



Course Specification

(Bachelor)

Course Title: Academic English for Health Specialties 2

Course Code: ENG 132

Program: English Language Program

Department: N/A

College: English Language Institute

Institution: Princess Nourah Abdulrahman Univeristy

Version: Third version

Last Revision Date: January 29, 2024

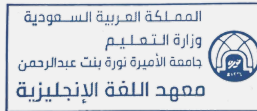
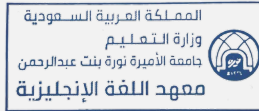




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A. General information about the course:

1. Course Identification

1. Credit hours:

3 hours

2. Course type

A. University College Department Track Others

B. Required Elective

3. Level/year at which this course is offered: Level 2 (2023-2024)

4. Course general Description:

ENG 132 course is the second part of the Academic English for Health track at the English Language Institute (ELI). It aims to build on students' previous knowledge from the 131 course to enhance their Academic Writing, Reading, Speaking/ Listening and Critical thinking skills appropriate to their level while giving practice to both their academic writing and oral processes. It is an eleven-week module course with fifteen hours of instruction each week. This course consists of two interconnected components: an Academic Writing and Reading component and listening and an oral component. The oral component emphasizes the development of general listening, speaking, and presentation skills essential for oral communication tasks inside and outside of the classroom. The academic reading and writing component, addresses the basic writing structure of logical division of ideas, paragraphs organization, basic comprehension skills, word building, reading strategies and vocabulary sequence. Furthermore, it emphasizes the development of critical thinking skills essential for academic studies.

5. Pre-requirements for this course (if any):

Academic English for Health Specialties 1 (ENG 131)

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

The main purpose of this course is to provide students with core knowledge and upper-intermediate receptive and productive skills on abstract and concrete topics, including discussion in their field of specialization. This course prepares learners with the skills needed to create thorough and well-organized written content across various topics, and to express their thoughts effectively and critically within an academic context.

2. Teaching mode

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	180	75





No	Mode of Instruction	Contact Hours	Percentage
2	E-learning	N/A	N/A
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 	45	25
4	Distance learning	N/A	N/A

3. Contact Hours

No	Activity	Contact Hours
1.	Lectures	180
2.	Laboratory/Studio	N/A
3.	Field	N/A
4.	Tutorial	N/A
5.	Others (Assignments, projects, Blackboard participation)	45
Total		225

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Demonstrate knowledge of grammar and lexis across diverse written and oral contexts, demonstrating intermediate-level comprehension of various topics.	N/A	Individual work Pair work Group work	Written and spoken exams. Assignments Projects 15
2.0	Skills			
2.1	Practice Reading skills such as prediction, making inferences, reading for main ideas and reading for supporting	N/A	Jigsaw Reading Brainstorming	Exams Projects Assignments Reading 15





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	details/examples when using texts related to academic and health topics.			
2.2	Use listening skills when listening for main ideas and listening for details including following conversations, interviews, presentations and lectures on various topics related to their field of specialisation.	N/A	Guided discovery Listening Teacher-fronted elicitation	Exams Projects Assignments Listening 15
2.3	Express thoughts and opinions effectively and critically within an academic context.	N/A	Role play Whole-class discussion Group discussions Students' presentations	Exams Projects Assignments Speaking 10
2.4	Compose different types of essays and reports on any given topics using academic and technical writing elements, and critical thinking skills.	N/A	Individual work Pair work Group work Problem solving activities	Exams Projects Assignments Writing 10
3.0	Values, autonomy, and responsibility			
3.1	Contribute to making decisions related to learning with a degree of independence.	N/A	Games and puzzles Individual work Group work Pair work	Participation 5
3.2	Adhere to the professional and human values and ethics associated with professional practices in the field of specialisation.	N/A	Individual work Group discussion Mingle activities Students' presentations Modelling and drilling	Research And mind maps Written drafts Notecards Presentations Projects 30



