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| **Course Title**: Academic English |
| **Course Code**: ENG2253-2 |
| **Program**: Bachelor of Arts in English **+ Bachelor of Arts in Translation** |
| **Department**: **Department of English and Department of Translation** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 2 |
| **Last Revision Date**: **29 December 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (2) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 4 - Year 2) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG2253-2 Academic English is a CEFR B2 level, 15-week course, with 2 hours of weekly instruction and 10 units, each requiring approximately 3 hours of study through both in-class and non-graded homework tasks (e.g., Vocabulary Extension, First Draft, and Final Draft). The course prepares students to excel in academic reading, writing, and critical thinking by covering a range of objectives. Students will read and analyze academic texts to interpret meanings using contextual clues and word formation, identify main ideas, supporting details, and sequencing, and evaluate tone, writer’s purpose, and relationships such as cause-effect and problem-solution. They will enhance grammar and vocabulary through cohesive devices (e.g., transitions, synonyms, referencing) and complex structures like phrasal verbs, parallel structures, and relative clauses. Writing skills are a key focus, with activities that teach essay organization, integrating summaries and quotes with citations, and composing various types of essays such as persuasive, problem-solution, and cause-effect. Through critical thinking tasks, students will evaluate arguments, evidence, and visuals to develop insightful responses and apply academic concepts to real-world situations with creative techniques. Finally, the course also fosters values like appreciating cohesion, applying contextual vocabulary independently, and contributing ideas collaboratively during discussions and debates. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG2311-3 Writing 3 | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objective of ENG2253-2 Academic English is to build students' proficiency in academic reading, writing, and critical thinking at the CEFR B2 level while fostering autonomy, collaborative skills, and real-world application. The course aims to enable students to analyze and evaluate complex texts, interpret meanings using contextual clues and word formation, and infer tone, writer’s intent, and relationships. It emphasizes writing skills by teaching essay organization, integrating quotes and citations, and applying cohesive devices and advanced grammatical structures to produce clear, coherent academic texts. Critical and creative thinking is central, as students will evaluate evidence, arguments, and visuals and apply concepts to real-world contexts. Ultimately, the course develops the ability to work independently and collaboratively, appreciate cohesive communication, and confidently engage in academic tasks across various formats. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 30 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

**3. Contact Hours** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 30 |

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

| **Code** | **Course Learning Outcomes** | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Reading: Recognize and interpret word meanings from context and word formation skills (e.g., affixes, prefixes, suffixes such as pre-, -ist, -al, -ive) to understand academic texts. | K2 | Use guided reading activities where students use context clues and assigned word formation exercises to deduce meanings of unfamiliar words in academic passages. | Formative Assessment 1 (5 Marks) |
| 1.2 | Writing: Identify key elements of essay organization (e.g., body paragraphs, introductions, conclusions, and cohesive devices) to write clear and effective academic texts. | K2 | Break down sample essays from the assigned course material, highlighting identifiable essay elements (e.g., introductions, conclusions) and cohesive devices. | Assignment 1 (5 Marks) |
| 1.3 | Reading: Recall main ideas, supporting details, and sequencing in texts to understand tone, attitude, and writer’s purpose. | K1 | Conduct structured discussions where students identify main ideas, supporting details, and sequencing in the assigned texts to determine tone, attitude, and purpose. | Formative Assessment 2 (5 Marks)  Midterm Exam (30 Marks) |
| 1.4 | Vocabulary and Grammar: Recognize complex vocabulary and grammar structures (e.g., compound nouns, compound adjectives, parallel structures, relative clauses, and phrasal verbs) to enhance communication. | K2 | Use scaffolded examples from the course texts to model and practice forming sentences with complex structures. | Quiz (10 Marks)  Midterm Exam (30 Marks) |
| 1.5 | Vocabulary and Grammar: Recognize cohesive devices (e.g., transitions, appositives, referencing, synonyms) to improve clarity and coherence in written texts. | K2 | Provide text analysis tasks where students identify cohesive devices in the reading material and discuss their role in clarifying and connecting ideas. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Reading: Analyze and evaluate texts (e.g., identifying causes and effects, problems and solutions) to infer levels of certainty, relationships, and written intent. | S7 | Facilitate group work where students analyze assigned texts to identify cause-effect and problem-solution relationships and infer the author’s levels of certainty and intent. | Midterm Exam (30 Marks) |
