

**Kingdom of Saudi Arabia  
Ministry of Higher Education  
University of Dammam  
College of Prep. Year  
and Supporting Studies  
English Language Department**



المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة الدمام  
عمادة السنة التحضيرية والدراسات المساندة  
قسم اللغة الانجليزية

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

## **COURSE SPECIFICATION**

**English for Academic and Specific Purposes (ENGL-102)**

# Course Specification

Institution: University of Dammam
College: Preparation Year. Department : English Language

## A. Course Identification and General Information

1. Course title and code: English for Academic and Specific Purposes (ENGL-102)	
2. Credit hours: 3	
3. Program(s) in which the course is offered Health, Engineering and Science Tracks	
1. Name of faculty member responsible for the course: 1.1. Native Speaker Teachers recruited by EDEX Company for both male and female sections (males: 35 and for females: 45). See Attachments #2-3	1.2. ELD Staff: A. Male Section B. Female Section See Attachment #1
5. Level/year at which this course is offered: Preparatory Year	
6. Pre-requisites for this course: ENGL-101	
1. Co-requisites for this course: a. Health Track: Chemistry, Physics, Biology, Computer, Islamic Studies and Communication skills b. Engineering: Computer and Islamic Studies, Mathematics, Islamic Studies and Communication skills	
8. Location if not on main campus	

## B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

- Acquire good reading skills enabling them to read faster, comprehend and identify required information.
- Develop effective and appropriate skills to present information in a concise manner.
- Understand major grammatical structures and use them in writing and speaking.
- Know the meanings of word-roots and use such knowledge in recognizing and learning the meanings of other terms of importance.

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

ELD administration periodically evaluates the taught course of English textbooks in an attempt to select the most appropriate English syllabi for all Prep. Year students. The department also regularly holds meetings and talks to update students on the latest of educational technology that would enhance their performance and raise the level of their proficiency.

Based on the courses taught, students are referred to the associated websites of their own courses for extra curricular activities. The department urges all staff to embark on research and utilise the best of the results in order to augment the teaching learning cycle at the Prep. Year.

**C. Course Description** (Note: General description in the form to be used for the Bulletin or Handbook should be attached):

The ENGL-102 course introduces the students to the form, style, content, and nature of scientific English and establishes a connection with their respective field of specialty. With these aspects fully introduced, students are gradually orientated with their prospective fields of specialty and placed in a position where they can proceed confidently toward their undergraduate and later on postgraduate studies.

1 Topics to be covered

List of Topics	No of Weeks	Contact hours
	16	320

**1. ENGL- 102** includes:

<b>1.A. Health Track</b>		
Medical Terminology A. Structure of the Human Body B. Systematic Anatomy C. Body Posture  Dentistry: A. Teeth	4	80
Pharmacology: Pharmacists and Pharmacology	4	80
Applied Medical Science: Managing Hospitals Closing the Door on Potential Pandemics	4	80
Nursing : The World of Nursing	4	80

<b>1.B. Science Track</b>		
- The Basics of Business <ul style="list-style-type: none"> <li>• Types of Businesses</li> <li>• Organizational Structure</li> <li>• Introduction to Management</li> </ul>	2	40
Marketing <ul style="list-style-type: none"> <li>• Fundamentals of Marketing</li> <li>• marketing Strategies</li> <li>• Boston Matrix</li> </ul>	2	40
Information Systems <ul style="list-style-type: none"> <li>• Computer Architecture</li> <li>• Networking</li> <li>• Printers</li> </ul>	2	40
Programming <ul style="list-style-type: none"> <li>• Fundamentals of Programming</li> <li>• Programming Languages</li> <li>• Object Oriented Programming</li> </ul>	2	40

IT Security <ul style="list-style-type: none"> <li>• Access Control</li> <li>• Authentication and Cryptography</li> <li>• Network and System Attackers</li> </ul>	2	40
Finance and Accounting <ul style="list-style-type: none"> <li>• Fundamentals of Accounting</li> <li>• Managing Financial Accounts</li> <li>• Types of Accounting</li> </ul>	2	40
Leadership <ul style="list-style-type: none"> <li>• What is Leadership?</li> <li>• Theory X and Y</li> </ul> Unethical Leadership	2	40
Systems Analysis <ul style="list-style-type: none"> <li>• Database Management Systems</li> <li>• Systems Development</li> <li>• Data Protection and System Recovery</li> </ul>	2	40

