

ATTACHMENT 5.

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

**T6. Course Specifications
(CS)**

**ENGLISH LANGUAGE INSTITUTE
University of Jeddah**



Course Specifications

Institution	University of Jeddah	Date: March 30, 2017
College/Department: English Language Institute		

A. Course Identification and General Information

1. Course title and code: ELI_110		
2. Credit hours: 3 hours		
3. Program(s) in which the course is offered. Foundation Year Program		
4. Name of faculty member responsible for the course: Program Directors Mr. Amer Khafaji – Mrs. Abir As-Sanie – Mrs. Ala Alghoraibi		
5. Level/year at which this course is offered: Foundation Year		
6. Pre-requisites for this course (if any): Placement Test		
7. Co-requisites for this course (if any) : NA		
8. Location if not on main campus: ELI Men's Campus - Asfan ELI Women's Campuses – Sharafiya & Salama		
9. Mode of Instruction (mark all that apply)		
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage? <input type="text" value="80%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage? <input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage? <input type="text" value="20%"/>
d. correspondence	<input type="checkbox"/>	What percentage? <input type="text"/>
f. other	<input type="checkbox"/>	What percentage? <input type="text"/>
Comments:		

B Objectives

1. What is the main purpose for this course?

The main purpose of this course is to build students' English skills in key areas both academically and personally. The program will build students' English proficiency in the four language skills and enhance these skills with the linguistic and lexical competencies, as well as develop thinking skills, presentations skills, and sub-skills. This course aims to develop language skills up to the middle of the B2 level on the CEFR.

Course content will equip the students with the tools to:

- **Read and understand a wide variety of extended texts (reading).**
- **Listen to and understand a diverse range of texts addressing a variety of topics and cultural issues, and containing different listening genres such as dialogues, monologues etc.**
- **Express themselves fluently and take part in conversations about familiar topics.**
- **Formulate grammatically correct and well-structured sentences; design and create coherent and cohesive paragraphs using appropriate topic-related vocabulary.**

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- 1- **Implement changes in curriculum/assessment content as a result of new research in the field**
- 2- **Increase use of IT or web based reference material.**
- 3- **Provide teachers with the necessary training to implement the newly developed curriculum and methods of teaching.**
- 4- **Have teachers participate in delivering workshops and trainings to share knowledge about teaching & learning and to improve instruction.**
- 5- **Have teachers participate in planning circles to design and share teaching and learning resources.**
- 6- **Conduct a teacher evaluation system to develop, improve and support qualified teachers and effective teaching practices and improve students learning and success.**
- 7- **Conduct surveys to collect feedback on current curriculum and assessments.**

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

ELI_110 is an intensive English course aiming to develop language proficiency beginning at a B1 level on the Common European Framework of Reference for Languages (CEFR) moving into the B2 Level on the CEFR, which is within the band of being an independent user. It is a 14-week semester-based course with 18 hours of

instruction each week plus 2-4- hours of BlackBoard enriching sessions.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Week 1: Rules Around the World	1	18
Week 2: Trash in the Community	1	18
Week 3: We Serve More than Food!	1	18
Week 4: Story of a Doctor	1	18
Week 5: Tough Jobs	1	18
Week 6: Most Expensive Laptops in the World	1	18
Week 7: Multi-tasking of the Brain	1	18
Week 8: The Man who Walked Across the World	1	18
Week 9: Part-time Employment	1	18
Week 10: How Photographers Make Connections	1	18
Week 11: Global University Education	1	18
Week 12: Food as Communication	1	18
Week 13: Future Living	1	18
Week 14: Tele-surgery	1	18

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other	Total
Contact Hours	18/h per week x 14 instructional weeks= 252 hours	2 daily office hours x 14 instructional weeks= 140 hours	n/a	n/a	n/a	392 hours
Credit	3 credit hours	n/a	n/a	n/a	n/a	3 credit hours

