

Course Description

Institution:	Northern Border University
Department:	Department of English Language Skills

A. Course Identification and General Information

1. Course title:	English I, 1001-101 Regular Faculties & 101 ELCA/ELCS
2. Credit hours:	3 Credit Hours
3. Program in which the course is offered:	Preparatory Year Program
4. Name of faculty member responsible for the course:	Mr. Aimen Nefaa
5. Year at which this course is offered:	Preparatory Year
6. Prerequisite for this course (if any):	None
7. Location, if not on main campus:	All the General Campuses of the University

B. Objectives

1. Summary of the main learning outcomes for students enrolled in the course The main aim of the course is to enable PY students to achieve an A2+ level of proficiency in the English Language as outlined in the Common European Framework of Reference for Languages (CEFR).
2. Briefly describe any plans for developing and improving the course that are being implemented The following are done for continuously developing and improving the course: a. Continuous evaluation by the teachers, which is collected at the end of the term. b. Continuous in-service training of the teachers, in order that they can handle the content well. c. Use of teaching aids like LCD monitors, audio devices and smart boards in the lecture rooms/ labs to improve the teaching-learning process.

C. Course Description

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

1. Units to be covered		
List of Units	No. of weeks	Contact hours
Orientation Week	1	15
New Headway Plus: Beginner, Units 1-3 (Level 1)	1	15
New Headway Plus: Beginner, Units 3-5 (Level 1)	1	15
New Headway Plus: Beginner, Units 6-8 (Level 1)	1	15
New Headway Plus: Beginner, Units 8-10 (Level 1)	1	15
New Headway Plus: Beginner, Units 11-13 (Level 1)	1	15
New Headway Plus: Beginner, Units 13-14 (Level 1)	1	15
1st Unified Exam	1	-
New Headway Plus: Elementary, Units 1-3 (Level 2)	1	15
New Headway Plus: Elementary, Units 3-6 (Level 2)	1	15
New Headway Plus: Elementary, Units 6-8 (Level 2)	1	15
New Headway Plus: Elementary, Units 8-10 (Level 2)	1	15
New Headway Plus: Elementary, Units 11-13 (Level 2)	1	15
New Headway Plus: Elementary, Units 13-14 (Level 2)	1	15
2nd Unified Exam	1	-

2. Course components (total contact hours per semester): 195 Hours				
Lecture: 141 Hours	Tutorial: NA	Laboratory 39 Hours	Practical/Fieldwork/Internship: NA	Other: Orientation 15

3. Additional private study/learning hours expected for students per week: 5 Hours

4. Course Objectives
<ol style="list-style-type: none"> 1. The course is intended to accomplish its goal in one full academic term of 15 weeks through developing students' language skills to: 2. Read and understand simple texts and a range of high frequency vocabulary in context. 3. Follow short spoken texts on familiar topics in which speech is slowly and carefully articulated. 4. Communicate in simple language about routine tasks requiring a simple and direct exchange of

information on familiar matters.

5. Write simple cohesive sentences on familiar topics.

6. Demonstrate some control of everyday high frequency vocabulary and essential grammatical structures.

5. Student Learning Outcomes

(i) Description of Student Learning Outcomes

Student Learning Outcomes (SLOs) are descriptions of what students will know or be able to do with the language as a result of the 15 weeks of instruction:

1. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language

2. Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated

3. Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary, manage simple, routine exchanges without undue effort, and ask and answer questions, exchange ideas and information on familiar topics in predictable everyday situations

4. Can write a series of simple phrases and sentences linked with simple connectors

5. Can use some simple structures correctly, but still systematically make basic mistakes

(ii) Teaching strategies to achieve SLOs

- Group discussions, and role play
- Inquiry-based instruction
- Integrating basic grammatical structures
- Encouraging analysis of different kinds of texts
- Incorporating exercises for interpreting verbal or written texts

(iii) Methods of assessment

- Unified Exams and Quizzes
- The Rosetta Stone Progress Card for each individual student
- Rosetta stone Lab-Based Exam
- Final Speaking Test

- In-Class Writing Assignments

6. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment Task (e.g. Essay, Test, Group Project, Examination, etc.)	Week Due	Proportion of Final Assessment
1	In-Class Quiz I	Week 4	10
2	In-Class Quiz II	Week 7	10
3	Unified Level I Exam	Week 8	15
4	In-Class Quiz III	Week 11	10
5	In-Class Quiz IV	Week 14	10
6	Unified Level II Exam	Week 15	15
7	Speaking Test	Week 14	5
8	Rosetta Stone Levels 1 & 2 : Progress	Weeks 1-15	12
9	Rosetta Stone Levels 1 & 2: Exam	Week 14	8
10	In-Class Writing Assignments		
	Assignment 1	Week 5	1
	Assignment 2	Week 10	2
	Assignment 3	Week 12	2
TOTAL			100

D. Student Support

Arrangements for availability of teaching staff for individual student consultations and academic advice.

(Include the amount of time teaching staff are expected to be available each week)

Teachers need to be available in their offices for at least five hours per week, and at least one hour per day, besides their teaching time. Teachers need to notify the students about the same.

E. Learning Resources

1. Required Text(s)

Soars, Liz & John Soars. *New Headway Plus: Beginner Student's Book*. Special Edition. OUP: Oxford, 2014

Soars, Liz & John Soars. *New Headway Plus: Beginner Workbook*. Special Edition. OUP: Oxford, 2014

Soars, Liz & John Soars. *New Headway Plus: Elementary Student's Book*. Special Edition. OUP: Oxford, 2014

Soars, Liz & John Soars. *New Headway Plus: Elementary Workbook*. Special Edition. OUP: Oxford, 2014

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

Rosetta Stone Online Program Levels 1& 2

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 (Lecture Rooms, Laboratories, etc.)

• Lecture Rooms

Approx. 9m x 6m, 35 Seats, Teacher's Desk and Seat

• English Labs

Approx. 9m x 6m, 35 Student Nodes, Teacher's Desk and Node

2. Computing Resources

• Lecture Rooms

LCD Projector, Sound System

• English Labs

35 Student Nodes, Teacher's Node, LCD Projector, Sound System

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Open discussion with the students
- Studying the data collected from the performance of the students

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

- Class observations
- Independent assessment of students' standards based on IELTS/ TOEFL exams
- Recommendations based on independent research carried on the students' standards

3. Processes for Improvement of Teaching

- Workshops on teaching
- Reviewing recommended teaching practices
- Incorporating technology-driven teaching aids to enhance the teaching-learning experience

4. Processes for Verifying Standards of Student Achievement

- Studying how the students' achievement in the written exams is complemented by the on-line exam
- Reviewing and remarking of every individual student's Unified Exam by a second examiner
- Comparing the students' achievement at the University exams vis-à-vis independent exams like

TOEFL

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

- Reviewing feedback and acting promptly on the basis of that
- Reviewing the teaching practices and improving them constantly
- Reviewing the overall curriculum design and methodologies used for the teaching-learning process

Prepared by: The Department of English Language Skills