Course Specification
— (Bachelor)

Course Title: English for Specific Purposes	
Course Code: ENG26121	
Program: Science & Engineering	
Department: Department of English	
College: Arts	
Institution: University of Bisha	
Version: 1	
Last Revision Date: 5 September 2023	

Table of Contents:

A. General information about the course:

Course Identification	
1. Credit hours:	4 (8 Weekly Contact Hours)

2. Course type

a.	University ☐	College ☒	Department☐	Track☐	Others☐
b.	Required ☒	Elective☐			

3. Level/year at which this course is offered: 2nd Year, Level (3)

4. Course General Description:

This is an English for Specific purposes course for Science & Engineering professions students. It targets the development of the learners' English language skills in contextualized learning materials. Learners will have the opportunity to develop the four language skills and acquire the terminology, jargon and language style related to their profession. The course starts from Beginning of B1 level of the CEFR (Common European Framework Reference). By the end of the course, learners are expected to achieve the End of B1 level of the CEFR.

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

NG26114

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

NA

7. Course Main Objective(s)

By the end of the course, learners will be able to:

1. Realize the general nature of the English language and its uses in contexts related to their profession.
2. Demonstrate the basic skills of language (reading, writing, speaking, and listening) in contexts related to their profession.
3. Use vocabulary in meaningful contexts related to their profession.
4. Use sentences and frequently used expressions, in written and spoken forms in contexts related to their profession.
5. Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters in contexts related to their profession.
6. Describe in simple and correct forms aspects of the learner's immediate environment and matters in areas of immediate need in contexts related to their profession

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	102	85%

No	Mode of Instruction	Contact Hours	Percentage
2.	E-learning	18	15%
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	120
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	120

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Distinguish the nature and mechanics of the English Language in its spoken and written forms.	K1	Lecturing. Presentation. Pair/Group Work. Demos. Lipped Teaching	Quizzes. Assignments. Activities (Online-classroom-homework). Term/Final exams.

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.2	Show understanding of different types of word formation and sentence structure.			
1.3	Exhibit the required vocabulary and expressions in different contexts.			
1.4	Realize the communicative needs to exchange information on familiar and routine matters.			
2.0	Skills			
2.1	Comprehend the intended message of what is read and heard in different contexts.	S1		
2.2	Express in simple correct forms, written and spoken, aspects of the learner's immediate environment and matters in areas of immediate need.		Presentation. Corrective feedback. Pair/Group Work. Demos. Lipped Teaching	Quizzes. Assignments. Activities (Online-classroom-homework). Oral tests.
2.3	Use vocabulary according to the needs of the situation in different contexts.			
2.4	Use other meta-language codes like body language.			

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.5	Use general and specialized dictionaries for the meaning of new words and terminology.			
3.0	Values, autonomy, and responsibility			
3.1	Become independent and initiative in learning the English language.	V1	Lecturing. Presentation. Corrective feedback. Pair/Group Work. Demos.	Quizzes. Assignments. Oral tests.
3.2	Exhibit teamwork skills and responsibility.			
3.3	Show interculturality and flexibility in dealing with foreign culture aspects.			

C. Course Content

No	List of Topics	Contact Hours
1.	• Orientation • Unit 1 & 2	12
2.	Unit 3 & 4	12
3.	Unit 5 & 6	12
4.	Unit 7 & 8	12
5.	Unit 9 & 10	12
6.	Unit 11 & 12	12
7.	Unit 13 & 14	12
8.	Unit 15 & 16	12
9.	Unit 17 & 18	12
10.	Unit 19, 20 & 21	12
Total		120

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignments		5%
2.	Class Quizzes		10%
3.	Activities/ Blackboard		5%
4.	Mid-term- (written)	8	20%
5.	Mid-term- (oral)	10	10%
	TOTAL TERM MARKS		50%
6.	Final Exam (oral)	16	15%
7.	Final Exam (written)	16	35%
8.	Total marks		100%

*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	• Phillips, Terry. Technical English Course Book. Garnet Education. • Department prepared materials
Supportive References	• Jacques, Christophe. Technical English. Pearson Publishing
Electronic Materials	• Technical English Course Book. Garnet Education. CD
Other Learning Materials	• Blackboard Online Activities. • English Language Learning Webpages and apps.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Teaching classrooms
Technology equipment (projector, smart board, software)	smart boards or data show and audio facilities.
Other equipment (depending on the nature of the specialty)	Computerized Language Labs

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	• Students • Teacher • Program Coordinator • Peer Reviewers	• Questionnaires. • Direct feedback. • Peer reviews reports. • Class observations and reviews. • Annual staff reports. • Course and program reports
Effectiveness of students assessment	• Students • Teacher • Program Coordinator • Peer Reviewers	• Questionnaires. • Direct feedback. • Peer reviews reports. • Class observations and reviews. • Annual staff reports. • Course and program reports
Quality of learning resources	• Teacher • Program Coordinator	• Course and program reports. • Questionnaire. • Course and program reports
The extent to which CLOs have been achieved	• Teacher • Program Coordinator	• Exam results analysis. • Course and program reports. • Questionnaire. • Course and program reports.
Effectiveness of improvement plans	• Teacher • Program Coordinator	• Course and program reports.

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	College of Science Council
REFERENCE NO.	1
DATE	5 September 2023