

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 Special Faculties
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. Co-requisite 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 aim of this course is to help PY IEP students to achieve an English language proficiency of an Independent User of language defined as B1 level on 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: Elementary, Units 1-3 (Level 2)	1	15
New Headway Plus: Elementary, Units 3-5 (Level 2)	1	15
New Headway Plus: Elementary, Units 6-7 (Level 2)	1	15
New Headway Plus: Elementary, Units 8-10 (Level 2)	1	15
New Headway Plus: Elementary, Units 10-12 (Level 2)	1	15
New Headway Plus: Elementary, Units 13-14 (Level 2)	1	15
1st Unified Exam	1	-
New Headway Plus: Pre-Intermediate, Units 1-3 (Level 3)	1	15
New Headway Plus: Pre-Intermediate, Units 3-5 (Level 3)	1	15
New Headway Plus: Pre-Intermediate, Units 5-7 (Level 3)	1	15
New Headway Plus: Pre-Intermediate, Units 8-10 (Level 3)	1	15
New Headway Plus: Pre-Intermediate, Units 10-12 (Level 3)	1	15
New Headway Plus: Pre-Intermediate, Units 13-14 (Level 3)	1	15
2nd Unified Exam	1	-

2. Course components (total contact hours per semester):					195Hours
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
The course is intended to accomplish its goal in one full academic term of 15 weeks through developing students' language skills to:

1. Read and understand the main ideas of a variety of texts.
2. Understand the main points and straightforward factual details on a range of familiar matters given in clear and relatively slow speech.
3. Discuss, converse, and express personal opinions and exchange information on familiar topics.
4. Produce short connected texts divided into paragraphs on familiar topics using appropriate vocabulary in an adequately developed response.
5. Demonstrate control of a range of grammatical structures with minor inconsistencies.

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 straightforward factual texts on subjects related to his/her field of interest with a satisfactory level of comprehension.
2. Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling, and enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life.
3. Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
4. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
5. Can exhibit a reasonable mastery of a wide range of grammatical structures with few inconsistencies

(ii) Teaching strategies to be used to achieve SLOs

- Lectures, 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

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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 5	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 13	5
8	Rosetta Stone Levels 2 & 3: Progress	Weeks 1-15	12
9	Rosetta Stone Levels 2 & 3: 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

<p>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)</p> <p>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.</p>

E. Learning Resources

<p>1. Required Text(s)</p> <p>Soars, Liz & John Soars. <i>New Headway Plus: Elementary Student's Book</i>. Special Edition. OUP: Oxford, 2014</p> <p>Soars, Liz & John Soars. <i>New Headway Plus: Elementary Workbook</i>. Special Edition. OUP: Oxford, 2014</p> <p>Soars, Liz & John Soars. <i>New Headway Plus: Pre-Intermediate Student's Book</i>. Special Edition. OUP: Oxford, 2014</p> <p>Soars, Liz & John Soars. <i>New Headway Plus: Pre-Intermediate Workbook</i>. Special Edition. OUP: Oxford, 2014</p>

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

Rosetta Stone Online Program Levels 2 & 3

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