C. Course Content

No	List of Topics	Contact Hours
Reflect 4		
1.	<p>Unit 2</p> <p>Listening</p> <ul style="list-style-type: none"> Organize notes by type of talk -Prefixes: il, im, in, ir-, and un <p>Speaking</p> <ul style="list-style-type: none"> Report findings and conclusions Consonant clusters containing -s <p>Reading</p> <ul style="list-style-type: none"> To understand unfamiliar vocabulary To recognize base words and affixes <p>Writing</p> <ul style="list-style-type: none"> To add supporting ideas and details <p>Grammar</p> <ul style="list-style-type: none"> To identify and use models To identify and recognize base words and affixes <p>Vocabulary:</p> <ul style="list-style-type: none"> To identify and use of prefixes: il, im, in, ir-, and un <p>Critical Thinking:</p> <ul style="list-style-type: none"> Justify an opinion Evaluate the strength of an argument 	30
2.	<p>Unit 3</p> <p>Listening</p> <ul style="list-style-type: none"> Understand figures Phrasal verbs: With come <p>Speaking</p> <ul style="list-style-type: none"> Refer to visits in a presentation Commonly confused vowel sounds <p>Reading</p> <ul style="list-style-type: none"> To make interference. -To recognize Greek and Latin roots: mot and cycl <p>Writing</p> <ul style="list-style-type: none"> To describe a process <p>Grammar</p> <ul style="list-style-type: none"> To identify and use past perfect To identify and use noun phrases <p>Vocabulary</p> <ul style="list-style-type: none"> To identify and use phrasal verbs: With come To identify and recognize Greek and Latin roots: <i>mot</i> and <i>cycl</i> 	30





	<p>Critical Thinking:</p> <ul style="list-style-type: none"> • Make reasonable judgements • Connect new ideas to what you know 	
3.	<p>Unit 4</p> <p>Listening</p> <ul style="list-style-type: none"> • Recognize rhetorical questions • - Suffix: ize. <p>Speaking</p> <ul style="list-style-type: none"> • Use rhetorical questions • Identify and practice rhythm and stress <p>Reading</p> <ul style="list-style-type: none"> • To take notes • To recognize collocations: adjectives+ preposition <p>Writing</p> <ul style="list-style-type: none"> • To write a summary <p>Grammar</p> <ul style="list-style-type: none"> • To identify and use unreal conditional • To identify and use noun clauses <p>Vocabulary</p> <ul style="list-style-type: none"> • To identify Suffix: ize. • To identify collocations: adjectives+ preposition <p>Critical Thinking:</p> <ul style="list-style-type: none"> • Summarize • Support your opinion 	30
4.	<p>Unit 7</p> <p>Listening</p> <ul style="list-style-type: none"> • Listen for connectors • Collocations: Acknowledge, handle, and perform+ noun <p>Speaking</p> <ul style="list-style-type: none"> • Make constructive comments • Contrastive stress <p>Reading</p> <ul style="list-style-type: none"> • To recognize cause and effect • Word form: using the suffixes -or, -er, and -ion <p>Writing:</p> <ul style="list-style-type: none"> • To organize a compare-contrast essay <p>Grammar</p> <ul style="list-style-type: none"> • To identify and use compare and contrast connections <p>Vocabulary</p> <ul style="list-style-type: none"> • To identify word forms: using the suffixes -or, -er, and -ion <p>Critical Thinking:</p> <ul style="list-style-type: none"> • Connect information to personal experience 	30



