
3.2	To show the capability of expressing experiences and opinions through constructing well-formed sentences.	Lecture/ Assignment	Assignments/Exam/ Asking questions and doing activities

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm Exam	6	20%
3	Quiz	4,9	20%
4	Assignments	All along	10%
6	Participation	All along	10%
7	Final exam	12	40%

\*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:**

- Office hours.
- Contact via email.
- Hold meetings for students.
- Provide teaching plans for the students.



## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Grammar Sense 1, 2nd Edition by Cheryl Pavlik
<b>Essential References Materials</b>	Longman Dictionary of Contemporary English A Practical English Grammar, A. J. Thomson, A. V. Martinet.
<b>Electronic Materials</b>	None.
<b>Other Learning Materials</b>	None.

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None.

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Extent of achievement of course learning outcomes	Course reviewer	Direct/ Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Standards of students achievement	Faculty	Direct / Indirect
Improvement of teaching	Program leader	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct

**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

<b>Council / Committee</b>	Department of Applied Sciences - Department of Administrative Sciences and Humanities / Applied College
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Reference No.	
Date	