



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Course Specifications**

English for Engineering and Science Tracks. PENG 123



## Course Specifications

<b>Institution:</b> : Majmaah University	<b>Date of Report:</b> 3/1437 H
<b>College/Department:</b> Deanship of Preparatory Year/ English Department	

### A. Course Identification and General Information

<b>1. Course title and code:</b> English for Engineering and Science Tracks. PENG 123			
<b>2. Credit hours:</b> 4 hrs.			
<b>3. Program(s) in which the course is offered:</b> Bachelor in Engineering, Bachelor in Computer Science, Bachelor in Science			
<b>4. Name of faculty member responsible for the course:</b> Mr. Noor Dodeen.			
<b>5. Level/year at which this course is offered:</b> 2 <sup>nd</sup> level, 1 <sup>st</sup> year			
<b>6. Pre-requisites for this course:</b> ---.			
<b>7. Co-requisites for this course:</b> ----.			
<b>8. Location if not on main campus:</b> PYD Building for boys in Majmaah and Zulfi, PYD Building for girls in Majmaah and Zulfi.			
<b>9. Mode of Instruction (mark all that apply)</b>			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

### B Objectives

**1. What is the main purpose for this course?**

- To improve the students' professional communication skills.
- Enabling the students to communicate more confidently and effectively in their respective fields.
- To familiarize the students' with the technical and semi-technical vocabulary that in turn will enable them to become familiar with and practice using the specialist language they need for their specialty.
- Enabling the students' to describe general and common technical problems and suggesting solutions to working with drawings.
- To understand the role of designing in engineering and to differentiate between different design stages.

**2. Briefly describe any plans for developing and improving the course that are being implemented.**

Plans that are being implemented for developing and improving the course:

- Continuous updating of the information, knowledge and skills included in the course through continuous search for new knowledge and skills available in recent publications (references, books, researches, magazines, internet....).
- Verifying the information resources.
- The use of web based material as a supplementary material, to help the students' to rely on themselves.
- The use of active boards in the classroom for explanation, problem solving tasks and presentations, to motivate the students' to participate and to keep them focused.
- The use of different visual and auditory teaching aids, such as; pictures, audio scripts and videos, to help the students acquire the required knowledge.

**C. Course Description** (Note: General description in the form to be used for the Bulletin or handbook should be attached)

This is an ESP (English for Specific Purposes) course which runs in the second semester. We use a professional careers curriculum provided by Pearson Longman Press. The goal of this ESP levels is to focus on the functional language needed in order to succeed in university in their specific program of choice. Overall, Technical English 1 gives students the language, information, and skills needed for their university program of study. It presents them with English from a variety of technical fields and situations, and develops their communication skills.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to Technical English	1	4

Unit 1 Check-up	1	4
Unit 2 Parts (1)	1	4
Unit 3 Parts (2)	1	4
Unit 4 Movement	1	4
Unit 5 Flow	1	4
Unit 6 Materials	1	4
Unit 7 Specifications	1	4
Unit 8 Reporting	1	4
Mid-Term Revision	1	4
Unit 9 Troubleshooting	1	4
Unit 10 Safety	1	4
Unit 11 Cause and effect	1	4
Unit 12 Checking and confirming	1	4
Final Revision	1	4

<b>2. Course components (total contact hours and credits per semester):</b>						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	60 hrs.	-	-	-	-	60 hrs.
Credit	30 hrs.	-	-	-	-	30 hrs.

<b>3. Additional private study/learning hours expected for students per week.</b>	4 hrs.
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**4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy**

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	Familiarity with technical and semi-technical engineering related vocabulary.	Group discussion, lecture, team work learning, and handouts.	Continuous feedback, oral, Quizzes, and written exams
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to describe, analyze and solve general technical problems.	Group discussion, lecture, team work learning, quizzes and assignments.	Quizzes, written exams.
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Demonstrate certain team work activities.	Assignments and team work activities	Observing students, assignment.
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Use of basic mathematical and statistical information in English and the use of internet in searching for information and presenting reports.	Research activities, assignments.	Assignments, participation.
4.2	Communicate professionally in the technical field.	-Listening speaking exercises. -Peer and group discussions.	Exam, participation.
<b>5.0</b>	<b>Psychomotor</b>		
	Not applicable	Not applicable	Not applicable

**5. Schedule of Assessment Tasks for Students During the Semester**

	<b>Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	Quiz – 1	4th week	5%
2	Midterm exam 1	6 <sup>th</sup> week	20%
3	Quiz – 2	8 <sup>th</sup> week	5%
4	Midterm exam 2	10 <sup>th</sup> week	20%
5	Participation and Professionalism	15 <sup>th</sup> week	5%
6	Assignments	15 <sup>th</sup> week	5%
7	Final Assessment exam	17 <sup>th</sup> week	40%



#### D. Student Academic Counseling and Support

**1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice.** (include amount of time teaching staff are expected to be available each week)

- 5 hours are schedule as office hour per week.

#### E. Learning Resources

##### 1. List Required Textbooks

- David Bonamy, *Technical English 1*. Pearson Longman. London, 2008.

##### 2. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Work book.

##### 3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

- Engineering case studies online.
- Teachers' book online.
- IEEE English for Engineering.

##### 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- 2 audio CDs.

#### 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 (Classrooms, laboratories, demonstration rooms/labs, etc.)

- A class rooms with LCD projectors.
- 20 seats.

##### 2. Computing resources (AV, data show, Smart Board, software, etc.)

- A classroom must be equipped with smart or active board.

##### 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

#### G Course Evaluation and Improvement Processes

##### 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching



<ul style="list-style-type: none"> <li>Students Evaluation Questionnaire at the end of term.</li> <li>Daily log for students comments and observations.</li> </ul>
<b>2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor</b> <ul style="list-style-type: none"> <li>Peer Review evaluation of course' content, format, and teaching strategies</li> <li>Cross-review between male and female departments</li> <li>External reviewers of the course annually.</li> </ul>
<b>3. Processes for Improvement of Teaching</b> <ul style="list-style-type: none"> <li>Keeping up-to-date with new international trends and innovations in teaching strategies</li> <li>Conducting research to evaluate best methods of teaching</li> <li>Seeking external assessment of teaching strategies (supervised by Head of Department and College Dean)</li> <li>Attending relevant workshops and seminars</li> <li>Review of course components (contents teaching strategies and format) by internal and external reviewers at least annually</li> </ul>
<b>4. Processes for Verifying Standards of Student Achievement</b> <i>(e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</i> <ul style="list-style-type: none"> <li>Marking and scoring checking by an independent faculty member of a sample of student work</li> <li>Periodic exchange and remarking of a sample of assignments with a faculty member in same institution</li> <li>Periodic exchange and remarking of a sample of assignments with a faculty member in another institution</li> <li>Discussing course objectives, teaching strategies, exams, students learning abilities and achievements, with another colleague in the same field</li> </ul>
<b>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</b> <ul style="list-style-type: none"> <li>The process starts with the head of department review 4-monthly in accordance with students' achievement (initial Review)</li> <li>Then annual review and assessment of the course both internally and externally</li> <li>All done with consideration to feedback from students and other faculty members</li> </ul>

**Faculty or Teaching Staff: Mr. Noor Dodeen**

**Signature:** Noor Dodeen

**Date Report Completed:** 14/3/1437 H

**Received by:**

**Dean/Department Head:**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

