اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	English Language Skills (1)
Course Code:	ENGS 1001
Program:	Associate
Department:	Arts and Education
College:	Riyadh Community College
Institution:	King Saud University

Table of Contents

A. Course Identification

1. Credit hours:	
2. Course type	
a. University ■ College ☐ Department ☐ Others ☐	
b. Required ■ Elective ☐	
3. Level/year at which this course is offered: **Beginner/ 2021**	
4. Pre-requisites for this course (if any)**: NA**	
5. Co-requisites for this course (if any)**: NA**	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**		
2	**Blended**		
3	**E-learning**		
4	**Distance learning**	12	97%
5	**Other**	3	3%

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	12
2	**Laboratory/Studio**	
3	**Tutorial**	
4	**Others** (specify)- Asynchronous Learning	3
	Total	15

B. Course Objectives and Learning Outcomes

1. Course Description
This Elementary course (A1-A2) aims to develop communicative competence in all four language skills. Students will be able to identify the main points in short simple listening and reading texts and locate simple vocabulary, communicate and participate in short social exchanges on familiar topics and construct a series of phrases and sentences using simple connectors.
2. Course Main Objective (Goal) 1. Identify and extract simple information in short listening and reading passages on simple topics. 2. Follow short simple texts and recognize high frequency vocabulary on familiar contexts. 3. Participate in simple interactions of social exchanges. 4. Respond to simple questions on familiar topics.

5. Give simple descriptions and requests for information related to immediate and personal needs.
6. Interact in simple social exchanges and ask and answer questions in areas on familiar topics and activities.
7. Apply simple reading strategies to extract meaning and information.

Construct phrases and sentences to create a paragraph discussing a familiar topic, demonstrating some grammatical and orthographical control.

3. Course Learning Outcomes

	CLOs		Aligned PLOs
1	**Knowledge and Understanding**		
1.1	Build reading fluency and develop comprehension skills by means of authentic texts and excerpts from general and academic material.		K1. Develop students' critical thinking skills through analysis and synthesis of written texts.
1.2	Read short basic text on familiar topics.		
1.3	Predict meanings of unfamiliar words in familiar contexts using context clues.		
1.4	Develop writing skills with an emphasis on the process of planning, revising and editing.		K2. Develop students' writing skills at all levels, to produce texts with clarity, conciseness, and relevance to the assigned topic at a standard appropriate to the course level.
1.5	Construct simple sentences with familiar words.		
1.6	Use basic punctuation in simple sentences.		
1.7	Participate in turn-taking discussions and oral presentations.		K3. Develop students' speaking skills in formulating questions and critical responses on a variety of themes and contexts. K4. Develop students' academic presentation skills, including the ability to discuss familiar or personal interest topics.
1.8	Interact in basic exchanges on familiar topics.		
1.9	Ask and respond to basic questions and requests on familiar topics.		
1.10	Participate in basic interactions and exchanges.		
1.11	Introduce methods to narrate a story, describe experiences and events, and briefly explain processes in presentational contexts.		
1.12	Listen and respond to familiar interactions and exchanges.		K5. Develop students' ability to understand the main points and details of clear, standard conversational speech, brief and simplified academic talks, informational passages, and news.
1.13	Listen for information on familiar and general topics.		
1.14	Listen and follow instructions on a range of familiar topics.		
1.15	Develop note-taking skills with support.		K6. Develop students' comprehension of simplified spoken interactions.
2	**Skills :**		
2.1	Processing and interpreting information		S1. Develop students' higher order and meta-cognition skills. S2. Develop highly competent students who will be valuable additions to the Saudi workforce.
2.2	Auditory, spatial & visual processing		
2.3	Logical thinking and reasoning abilities to arrive at a conclusion.		
2.4	Demonstrate meta-cognition skills		
2.5	Demonstrate digital and e-learning skills		
2.6	Demonstrate basic research skills.		
3	**Values:**		

CLOs		Aligned PLOs
3.1	Demonstrate punctuality	V1. Develop highly productive students, adequately prepared for the rigors of their chosen undergraduate studies.
3.2	Exhibit taking responsibility for completion of set tasks	
3.3	Avoidance of plagiarism and production of original work	
3.4	Demonstrate ability for collaborative work and learning	

C. Course Content

No	List of Topics	Contact Hours
	Q:Skills for Success Intro Level Reading & Writing	
1	Unit 1: Social Psychology	12 hours per unit
2	Unit 2: Education	
3	Unit 3: Cultural Studies	
4	Unit 4: Sociology	
5	Unit 5: Architecture	
	Q:Skills for Success Intro Level Listening & Speaking	
6	Unit 1: Social Psychology	12 hours per unit
7	Unit 2: Education	
8	Unit 3: Cultural Studies	
9	Unit 4: Sociology	
10	Unit 5: Architecture	
	Q:Skills for Success Level 1 Reading & Writing	
11	Unit 1: Business	12 hours per unit
12	Unit 2: Global Studies	
13	Unit 3: Sociology	
14	Unit 4: Physiology	
15	Unit 5: Psychology	
	Q:Skills for Success Level 1 Listening & Speaking	
16	Unit 1: Business	12 hours per unit
17	Unit 2: Global Studies	
18	Unit 3: Sociology	
19	Unit 4: Physiology	
20	Unit 5: Psychology	
	Total	240 hours

