

Course Description

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

A. Course Identification and General Information

1. Course title:	English II, 1001 - 102 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. Prerequisite for this course (if any):	English I 1001- 101 for Special Faculties
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 <p>This course is a continuation of the previous multi-skill English course. It aims at enabling the 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).</p>
2. Briefly describe any plans for developing and improving the course that are being implemented <p>The following are done for continuously developing and improving the course:</p> <ol style="list-style-type: none">Continuous evaluation by the teachers, which is collected at the end of the termContinuous in-service training of the teachers, in order that they can handle the content wellUse 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	20
New Headway Plus: Intermediate, Unit 1-3 (Level 4)	1	15
New Headway Plus: Intermediate, Units 3-5 (Level 4)	1	15
New Headway Plus: Intermediate, Units 5-6 (Level 4)	1	15
New Headway Plus: Intermediate, Units 7-9 (Level 4)	1	15
New Headway Plus: Intermediate, Units 9-11 (Level 4)	1	15
New Headway Plus: Intermediate, Units 11-12 (Level 4)	1	15
1st Unified Exam	1	-
New Headway Plus: Upper-Intermediate, Units 1-4 (Level 5)	1	15
New Headway Plus: Upper-Intermediate, Units 4-6 (Level 5)	1	15
New Headway Plus: Upper-Intermediate, Units 7-8 (Level 5)	1	15
New Headway Plus: Upper-Intermediate, Units 9-11 (Level 5)	1	15
New Headway Plus: Upper-Intermediate, Units 11-12 (Level 5)	1	15
Revision	1	15
2nd Unified Exam	1	-
ESP	10	50
<i>TOEFL material</i>	2	10

2. Course components (total contact hours per semester):		260 Hours		
Lecture: 201 Hours	Tutorial: NA	Laboratory 39 Hours	Practical/Fieldwork/Internship: NA	Other: Orientation 20

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. Understand long complex, live or broadcast, speech.
2. Speak fluently without searching for language, communicate effectively in social and professional situations, and express ideas and opinions and relate them to those of other speakers.
3. Understand long and complex factual and literary texts, with different styles, understand specialised articles and long technical instructions.
4. Write long, clear, well-structured text to express points of view.
5. Exhibit good grammatical control.
6. Benefit from the skills possessed while attempting international tests such as IELTS and TOEFL.

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 standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.
2. Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas, communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say.
3. Can read with a high degree of independence, obtain information, ideas and opinions from highly specialized sources within his/her field of specialty.
4. Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesize and evaluate information and arguments from a number of sources, show controlled use of organizational discourse patterns and cohesive devices.
5. Can exhibit good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur.
6. Can benefit from the skills possessed during the course and utilize learnt exam strategies while attempting international tests such as IELTS and TOEFL.

(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
1	In-Class Quiz I	Week 5	10
2	In-Class Quiz II	Week 7	10
3	Unified Level IV Exam	Week 8	15
4	In-Class Quiz III	Week 11	10
5	Speaking Test	Week 13	5
6	In-Class Quiz IV	Week 14	10
7	Rosetta Stone Levels 4 & 5: Progress	Week 14	4
8	Rosetta Stone Levels 4 & 5: Exam	Weeks 1-15	6
9	ESP Quiz I	Week 6	4
10	ESP Quiz II	Week 13	4
11	TOEFL	Week 13	2
12	Unified Level V Exam	Week 15	15
13	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: Intermediate Student's Book*. Special Edition. OUP: Oxford, 2014

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

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

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

2. Essential References

Sharpe, Pamela J. *Outsmart the TOEFL: Test Strategies and Tips*. Barrons: New York, 2012.

ESP for Engineering

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

Rosetta Stone Online Program Levels 4 & 5

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