<b>1.C. Engineering Track</b>		
- Introduction to Architecture	2	40
- Shapes and Forms	2	40
- Building Materials	2	40
- Analyzing a House Plan	2	40
- Schematic Planning	2	40
- Concrete	2	40
- Bridges	2	40
- Flooding	2	40

2 Course components (total contact hours per semester):				
Lecture: 160	Tutorial: 80	Laboratory: 80	Practical/Field work/Internship:	Other:

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)

#### 4. Development of Learning Outcomes in Domains of Learning

- The program trains students how to study and solidify their knowledge of the different aspects of the language, how to ready themselves for a lifetime of learning, and how to develop own strategies of learning and reinforce them.
- The ELD's methodology focuses on practical applications, measured progress, and repeated exposure - 20 contact hours/w. Students are engaged in critical and creative thinking skills and supplemented with ESL textbooks as well as teacher-made materials to cater to their specific needs.
- The ELD sets out tests and exams as means to evaluate students' progress throughout the academic year in addition to teachers' records of students' assessment inside the classroom.

##### **a. Knowledge**

(i) The aim of the program is to build an educational foundation for Prep. year students to help develop the promise in them, enhance their capacity, and set them on the right track toward their professional careers. The program also integrates intensive general English with scientific/technical English for specific academic purposes.

##### (ii) Teaching strategies to be used to develop that knowledge

- Active Learning
- Collaborative/Cooperative Learning
- Critical Thinking
- Discussion Strategies
- Experiential Learning
- Inquiry-Guided Learning
- Interdisciplinary Teaching
- Learner-Centred Teaching
- Learning Communities
- Problem-Based Learning
- Social Networking Tools
- Teaching with Cases
- Team-Based Learning
- Writing Assignments

(iii) Methods of assessment of knowledge acquired

- Knowledge assessment aims at stimulating students to improve their education and continue studying. Besides, all tests and exams should entail an integral program of examinations intertwined with the educational program.
- ELD, through the Test and Exam Committee, select examination methods which are acceptable to examiners and students alike in order to ensure relevant grading results. The chosen methods of knowledge assessment need to be appropriate with regard to educational impact, so that exams need to be planned on the basis of defined educational goals and must ensure the credibility of the evaluated contents.
- Knowledge assessment is both written and oral.
- Knowledge assessment is conducted through continuous assessment throughout the semester, as well as through the final exam which determines the final grade.
- ELD recommends methods for continuous knowledge assessment such as quizzes, partial exams and other kinds of knowledge assessment such as essay assignments, and written tests.
- To check students' success in acquiring knowledge and practical skills, all teachers create a portfolio to keep records of the on-going assessment of students' work.

**b. Cognitive Skills**

(i) Description of cognitive skills to be developed

- **Attention Skills:** They include three types of attention:
  - Sustainable attention that enables students to remain focused for a long time.
  - Selective attention which regards students' ability to remain focused to filter out distractions and ignore irrelevant and unrelated information.
  - Divided attention which is the ability to remember information while performing a mental operation and attending to two things simultaneously
- **Memory:** It has to do mainly with the ability of storing and recalling information in terms of these two types of memory.
  - Long-term memory that requires students to be able of recalling information that was stored in the past. It is critical for spelling, recalling facts on tests, and comprehension.
  - Short-term memory (working memory) which has to do with the students' ability to apprehend and hold information in immediate awareness while simultaneously performing a mental operation.
- **Logic and Reasoning:** Students are expected to have the ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures. They are also required to build upon their ability to draw conclusions and come up with solutions by analysing the relationships between given conditions.
- **Auditory Processing:** Students are expected to analyse, blend and segment sounds to help improve their skill for reading and spelling as well as for

learning to read.

- **Visual Processing:** This helps students to be able to perceive, analyse, and think through visualization to create a picture of words or concepts in mind.
- **Processing Speed:** It is the ability to perform simple or complex cognitive tasks quickly. This skill also measures the ability of the brain to work quickly and accurately while ignoring distracting stimuli.