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**		
1.1	Build reading fluency and develop comprehension skills by means of authentic texts and excerpts from general and academic material.	Monitoring comprehension and metacognition	Through a combination of classroom activities, textbook exercises, formative (midterm and final exams) and continuous assessments which are based on course-specific learning outcomes measuring mastery of the specific language and skills introduced.
1.2	Read short basic text on familiar topics.		
1.3	Predict meanings of unfamiliar words in familiar contexts using context clues.	Vocabulary skills (i.e. using context clues)	
1.4	Develop writing skills with an emphasis on the process of planning, revising and editing.	Discussion of writing mechanics and proofreading.	
1.5	Construct simple sentences with familiar words.		
1.6	Use basic punctuation in simple sentences.	Unit assignments	
1.7	Participate in turn-taking discussions and oral presentations.		
1.8	Interact in basic exchanges on familiar topics.		
1.9	Ask and respond to basic questions and requests on familiar topics.	Classroom discussion and presentation activities	
1.10	Participate in basic interactions and exchanges.	Unit assignments	
1.11	Introduce methods to narrate a story, describe experiences and events, and briefly explain processes in presentational contexts.		
1.12	Listen and respond in familiar interactions and exchanges.		
1.13	Listen for information on familiar and general topics.	Listening exercises focusing on specific listening sub skills.	
1.14	Listen and follow instructions on a range of familiar topics.		
1.15	Develop note-taking skills with support.		
2.0	**Skills**		
2.1	Processing and interpreting information		A combination of classroom activities and homework that reinforce students' ICT skills. Continuous Assessment & LMS
2.2	Auditory, spatial & visual processing		
2.3	Logical thinking and reasoning abilities to arrive at a conclusion.	Classroom discussions, collaborative and autonomous learning	
2.4	Demonstrate meta-cognition skills		
2.5	Demonstrate digital and e-learning skills		
2.6	Demonstrate basic research skills.		
3.0	**Values**		
3.1	Demonstrate punctuality	- Imposition of class attendance rules promotes punctuality while teaching through a range of interactional patterns develops interpersonal skills and communication on various levels. - Homework task completion and Educational Technology	- The assessment of homework, including the e-learning component, encourages responsibility and cultivates time management skills. - Greater credit is given to original work with mistakes than error-free plagiarized work
3.2	Exhibit taking responsibility for completion of set tasks		
3.3	Avoidance of plagiarism and production of original work		
3.4	Demonstrate ability for collaborative work and learning		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		promotes autonomous learning and increases responsibility in learners.	in their assigned projects.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term exam	End of *Intro* Book	40%
2	Final exam	End of Q1	40%
3	Continuous Assessment (e.g. MCQ, group discussions, and presentations).	Weekly Basis	20%
4	**Total**		**100%**

*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:

- A Student Advisory Committee is available for students to provide academic related support and services.
- Teaching faculty are required five-hour office hours for students' consultations outside the classroom.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	o Bixby, J. and McVeigh, J. (2016). *Q:Skills Intro Second Special Edition, Reading and Writing Skills (OUP)*. o McClure, K. and Vargo, M. (2016). *Q:Skills Intro Second Special Edition, Listening and Speaking Skills (OUP)*. o Lynn, S. (2016). *Q:Skills 1 Second Special Edition, Reading and Writing Skills (OUP)*. o Scanlon, J. (2016). *Q:Skills 1 Second Special Edition, Listening and Speaking Skills (OUP)*.
Essential References Materials	NA
Electronic Materials	o Oxford iTools o Learning Management System- LMS/Blackboard (www.lms.ksu.edu.sa) o CFY Website (www.cfy.ksu.edu.sa) o Oxford bookshelf (www.oxfordlearnersbookshelf.com)
Other Learning Materials	o TubeCFY (www.youtube.com/user/TubePYD) o Weekly Quizzes

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Standard classroom spacious enough for 20 – 50 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	E-podium Smartboard Projector iTools
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Students personal device & internet connection

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
In-use Textbook Evaluation	Students & Faculty	Interviews and focus groups
Learning Outcomes Evaluation	Students & Faculty	Surveys
Course Evaluation	Students & Faculty	Interviews
Textbook Selection	Students & Faculty	Group discussions
Needs Analysis	Students & Faculty	Surveys, discussions & interviews

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	
Reference No.	
Date	