3. Additional private study/learning hours expected for students per week.

2 hours for remedial classes

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define & use target vocabulary and grammar forms in meaningful writing and speaking contexts.	1-List the essential vocabulary for the week. 2-Ask students to work in groups to define the new vocab using supporting visual and other resources. 3-Ask students to write sentences to describe familiar events and situations using the new vocabulary.	-Quizzes -Mid-term -Final exam
1.2	List and/or outline supporting ideas and details about a topic.	1- Engage students in interesting discussions related to the themes presented in the course-pacing guides to connect these themes to students' background. 2- Pre-writing strategy- use graphic organizers to outline writing task 3- Post-listening/reading strategy- use graphic organizers to outline main points in listening or reading passage	-Writing assignments -Final Writing Exam -Speaking presentations -Whole class discussions and feedbacks - Reading Tasks - Listening Tasks
2.0	Cognitive Skills		
2.1	Make predictions about a content	Engage students in discussion to make predictions about a reading and listening text related to a specific content based on prior knowledge, supporting visual and other sources.	-Discussion during class.
2.2	Identify and analyze key information related to a reading or listening topic.	1-Ask students to use different listening and reading techniques like skimming and scanning to answer detailed questions. 2- Ask students to take notes while listening to identify and record key information and details in a listening text.	-Whole class feedback on reading & listening worksheets done in class or assigned as homework. -Quizzes -Mid-Term -Final Exam

		<p>3- Ask students to interpret data from graphics, charts, tables and diagrams through scanning.</p> <p>4- Ask students questions to identify the basic genre or type of a listening text.</p> <p>5- Ask students questions that required short written answers related to the reading passage.</p>	
2.3	Compose and develop a writing assignment related to a specific topic.	<p>1-Engage students in a brainstorming activity to come up with ideas related to the writing topic.</p> <p>2-Ask students to use vocabulary and grammar rules of the week to create the first draft.</p> <p>3- Display a sample of the First Draft (from students' work)</p> <p>4-Discuss common mistakes.</p> <p>5-Show ways to improve the essay (grammar, vocab, etc.)</p> <p>6-Allow questions/discussion</p> <p>7-Revise/Edit the first draft based on instructor's feedback.</p> <p>8-Ask students to compose their second drafts for the writing portfolio.</p>	-Instructor provides feedback/grade.
2.4	Prepare a short presentation based on a listening task or a specific topic.	<p>1-Students work in pairs or groups to prepare a presentation task using their notes.</p> <p>2- Use grammar and vocabulary covered throughout the week.</p> <p>3-Use proper tone, eye contact, gestures and posture during presentation.</p> <p>4- -Each group presents.</p> <p>5-Manage time effectively when giving a short presentation.</p> <p>6-The audience is required to ask questions after each presentation.</p>	<p>-Writing Checklist</p> <p>-Feedback from Peer's reviewing</p> <p>-Teacher's feedback</p> <p>-Writing rubric</p> <p>- Self- Assessment form</p>
2.5	Summarize a reading text and interview data	<p>1-Ask students to summarize a reading passage related to the topic of the week(short written summary)</p> <p>2- Ask students to summarize interview data and present a summary of answers in class.</p>	-Teacher's feedback
2.6	Design a mind-map or an info-graph to show a summary of a specific topic related to the theme of the week.	Ask students to search the internet to visualize a summary of a specific topic related to the content of the week.	-Teacher's feedback
3.0	Interpersonal Skills & Responsibility		

3.1	Demonstrate the ability to study effectively, take responsibility to carry out different assigned tasks and submit them on time.	Engage students in independent and in different collaborative teamwork (groups, pair).	-Giving feedback on a group task. -Discussing group work sheets. -Final course project report and presentation.
3.2	Revise first draft of peer's writing and provide feedback.	Provide students with a checklist to help them in giving feedback on other students' writing works.	-Feedback on students 1 st draft is given by their instructors. - Writing Checklist -Writing Rubric
3.3	Take responsibility to work on course project with a partner.	1-Instructors introduces Course Project components 2-Decvide students into pairs 3- Assign One audio file to each pair. 4- Give students tips on how to take notes while listening 5- Ask students to listen to their assigned audio file, take notes, share and discuss information then compose and develop the course project report. 6- Guides students through the process of writing the course project report during class and her office hours. 7- Give the students a deadline and Ask them to submit the report on time. 8- Ask students to prepare for their Final Presentations based on the submitted report. 9- Ask students to present their topics using a free technology tool: eg. PPT, Prezi, Keynote..etc.	-Instructor provides feedback/grade using Course Project Report Rubric and Course Project Presentation Rubric
3.4	Complete Self- Assessment Checklist after speaking and writing tasks	Provide students with a Self- Assessment Checklist form to fill out and submit by the end of a writing assignment and a speaking task.	-Instructor's feedback on "Teacher Reflection" section of the self-assessment checklist
3.5	Maintain a complete Course Portfolio	Ask students to add all graded writing assignments, speaking tasks, writing and speaking self-assessment forms in one file.	-Instructor's checking and feedback
4.0	Communication, Information Technology, Numerical		
4.1	Engage students in pair and group work.	Engage students in group discussion and oral sharing of information on a related topic.	-Students' Feedback -Teacher's Feedback
4.2	Use technology to give a presentation	Encourage students to show their work using different presentation tools.	-Students' Feedback -Teacher's feedback during speaking presentations.