(ii) Teaching strategies to be used to develop these cognitive skills

Teachers are recommended to teach cognitive strategies to help students perform higher-level operations in bridging the gap between their current abilities and the intended goals of the program. These include:

- Generating questions
- Comprehension strategies:
  - Monitoring
  - Using text structure
  - Summarising
  - Elaborating
  - Explaining
- Problem-solving strategies:
  - Understanding the problem
  - Developing a plan for a solution
  - Carrying out the plan
  - Looking back to see what can be learned
  - Checking to make sure that the solution makes sense.
- Writing strategies:
  - Planning
  - Organizing and ordering ideas
  - Sentence generation
  - Revising
- Reasoning strategies:
  - Generating arguments
  - Counterarguments
  - Fair-mindedness in evaluating evidence
  - Considering control or comparison groups
  - Sourcing
  - Seeking corroboration
- General self-regulation strategies:
  - Goal setting
  - Self-monitoring and self-evaluation
  - Time management
  - Executive control

(iii) Methods of assessment of students cognitive skills

To evaluate the effectiveness of instruction and provide diagnostic information, these methods of assessment of cognitive skills are used in terms of qualitative and quantitative aspects of performance. They may include:

- Administering formal or informal self-report questionnaires to determine what strategies students themselves say they are using.
- Listening to the strategies students are using as they speak in class discussions and

<p>group work or what they write in their assignments.</p> <ul style="list-style-type: none"> <li>• Thinking out loud as they are reading a text.</li> <li>• Solving a problem.</li> <li>• Essay-Type Writing Test.</li> <li>• Assignments.</li> <li>• Teacher-made tests and quizzes that include completion items, multiple choice items, matching items and true-false items.</li> <li>• Final Exam.</li> </ul>
<p><b>c. Interpersonal Skills and Responsibility</b></p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <p>Since student Interpersonal Skills are the foundation for multiple life achievements, the Prep. Year English Language Program adheres to many interpersonal skills to help students carry out responsibilities. These skills are:</p> <ul style="list-style-type: none"> <li>• Self-Awareness and Self-Management.</li> <li>• Establishing and maintaining harmonious relationships for successful interactions.</li> <li>• Improving personal and academic integrity.</li> <li>• Joining English Language Club.</li> <li>• Developing communication skills.</li> <li>• Developing problem-solving skills.</li> </ul>
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ul style="list-style-type: none"> <li>• Acting on approachability.</li> <li>• Effective and varying questioning techniques.</li> <li>• Monitoring perceptions.</li> <li>• Listening actively and responding conformingly.</li> <li>• Engaging in relationship talk.</li> <li>• Using groups effectively and creatively.</li> </ul>
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ul style="list-style-type: none"> <li>• Checklists of observed behaviors during interactions.</li> <li>• Situational judgment tests and examinations using oral, essay, or multiple-choice response questions.</li> <li>• Direct observation of team interactions.</li> <li>• Designing portfolio assessment.</li> <li>• Workshops.</li> </ul>
<p><b>d. Communication, Information Technology and Numerical Skills</b></p>
<p>(i) Description of the skills to be developed in this domain.</p> <ul style="list-style-type: none"> <li>• Being able to communicate in English both orally and in writing.</li> <li>• Making use of information technology to gather, interpret, and communicate information and ideas.</li> <li>• Being able to interpret numbers to words for the interest of research studies.</li> <li>• Navigating the growing universe of information provided by electronic</li> </ul>

<p>technology.</p> <ul style="list-style-type: none"> <li>• Selecting credible and reliable information needed.</li> <li>• Reading critically and thinking independently for refining information to help working out one’s own ideas.</li> <li>• Understanding the value of finding information to support own ideas and opinions.</li> </ul>
<p>(ii) Teaching strategies to be used to develop these skills</p> <ul style="list-style-type: none"> <li>• Collaborative writing assignments and activities.</li> <li>• Formal lectures.</li> <li>• Small group discussion.</li> <li>• Library visits.</li> <li>• Writing workshops.</li> <li>• Computer labs.</li> <li>• Distributed learning technologies such as WebCT or Blackboard.</li> <li>• Summarizing and Synthesizing Information.</li> </ul>
<p>(iii) Methods of assessment of students numerical and communication skills</p> <p>In order for students to demonstrate as well as achieve their level of understanding, they should meet:</p> <ul style="list-style-type: none"> <li>• Class discussion.</li> <li>• Writing assignments.</li> <li>• Examination.</li> </ul> <p>All these methods should be focused on:</p> <ul style="list-style-type: none"> <li>• Explanation: The student can provide thorough, supported, and justifiable accounts of phenomena, facts, and data.</li> <li>• Interpretation— They can “tell meaningful stories; offer apt translations; provide a revealing historical or personal dimension to ideas and events; make it personal or accessible through images, anecdotes, analogies, and models.”</li> <li>• Application— They can “effectively use and adapt what we know in diverse contexts.”</li> <li>• Self-Knowledge— They can “perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; we are aware of what we do not understand and why understanding is so hard.</li> </ul>
<p><b>e. Psychomotor Skills (if applicable) Not Applicable</b></p>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p>
<p>(ii) Teaching strategies to be used to develop these skills</p>

