



Course Specifications

Course Title:	English Language 2
Course Code:	ENG111
Program:	Accounting
Department:	Accounting
College:	College of Business Administration
Institution:	Al_Majmaah University



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A. Course Identification

1. Credit hours:
2. Course type
a. University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: First Year, level Two.
4. Pre-requisites for this course (if any):
5. Co-requisites for this course (if any):

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	%100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	3 hours per week
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	

B. Course Objectives and Learning Outcomes

<p>1. Course Description</p> <p>This course is designed for the undergraduate English-majored students at the College of Education, Majmaah University. The aim of this course is to develop the abilities of the students to use and understand the basic sentence structures effectively</p>
<p>2. Course Main Objective</p> <ul style="list-style-type: none"> To help students to express themselves in good English orally and writing. To help students to identify and use the basic parts of the English sentence. To help students to use simple sentence structure. To help students to use 'to be' and 'to do' in written and oral communication. To help students to use adverbs of frequency correctly. To help students to use the present progressive and the past simple correctly. To help students to identify and use nouns and pronouns correctly. To help students to use punctuation correctly.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Students will be able to express themselves in good English orally and writing. Identify and use the basic parts of the English sentence. Use simple sentence structure. Use 'to be' and 'to do' in written and oral communication. Use adverbs of frequency correctly. Use the present progressive and the past simple correctly. Identify and use nouns and pronouns correctly. Use punctuation correctly.	1ع
2	Skills :	
2.2	The ability to express an opinion on possible issues for more than one opinion and present them in the form of visual presentations.	3م
3	Values:	
3.1	Students should be able to plan, negotiate and evaluate their strengths and weaknesses as team members	2ق

C. Course Content

No	List of Topics	Contact Hours
1	Introduction	3
2	Simple sentence structure	6
3	Using be	3
4	Using be and have	6
5	Using the simple present	3
6	Using the present progressive	6
7	Talking about the present	3
8	Nouns and pronouns	3
9	Count and non-count nouns	6
10	Expressing past time (Part-1)	6
Total		45

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Students will be able to express themselves in good English orally and writing. Identify and use the basic parts of the English sentence. Use simple sentence		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	structure. Use 'to be' and 'to do' in written and oral communication. Use adverbs of frequency correctly. Use the present progressive and the past simple correctly. Identify and use nouns and pronouns correctly. Use punctuation correctly.		
2.0	Skills		
2.1			
3.0	Values		
3.1	Students should be able to plan, negotiate and evaluate their strengths and weaknesses as team members		
3.2	The ability to express an opinion on possible issues for more than one opinion and present them in the form of visual presentations.		
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2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm Exam1	6	20
2	Midterm Exam2	11	20
3	Participation & Attendance	All along	10
4	Final Exam	14	50
5			
6			
7			
8			

*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 :

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Basic English Grammar third edition. 2006. Betty Schramper Azar, Stacy A. Hagen, PEARSON Longman.
Essential References Materials	English Grammar in Use, third edition.2004. Raymond Murphy Cambridge University Press.
Electronic Materials	Computer, laptop, tablet, etc.

Other Learning Materials	
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2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Computer, laptops, tablets, mobile phone, Internetetc
Technology Resources (AV, data show, Smart Board, software, etc.)	Blackboard, social media , websites
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	www.eslcafe.net www.linguist.net www.wikipedia.com www.studygs.net www.inet.hk

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching.		Midterm evaluation feedback form to increase instructor's awareness of the strong and weak points of the class; •End of term college course evaluation by students (collected by Department); •End of term in-class (virtual class) debriefing of students of what went well and what could have gone better •Small group instructional diagnosis where instructors exchange classes to gather information from each others' students on specific points outlined by the department and the instructor being evaluated.
Other Strategies for Evaluation of Teaching by the Program/Department Instructor		•Peer evaluation to assess ability of faculty members to work with their colleagues, •Class observations by supervisors.
Processes for Improvement of Teaching.		•Training sessions •Workshops to facilitate experience exchange among faculty members •Regular meetings to discuss and solve problems.

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

Council / Committee	
Reference No.	
Date	



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