4.3	Use the internet to search for the available resources on a specific topic/theme	Ask students to research about specific information related to the topics of the weeks or to their course project.	-Teacher's feedback on students writing assignments and speaking tasks
5.0	Psychomotor		
5.1	Engage students in Role-Play activities to demonstrate how to use the newly taught language in real life situations	1-Dived students into groups 2-Divide roles among members in each group	-Teacher's feedback

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)			
	1.1	2.1	3.1	4.1
Course LOs #	Read and understand a wide variety of extended texts (reading).	Listen to and understand a diverse range of texts addressing a variety of topics and cultural issues, and containing different listening genres such as dialogues, monologues etc.	Express themselves fluently and take part in conversations about familiar topics	Formulate grammatically correct and well-structured sentences; design and create coherent and cohesive paragraphs using appropriate topic-related vocabulary.
1.1 Define & use target vocabulary and grammar forms in meaningful writing and speaking contexts.			✓	✓
1.2 List and/or outline supporting ideas and details about a topic.	✓	✓	✓	✓
2.1 Make predictions about a content	✓	✓	✓	✓
2.2 Identify and analyze key information related to a reading or listening topic.	✓	✓	✓	✓
2.3 Compose and develop a writing assignment related to a specific topic.				✓
2.4 Prepare a short presentation based on a		✓	✓	

listening task or a specific topic.				
2.5 Summarize a reading text and interview data	✓		✓	✓
2.6 Design a mind-map or an info-graph to show a summary of a specific topic related to the theme of the week.	✓	✓		✓
3.1 Demonstrate the ability to study effectively, take responsibility to carry out different assigned tasks and submit them on time.	✓	✓	✓	✓
3.2 Revise first draft of peer's writing and provide feedback.	✓		✓	✓
3.3 Take responsibility to work on course project with a partner	✓	✓	✓	✓
3.4 Complete Self-Assessment Checklist after speaking and writing tasks				✓
3.5 Maintain a complete Course Portfolio			✓	✓
4.1 Engage in pair and group work	✓	✓	✓	✓
4.2 Use technology to give a presentation			✓	✓
4.3 Use the internet to search for the available resources on a specific topic/theme	✓	✓		
5.1 Engage in Role-Play activities to demonstrate how to use the newly taught language in real life situations	✓	✓	✓	✓

6. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination,	Week Due	Proportion of Total

	speech, oral presentation, etc.)		Assessment
1	Quizzes	3, 6, 9, 12	5%
2	Midterm Exam	8	15%
3	Final Writing Exam	12	10%
4	Portfolio	16	15%
5	Final Project	16	15%
6	Final Exam	17	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

1- Office hours: Instructors have a total of 10 office hours per week. Teachers announce their office hours at the beginning of the academic term in their classes and encourage students to visit them during these hours for additional support on the curriculum and for feedback.

2- E-mail: Students and instructors use email as a mean of communication to send and receive information outside the classrooms.

3- ELI System: The ELI System is used as the main source of communication for students to track their attendance and grades, access resources used in the class, and communicate with the instructor. Instructors are required to use the system to take attendance, communicate with individual students or the whole class, and upload all necessary materials for student access.

4- Student Services: The Student Services Unit (SSU) is comprised of faculty members who provide the following services:

- a. Remedial classes: the ELI Students Service Unit provides students with additional support through organizing and operating weekly remedial classes in all ELI women campuses- Sharafiya & Salama. All students are highly encouraged to attend these classes for extra help in the course.**
- b. Workshops: The ELI SSU and ELI instructors prepared and conducted many workshops to help student in improving their English language skills (e.g note taking, writing development skills,..etc.)**
- c. Student Complaints: The SSU is available to receive complaints in regards to any issue related to the ELI. Complaints are forwarded to the appropriate unit to be**

deal with the issues.