| 2.2 | Writing: Compose various types of essays (e.g., process, cause-effect, problem-solution, opinion, persuasive, and descriptive narratives) with appropriate structure, evidence, and transitions. | S5 | Use step-by-step interactive writing workshops to guide students through composing essays of various types, referencing course exemplars for structure and transitional phrases. | Final Exam (40 Marks) |
| 2.3 | Writing: Summarize, paraphrase, and integrate quotes into academic essays while citing sources accurately. | S6 | Conduct rewrite activities where students practice paraphrasing and summarizing ideas from course materials and integrate quotes correctly into their compositions. | Assignment 1 (5 Marks)  Assignment 2 (5 Marks) |
| 2.4 | Critical Thinking: Evaluate evidence, visual information, and predictions from texts (e.g., graphs, charts, arguments) to develop critical responses in reading and writing tasks. | S2 | Host discussions based on course visuals and arguments, helping students assess evidence and generate critical interpretations of readings and content. | Final Exam (40 Marks) |
| 2.5 | Application: Apply ideas from academic readings to real-world situations while incorporating creative writing techniques, such as figurative language and storytelling. | S7 | Lead brainstorming sessions where students relate the ideas in assigned texts to real-world issues and develop creative scenarios or solutions incorporating storytelling techniques. | Assignment 2 (5 Marks)  Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Appreciate the importance of cohesive devices (e.g., transitions, synonyms, and referencing) to improve clarity and coherence in academic communication through discussion. | V1 | Facilitate a small group discussion where students find and explain examples of cohesive devices from a provided text. | Observations |
| 3.2 | Apply contextual clues and word formation skills (e.g., prefixes, suffixes) to infer the meanings of unfamiliar words during text discussions. | V2 | Provide students with a short reading passage containing unknown words and let them independently analyze the meanings before discussing as a group. | Observations |
| 3.3 | Contribute relevant ideas and evidence (from course readings or personal experience) to support a position in classroom discussions related to academic texts. | V3 | Organize a structured class debate where each student is tasked with presenting evidence or counterarguments based on the reading material. | Observations |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | Unit 1: Social Relationships | 3 |
|  | Unit 2: Science and Investigation | 3 |
| **3.** | Unit 3: City Solutions | 3 |
| **4.** | Unit 4: Danger Zones | 3 |
| **5.** | Unit 5: The Travel Business | 3 |
| **6.** | Unit 6: Product Design | 3 |
| **7.** | Unit 7: Global Challenges | 3 |
| **8.** | Unit 8: Medical Innovations | 3 |
| **9.** | Unit 9: Languages and Culture | 3 |
| **10.** | Unit 10: Survival Instinct | 3 |
| **Total** | | 30 |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.1 Reading: Recognize and interpret word meanings from context and word formation skills (e.g., affixes, prefixes, suffixes such as pre-, -ist, -al, -ive) to understand academic texts.**  This early assessment is designed to evaluate students’ ability to recognize and interpret word meanings from context using strategies such as analyzing affixes, prefixes, and suffixes (e.g., pre-, -al, -ive). This foundational vocabulary skill is critical to understanding academic texts. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.3 Reading: Recall main ideas, supporting details, and sequencing in texts to understand tone, attitude, and writer’s purpose.**  This activity assesses students’ ability to recall and identify key ideas, supporting details, and the sequence of events in academic readings. Additionally, students will explore tone and the writer’s intent, preparing them to interpret complex texts effectively. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.2 Writing: Identify key elements of essay organization (e.g., body paragraphs, introductions, conclusions, and cohesive devices) to write clear and effective academic texts.**  **2.3 Writing: Summarize, paraphrase, and integrate quotes into academic essays while citing sources accurately.**  Students will demonstrate their ability to identify essay structures (e.g., body paragraphs, introductions, cohesive devices). They will practice paraphrasing and summarizing ideas from academic texts, showing how these skills support the crafting of cohesive, well-organized essays. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **2.3 Writing: Summarize, paraphrase, and integrate quotes into academic essays while citing sources accurately.**  **2.5 Application: Apply ideas from academic readings to real-world situations while incorporating creative writing techniques, such as figurative language and storytelling.**  Students are challenged to creatively apply academic knowledge to real-world situations. This will involve integrating figurative language, narrative techniques, and structured evidence into their work. They will also demonstrate their ability to summarize and paraphrase ideas accurately. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **1.4 Vocabulary and Grammar: Recognize complex vocabulary and grammar structures (e.g., compound nouns, compound adjectives, parallel structures, relative clauses, and phrasal verbs) to enhance communication.