5.	<p>Unit 8</p> <p>Listening</p> <ul style="list-style-type: none"> • identify key phrases and sentences • Phrase: with get and make <p>Speaking</p> <ul style="list-style-type: none"> • Ask for clarification • Thought groups and pausing <p>Reading</p> <ul style="list-style-type: none"> • To analyze visual information • To identify Polysemy <p>Writing</p> <ul style="list-style-type: none"> • To describe data in charts <p>Grammar</p> <ul style="list-style-type: none"> • To identify and use noun clauses • To identify and use non-defining adjective clauses <p>Vocabulary</p> <ul style="list-style-type: none"> • To identify Phrase: with get and make • To identify Polysemy (Multiple meaning words) <p>Critical Thinking:</p> <ul style="list-style-type: none"> • Be aware of the whole picture • Notice similarities and differences 	30
Reflect 5		
6.	<p>Unit 3</p> <p>Listening</p> <ul style="list-style-type: none"> • Consider how ideas about clinginess change over time • Explain how ads has influenced hygiene and health <p>Speaking</p> <ul style="list-style-type: none"> • Compare ads for a product from different time in history <p>Reading</p> <ul style="list-style-type: none"> • Make inferences <p>Writing</p> <ul style="list-style-type: none"> • Hedge your claims <p>Grammar</p> <ul style="list-style-type: none"> • To use reduced adjective clauses • Past with used to and would <p>Vocabulary</p> <ul style="list-style-type: none"> • To listen for source of information and use a dictionary for synonyms. • Prefixes: pre-and re- <p>Critical Thinking:</p> <ul style="list-style-type: none"> • Use and evaluate source of information • Understand hedging 	30
7.	<p>Unit 6</p> <p>Listening</p>	15





	<ul style="list-style-type: none"> Evaluate pros and cons of living environments -propose a solution to an urban problem <p>Speaking</p> <ul style="list-style-type: none"> Present a plan for a new public space <p>Reading</p> <ul style="list-style-type: none"> Distinguish counter arguments and refutations <p>Writing</p> <ul style="list-style-type: none"> Write about cause and effect <p>Grammar</p> <ul style="list-style-type: none"> To identify reporting verbs Cause and effect connections <p>Vocabulary</p> <ul style="list-style-type: none"> To identify reporting verbs Using dictionary: word families Prefixes it-, im-, ir-, in-, and un- <p>Critical Thinking:</p> <ul style="list-style-type: none"> To identify Criteria and constrains Be an active reader 	
8.	<p>Unit 7</p> <p>Listening</p> <ul style="list-style-type: none"> Assess the impact of tourism. Consider tourism from various perspectives <p>Speaking</p> <ul style="list-style-type: none"> Present a plan for an online tourist experience <p>Reading</p> <ul style="list-style-type: none"> Recognize writer's point of view <p>Writing</p> <ul style="list-style-type: none"> Write counterarguments and refutations <p>Grammar</p> <ul style="list-style-type: none"> To use future forms Articles <p>Vocabulary</p> <ul style="list-style-type: none"> To use rhetorical questions Compound words Polysemy: multiple meaning words <p>Critical Thinking:</p> <ul style="list-style-type: none"> Consider an issue from various perspectives Recognize bias 	30
Total		225





D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Curricular activities and participation Participation – 5 points Speaking project – 15 points Writing portfolio – 15 points	-	35
2.	Midterm Exam	6-7	25
3.	Final Exam	12-13	40

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Reflect Reading and Writing 4 by National Geographic, 2021. Reflect Listening and Speaking 4 by National Geographic, 2021. Reflect Reading and Writing 5 by National Geographic, 2021. Reflect Listening and Speaking 5 by National Geographic, 2021.
Supportive References	Supplementary learning resources e.g. PowerPoints , interactive resources.
Electronic Materials	Blackboard
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom with 30 chairs & 15 tables (average – depending on number of students per section.
Technology equipment (projector, smart board, software)	E-podium, overhead projector, electronic whiteboard, coursebook software, internet, speakers
Other equipment (depending on the nature of the specialty)	Internet access, Blackboard accounts, White board, Teacher resources room and library for lesson preparations and professional development.



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Observation Committee	Observation Form Feedback
Effectiveness of Students assessment	Teachers (first marker- Second marker) CMAS1 checker	CMAS Team Standardization Rubric Course Reports External Audits
Quality of learning resources		
The extent to which CLOs have been achieved		
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	CURRICULUM UNIT
REFERENCE NO.	
DATE	DEC 24 2023