E Learning Resources

1. List Required Textbooks

The ELI adopts an open access approach to knowledge and student's self-directed learning. Teachers choose their materials from variety of sources in compliance with the weekly specific learning outcomes.

2. List Essential References Materials (Journals, Reports, etc.)

All essential references are created/provided by the instructor from various resources.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- 1- **Skillful Reading & Writing- Level 2**
- 2- **Skillful Reading & Writing- Level 3**
- 3- **Destination B2: Grammar and Vocabulary**

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- 1-ELI System www.elisys.org
- 2-Blackboard.
- 3-YouTube channel.
- 4-Kahoot. <https://kahoot.it/#/>
- 5-Wordsmith. <https://www.wordsmyth.net/>
- 6-Jeopardy. <http://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=623133#.WHsky1UrKM8>
- 7- Google Drive
- 8- Activities based on CEFR levels: <http://www.examenglish.com/CEFR/cefr.php>

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- 1- **Presentations delivered by native speakers of English through pre downloaded videos.**
- 2- **Revision presented via the overhead projector.**
- 3- **Videos.**
- 4- **PowerPoint presentations.**
- 5- **Audio recordings.**
- 6- **Speakers with a microphone for practicing the language.**

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

The ELI requires the following:

- 1- **Not more than 25 students per class**
- 2- **Spacious classrooms**

<p>3- Library</p> <p>4- learning resources room</p> <p>5- Language Labs</p>
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <p>The ELI requires smart boards.</p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p>The institute needs the following:</p> <p>1- Movable chairs and tables.</p> <p>2- Flip charts</p> <p>3- Bulletin boards</p> <p>4- Spacious classrooms</p> <p>5- Free printing services for students and teachers.</p>

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>1- Online student surveys</p> <p>2- Focus Groups</p> <p>3- Teacher Evaluation (tracking students' progress through multiple statistics – classroom observations – peer observations – self PD plans)</p>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>1. Conducting an annual teacher evaluation to develop, improve and support qualified teachers and effective teaching practices and improve students learning and success.</p> <p>2. End of term Professional Evaluations for each instructor completed by coordinators and approved by Program Director.</p>
<p>3 Processes for Improvement of Teaching</p> <p>The ELI Professional Development Unit organizes the following:</p> <p>1- Workshops to improve teachers' instructional performance and assessment of students' learning.</p> <p>2- Teachers participate in delivering workshops and trainings to share knowledge about teaching & learning and to improve instruction.</p> <p>3- Planning circles to design and share teaching and learning resources.</p> <p>4- Course reports filled out by all teaching faculty.</p>

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

1. **Grade students Writing Final exam papers by an independent ELI faculty member who isn't the main class teacher. Then the paper is Cross-checked by the main class teacher.**
2. **Grade students' presentations and reports of final course project by two assessors: the class teachers and an external teacher.**
3. **Check samples of student works + result charts**

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

The following points help to collect feedback on course effectiveness:

- 1- **Student evaluation and results statistics.**
- 2- **Course reports submitted by instructors.**
- 3- **Online surveys to provide feedback on assessment and curriculum.**
- 4- **Focus Groups.**
- 5- **Curriculum review by external reviewers.**

Name of Instructor (**Program Directors**):

1. **Amer Khafaji – ELI Men's Campus- Asfan**
2. **Abir As-Sanie- ELI Salama Campus**
3. **Ala Alghorabi- ELI Sharafiya Campus**

Signature: **Program Directors** Date Report Completed: **March 30, 2017**

Name of Course Instructor (**Program Directors**):

1. **Amer Khafaji – ELI Men's Campus- Asfan**
2. **Abir As-Sanie- ELI Salama Campus**
3. **Ala Alghorabi- ELI Sharafiya Campus**

Program Coordinator: **Amer Khafaji – ELI Men's Campus- Asfan**
Abir As-Sanie- ELI Salama Campus
Ala Alghorabi- ELI Sharafiya Campus

Signature: Prof. **Tahany Albaiz**

Date Received: **March 30, 2017**