**  **1.5 Vocabulary and Grammar: Recognize cohesive devices (e.g., transitions, appositives, referencing, synonyms) to improve clarity and coherence in written texts.**  The quiz tests students’ retention of advanced vocabulary and grammar structures (e.g., compound nouns, parallel structures, and phrasal verbs). Additionally, it evaluates their understanding of cohesive devices for connecting ideas clearly and coherently in academic writing. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with specific CLOs for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **1.3 Reading: Recall main ideas, supporting details, and sequencing in texts to understand tone, attitude, and writer’s purpose.**  **1.4 Vocabulary and Grammar: Recognize complex vocabulary and grammar structures (e.g., compound nouns, compound adjectives, parallel structures, relative clauses, and phrasal verbs) to enhance communication.**  **2.1 Reading: Analyze and evaluate texts (e.g., identifying causes and effects, problems and solutions) to infer levels of certainty, relationships, and written intent.**  The midterm exam assesses students’ critical thinking and text analysis skills by focusing on relationships, causes/effects, and written intent in academic materials. Students will also demonstrate their ability to use advanced vocabulary and grammar effectively when crafting responses. This exam covers Units 1–5. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **2.2 Writing: Compose various types of essays (e.g., process, cause-effect, problem-solution, opinion, persuasive, and descriptive narratives) with appropriate structure, evidence, and transitions.**  **2.4 Critical Thinking: Evaluate evidence, visual information, and predictions from texts (e.g., graphs, charts, arguments) to develop critical responses in reading and writing tasks.**  **2.5 Application: Apply ideas from academic readings to real-world situations while incorporating creative writing techniques, such as figurative language and storytelling.**  The final exam comprehensively assesses students on essay composition skills, critical evaluation of sources and evidence, and their ability to apply academic ideas to real-world contexts. Tasks include crafting structured essays (e.g., research-based or persuasive essays) that incorporate quotes, citations, and cohesive arguments. This exam covers all topics from Units 1–10 to ensure mastery of key concepts and skills. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | *Pathways 3: Reading*, *Writing*, *and Critical Thinking*, Third Edition  Mari Vargo, Laurie Blass, and Kristin Sherman  Student’s Book:  ISBN-13: 978-0-357-97993-8  © 2025 Cengage Learning, Inc. |
| **Essential References** | Lea, D., Bradbery, J. (2020). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press. |
| **Electronic Materials** | [Purdue Online Writing Lab (OWL)](https://owl.purdue.edu/owl/general_writing/academic_writing/index.html)  **Highlights:**   * A leading online writing resource that offers guides on a variety of writing topics, making it suitable for A2 to B1 students. * Provides handouts and exercises on grammar, punctuation, and style, all crucial elements of effective writing. * Purdue OWL is widely respected in academic settings, ensuring the resource is both credible and reliable.   [Grammarly](https://www.grammarly.com/students)  **Highlights:**   * Offers a free writing assistant tool that provides immediate feedback on spelling, grammar, and style. * Allows students to upload or write directly into the platform, offering an interactive writing environment.   The browser extension can also assist students as they write in other platforms, helping them improve their writing dynamically.  [British Council's LearnEnglish Teens](https://learnenglishteens.britishcouncil.org/)  **Highlights:**   * Provides reading activities specifically designed for teenagers and aligns with the CEFR levels. * Includes a variety of formats, such as articles, stories, and blogs, all followed by comprehension questions. * Offers grammar and vocabulary support alongside the reading exercises.   [Readlang](https://readlang.com/)  **Highlights:**   * A web-based platform where students can read texts in English and click on words they don't understand to get immediate translations. * Allows students to create flashcards from the vocabulary they look up, providing an integrated approach to reading and vocabulary building.   Offers a wide variety of texts, including articles and stories, and allows users to upload their own texts as well, making it flexible for independent learning. |
| **Other Learning Materials** | [Cambridge English Write & Improve](https://writeandimprove.com/)  **Highlights:**   * Provides a platform where students can practice writing on various topics and receive instant, targeted feedback. * The tasks are graded according to CEFR levels, making it highly relevant for A2 to B1 learners.   Comes from Cambridge English, a name that carries weight in the field of language learning and assessment.  [English e-Reader](https://english-e-reader.net/)  **Highlights:**   * Provides simplified versions of classics and modern stories, graded by CEFR levels. * Each book is accompanied by an audio version and a vocabulary list, enabling a multi-sensory learning experience.   Offers comprehension exercises at the end of each book to assess understanding. |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **11** |
| **Date** | **DECEMBER 29, 2024** |