

Course Description

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

A. Course Identification and General Information

1. Course title:	English II, 102 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):	English I 1001-101 Regular Faculties & 101 ELCA/ELCS
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
This course is a continuation of the previous multi-skill English course. It aims at enabling PY students to reach an English language proficiency of an independent user of language defined as B2 level 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 continuously for 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
<i>New Headway Plus: Pre-Intermediate, Units 1-3 (Level 3)</i>	1	15
<i>New Headway Plus: Pre-Intermediate, Units 3-6 (Level 3)</i>	1	15
<i>New Headway Plus: Pre-Intermediate, Units 7-8 (Level 3)</i>	1	15
<i>New Headway Plus: Pre-Intermediate, Units 8-11 (Level 3)</i>	1	15
<i>New Headway Plus: Pre-Intermediate, Units 11-13 (Level 3)</i>	1	15
<i>New Headway Plus: Pre-Intermediate, Units 14 (Level 3)</i>	1	15
1st Unified Exam	1	-
<i>New Headway Plus: Intermediate, Unit 1-3 (Level 4)</i>	1	15
<i>New Headway Plus: Intermediate, Units 3-6 (Level 4)</i>	1	15
<i>New Headway Plus: Intermediate, Units 6-7 (Level 4)</i>	1	15
<i>New Headway Plus: Intermediate, Units 8-10 (Level 4)</i>	1	15
<i>New Headway Plus: Intermediate, Units 10-12 (Level 4)</i>	1	15
<i>New Headway Plus: Intermediate, Units 12 (Level 4)</i>	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
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4. Course Objectives
<p>The course is intended to accomplish its goal in one full academic term of 15 weeks through developing students' language skills to:</p> <ol style="list-style-type: none"> 1. Understand a wide variety of relatively long texts, both spoken and written. 2. Produce an extended oral discourse and participate in relatively long conversations. 3. Construct a range of cohesive texts with multiple paragraphs. 4. Demonstrate consistent control of a range of 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 read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
2. Can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect and can follow extended speech and complex lines of argument provided the topic is reasonably familiar.
3. Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest and can write an essay or report which develops an argument, giving reasons in support of or against a particular point.
4. Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party.
5. Can show a relatively high degree of grammatical control and avoid mistakes which lead to Misunderstanding.

(ii) Teaching strategies to be used to achieve SLOs

- Lectures, group discussions and role play
- Inquiry-based instruction
- Incorporating 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 III Exam	Week 8	15
4	In-Class Quiz III	Week 11	10
5	In-Class Quiz IV	Week 14	10
6	Unified Level IV Exam	Week 15	15
7	Speaking Test	Week 13	5
8	Rosetta Stone Levels 3 & 4: Progress	Weeks 1-15	12
9	Rosetta Stone Levels 3 & 4: 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: Pre-Intermediate Student's Book*. Special Edition. OUP: Oxford, 2014

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

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

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

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

Rosetta Stone Online Program Levels 3 & 4

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

3. Other resources (Specify: e.g., if specific laboratory equipment is required, list requirements or attach list)

NOT APPLICABLE

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