



Course Specification

(Bachelor)

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: February 11, 2026

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A. General information about the course:

1. Course Identification

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:

Academic English (ENG2253-2) develops students' academic reading, writing, and critical thinking skills at the CEFR B2 level. The course focuses on analyzing academic texts to interpret meaning through contextual clues and word formation, identifying main ideas, supporting details, tone, writer's purpose, and logical relationships such as cause-effect and problem-solution. Students develop academic writing skills through structured practice in essay organization, cohesive devices, grammar, and vocabulary, as well as summarizing, paraphrasing, and integrating quotations with accurate citation. The course emphasizes critical evaluation of arguments, evidence, and visual information, and encourages application of academic ideas to real-world contexts. In addition, it promotes learner autonomy, collaborative engagement, and responsible academic communication.

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):

Academic English (ENG2253-2) aims to:

- Develop students' proficiency in academic reading and writing by enabling them to comprehend, analyze, and respond to complex academic texts effectively.
- Equip students with the ability to interpret meaning using contextual clues and word-formation strategies to enhance vocabulary development and reading comprehension.
- Strengthen students' understanding and use of academic grammar, vocabulary, and cohesive devices to produce clear, coherent, and well-structured written texts.
- Enable students to plan, organize, and write different types of academic essays using appropriate structure, evidence, transitions, and citation conventions.
- Foster critical thinking skills by training students to evaluate arguments, evidence, visual information, tone, and writer's purpose in academic texts.
- Encourage students to apply ideas from academic readings to real-world contexts, integrating creative and analytical thinking in written and spoken tasks.





- Promote learner autonomy, collaborative engagement, and responsible academic communication through discussion, debate, and peer-supported learning activities.

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
1.	Lectures	30
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	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	Demonstrate understanding of academic vocabulary and grammatical structures, including word formation, complex sentence structures, and cohesive devices, used in academic texts.	K1, K2	- Guided reading - Grammar workshops - Vocabulary tasks	- Quizzes - Midterm Exam



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.2	Identify key features of academic texts, including main ideas, supporting details, organization, tone, writer's purpose, and logical relationships.	K2, K4	- Text analysis - Guided discussion	- Quizzes - Formative reading assessments - Midterm Exam
1.3	Recognize conventions of academic writing, including essay structure, paragraph development, and appropriate use of cohesion and referencing.	K2	Model essay analysis	- Assignment 1 (essay analysis + source integration) - Final exam
2.0	Skills			
2.1	Analyze academic texts to identify logical relationships and writer intent.	S1, S3	- Group text analysis - Problem-solving	Midterm Exam
2.2	Compose well-structured academic essays using appropriate organization, evidence, transitions, and academic language.	S3	- Writing workshops - Drafting and feedback	Final Exam
2.3	Summarize, paraphrase, and integrate quotations into academic writing using appropriate citation conventions.	S3, S5	- Rewrite tasks - Guided practice	Assignment 1 (essay analysis + source integration)
2.4	Evaluate arguments, evidence, and visual information in academic texts to develop critical responses.	S1, S6	- Critical discussion - Visual interpretation	Final Exam
2.5	Apply ideas from academic readings to real-world contexts	S3, S4	- Brainstorming - Application activities	Assignment 2 (application task)



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	through written and spoken tasks.			Final Exam
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	- Group discussion - Reflection	- Instructor observation - Participation in text discussion - Embedded evaluation in assignments
3.2	Apply contextual clues and word formation skills (e.g., prefixes, suffixes) to infer the meanings of unfamiliar words during text discussions.	V3	Independent reading tasks	- Observation during reading tasks - Independent classroom activities - Informal formative checks
3.3	Contribute relevant ideas and evidence (from course readings or personal experience) to support a position in classroom discussions related to academic texts.	V2, V1	- Debates - Peer interaction	- Observation (discussion & debate) - Peer interaction monitoring - Participation rubric



C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1: Social Relationships	3
2.	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
	Midterm Exam	Week 7	30%
	Quizzes	Week 5 & Week 10	10%
3.	Assignment 1 (essay analysis + source integration)	Between week 3 & week 13	10%
4.	Assignment 2 (application task)	Week 14	10%
5.	Final Exam	Week 16-17	40%

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	<i>Pathways 3: Reading, Writing, and Critical Thinking</i>, Third Edition Mari Vargo, Laurie Blass, and Kristin Sherman Student's Book:
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	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) 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 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 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 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 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](#)

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 accommodating 25–30 students • Adequate lighting and ventilation • Comfortable seating arrangements suitable for group discussion • Whiteboard and notice board
Technology equipment	• Computer and stable internet connection for instructor use • Data projector and screen • Audio speakers for multimedia presentations • (Optional) Smart board for interactive teaching
Other equipment	• Whiteboard markers and erasers • Portable microphone (if required) • Display or bulletin board for course announcements
Additional resources	• Access to the Saudi Digital Library (SDL) and online academic databases • (Optional) Language laboratory facilities for multimedia learning • (Optional) Charging stations or designated tech-use areas for student devices

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.



Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