(iii) Methods of assessment of students psychomotor skills

#### 5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Participation, Attendance and Pop-out quizzes		10%
2	Test 1	4	10%
3	Test 2	8	10%
4	Test 3	12	10%
5	End Semester Final Exam	16	60%
6	Total		100%

#### D. Student Support

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

- Academic Coordination
- Coordinator of Student Affairs
- Academic Counselling Committee

Faculty office hours made available to students – 2 hours per day

#### E Learning Resources

1. Required Text(s)

*Q: Skills for Success* (Books:1- 5)

List of references referred to in the series main books and handbooks and accompanying CDs.

*English for Science and Engineering* (In-house compiled book)

*English for Health professions* (In-house compiled book)

2. Essential References (For students' use)

The English Language department implements two learning management systems, namely:

- Digital Learning Platform for Oxford University Press

[www.Oxfordlearn.com](http://www.Oxfordlearn.com)

- iTools for Q: Skills for Success (A digital reference for the book)
- Randall's ESL Cyber Listening Lab

<http://www.esl-lab.com/>

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

(Teachers' use)

- Dutch Journal of Applied Linguistics
- ELT Journal, Oxford University Press
- International Journal of Applied linguistics
- International Journal of Research and Practice in Interpreting
- Journal of English Language Teaching- FTP Directory Listing
- Journal of Clinical Linguistics & Phonetics
- Journal of the International Phonetics Association
- Second Language Research, University Press
- Studies in Second Language Research, University Press
- The Journal of Applied Linguistics

4-.Electronic Materials, Web Sites etc

- Language laboratories
- Blackboard, E-Podium and smart board
- <http://ud.edu.sa>
- <http://ezp.ud.edu.sa/menu>
- <http://library.ud.edu.sa>
- <http://www.oclc.org/woerldcat.en.html>
- <http://www.classzone.com/books/researchguide/>
- <http://dictionary.cambridge.org/dictionary/british/criterion?q=criteria>
- <http://www.merriam-webster.com/>

- <http://oxforddictionaries.com/words/the-oxford-english-dictionary>

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

- iTools for Q: Skills for Success (A digital reference for the book)
- See also above materials.

## **F. Facilities Required**

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

1. Accommodation (Lecture rooms, laboratories, etc.)

Regular classrooms (40 seats), Language Labs (25-30 seats each lab) and auditoriums. Other facilities can be used for final exams (Large halls). These facilities are duly equipped with aiding technological tools (Blackboard, E-Podium and smart board).

3. Computing resources

Resource Information and Self-access Centre (In progress facility)

3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

## **G Course Evaluation and Improvement Processes**

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Special form for evaluating teachers/course by students (See Attachment 4)

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Special form for evaluating teachers by educational supervisors (See Attachment 5)

3 Processes for Improvement of Teaching

The ELD, on light of the repeated evaluations, constantly reviews methods and strategies of teaching as to improve the whole process of teaching. It also relies on the expertise provided through the numerous talks, workshops, seminars and conferences held throughout the academic year at various locations of the university campus.

4. Processes for Verifying Standards of Student Achievement (eg. 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)

ELD Staff follow specific educational strategies, which include many evaluation and measurement procedures for different standards to monitor students' achievement. These may include the following:

- Measures of students' learning and their academic progress in all English language skills.
- Common Exam scores are used to produce overall student growth which satisfy the standards of the Ministry of Higher Education in the Kingdom.
- Test and exams are strictly not recyclable or reproduced, thus maintaining the element of authenticity and secrecy.
- Faculty staff are constantly encouraged to adopt the policy of prioritization/recommendations while preparing their exams in a way that suits the needs of students as well as develop adequate teaching/exam process.
- Exam Committee continuously meet to review curriculum, exams, and results to develop weight distributions across the domains of all levels and tracks.

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

- SEE above information.