



## Course Specifications

<b>Course Title:</b>	English for Medical and Applied Medical Majors.
<b>Course Code:</b>	(PENG122 )
<b>Program:</b>	Common First Year
<b>Department:</b>	English Department
<b>College:</b>	Deanship of Common First Year
<b>Institution:</b>	Majmaah University

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## A. Course Identification

<b>1. Credit hours:</b> 2 Hours
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Bachelor Students in all Departments
<b>4. Pre-requisites for this course (if any):</b> General English 1&2
<b>5. Co-requisites for this course (if any):</b> N.A

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	60	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	60
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	

## B. Course Objectives and Learning Outcomes

### 1. Course Description

In this book, you learn interacting with medical terminology. You complete exercises, label diagram, test your understanding with review sheets, and practice pronunciation.

### 2. Course Main Objective

The main purpose of this course is to enable the student to divide medical terms into parts, analyze, pronounce, and spell medical terms using combining forms, suffixes, and prefixes. Name the body systems and their functions; identify three plans of the body. To recognize main idea sentence, use transition to show chronological order, and change imprecise information into precise information.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	Define medical terms.	Aligned
1.2	Arrange sentences to form medical composition.	Aligned
1.3	Identify body systems and their functions.	Aligned
1...		
2	<b>Skills :</b>	
2.1	Analyzing skills of medical terms.	Aligned
2.2	Classifying skills of writing before composition ( how to organize your thoughts )	Aligned
3	<b>Values:</b>	
3.1	Using medical terms in communication.	Aligned
3.2	Prepare and present certain topics during the semester, look out issues in the course.	Aligned

### C. Course Content

No	List of Topics	Contact Hours
1	-Academic Writing for Health Professions : Unit 1 Giving Instructions- pages (1-6) -Medical Terminology : Unit 1 -Basic Word Structure -Word Analysis+ Combining Forms ,Suffixes ,And Prefixes Pages( 1-6)	4
2	Academic Writing for Health : Unit 1 Giving Instructions- pages( 7-9) -Medical Terminology :Unit 1 Basic Word Structure – Figures - pages(7-8)	4
3	-Academic Writing for Health Professions : Unit 1 Giving Instructions( pages 10-14)-Medical Terminology : Unit 1 Basic Word Structure – pages( 9-12)	4
4	-Academic Writing for Health Professions : Unit 1 Giving Instructions pages 14-19) Medical Terminology : Unit 1 Basic Word Structure – pages (12- 14)	4
5	-Academic Writing for Health : Unit 2 Telling What Happened :Accurate Reporting - pages (20-24) -Medical Terminology : Unit 1 – Basic Word Structure – pages (14-18)	4
6	-Academic Writing for Health : Unit 2 Telling What Happened :Accurate Reporting – pages( 24-28) -Medical Terminology : Unit 1 – Basic Word And Structure -Prefixes +Exercises and Answers -Pages (18- 22)	4
7	-Medical Terminology : Unit 1 – Basic Word And Structure -Prefixes +Exercises and Answers -Pages (22-27) -Academic Writing for Health : Unit 2 Telling What Happened :Accurate Reporting - pages (28-31)	4
8	-Medical Terminology : Unit 2 Organization Of The Body – Body Systems page 44+ Body Cavities –Pages(45-48)	4

	-Academic Writing for Health : Unit 2 Telling What Happened :Accurate Reporting - pages (31-35)	
9	Medical Terminology : Unit 2 Organization Of The Body – Division Of The Back – pages ( 49-50) -Academic Writing for Health Professions : Unit 4 – Explaining Cause And Effect (pages 59-62)	4
10	-Medical Terminology: Unit 2 Organization Of The Body –Planes Of The Body. - Body -pages (50-54) -Academic Writing for Health Professions : Unit 4 – Explaining Cause And Effect (pages 54-58)	4
11	--Medical Terminology : Unit 2 Organization Of The Body –Combining Forms - pages (54-56) -Academic Writing for Health Professions : Unit 4 – Explaining Cause And Effect (pages 59-61)	4
12	Medical Terminology : Unit 2 Organization Of The Body –Figures - pages (56-58) -Academic Writing for Health Professions : Unit 4 – Explaining Cause And Effect (pages 62-64)	4
13	-Medical Terminology : Unit 2 Organization Of The Body –Exercises and answers –pages( 59-64) -Academic Writing for Health Professions : Unit 4 – Explaining Cause and Effect (pages 64-68)	4
14	-Medical Terminology : Unit 2 Organization Of The Body –Exercises and Answers –pages( 59-64) -Academic Writing for Health Professions : Unit 4 – Explaining Cause and Effect (pages 64-68)	4
15	--Medical Terminology : Unit 2 Organization Of The Body –Practical Applications + Medical Scramble -pages( 71-77)	4
<b>Total</b>		<b>60</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Define medical terms	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework
1.2	Arrange sentences to form medical composition.	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework
1.3	Identify body systems and their functions.	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework
1.4	Recognizing and memorizing new terms	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework
<b>2.0</b>	<b>Skills</b>		
2.1	Analyzing skills of medical terms.	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.2	Classifying skills of writing before composition ( how to organize your thoughts )	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework
2.3	Analyzing and recognizing medical parts	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework
<b>3.0</b>	<b>Values</b>		
3.1	Using medical terms in communication ( group work )	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework
3.2	Prepare and present certain topics during the semester, look out issues in the course.	Pair – work , Group work , discussions	Quizzes, midterm, final, Homework

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	( Quiz 1 )	4 <sup>th</sup> week	5%
2	Mid-term 1	6 <sup>th</sup> week	20%
3	(Quiz 2)	8 <sup>th</sup> week	5%
4	Mid-term 2	11 <sup>th</sup> week	20%
5	Participation	14 <sup>th</sup> week	10%
6	Final exam	15 <sup>th</sup> week	40%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

- Two office hours of academic counseling per week.
- Regular interactions of students and teacher through e-mail or Blackboard
- Planning for regular meetings to discuss academic issues.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<i>Chabner, Davi-Ellen. Medical terminology: a short course 6th edition.st. Louis, Missouri. Jean Olson, 2009</i>
<b>Essential References Materials</b>	<i>Mazyed, Suleiman Saleem. Academic Writing for Health Professions: Elementary level /.3rd edition. Riyadh. Qelaa Al Elm House , 2009</i>
<b>Electronic Materials</b>	<a href="http://www.specislisacademicenglish.com">www.specislisacademicenglish.com</a> <a href="http://www.freedictionary.com">www.freedictionary.com</a> <a href="http://evolve.elsevier.com/">http://evolve.elsevier.com/</a>
<b>Other Learning Materials</b>	

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms, 25 chairs for 25 students, smart-boards and whiteboards.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Smart board · Laptops · Overhead Projector · TVs
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	IQ ONLINE with integrated digital content. · Video. · Audio tracks

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Direct Feedback to academic Supervisor.	Faculty	Observations.
-Survey filled by the students	Students	Questioner
- Oral presentation of search paper.	Teachers	Peer observations.

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	