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| **Course Title**: Vocabulary Building 1 |
| **Course Code**: ENG214-3 |
| **Program**: Bachelor of Arts in English |
| **Department**: **Department of English** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

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

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (3) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 3 - Year 2) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG214-3 Vocabulary Building 1 is a meticulously designed course aimed at enhancing students' understanding of English vocabulary, including its complexities and nuances. The course provides comprehensive coverage of new vocabulary, including pronunciation, spelling, usage, synonyms, antonyms, and grammatical features. Students are guided through the fundamental rules for vocabulary building, with the ultimate goal of increasing their mental lexicon. With a balance of theory and practical application, this course offers students an opportunity to deepen their command over the English language, paving the way for effective communication in various real-life contexts. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| N/A | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The central objective of ENG214-3 Vocabulary Building 1 is to foster students' proficiency in the English vocabulary by providing them with tools to define, explain, and utilize newly learned words in an articulate manner. Through methodical instruction, students will be trained to speak fluently using the vocabulary they acquire, spell and pronounce words accurately, and apply the principles of vocabulary building. The focus is on not merely understanding the vocabulary but also implementing it across different contexts and scenarios. This course aims to equip students with the skills needed to use English vocabulary confidently and competently in academic, professional, and everyday situations. | | | | | | |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 45 | 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** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

# **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 | Recall the definitions and meanings of new words encountered in the course | K1, K2 | Utilize context clues from the text to assist students in inferring the meanings and definitions of new words.  Reinforce understanding through repetition and association, encouraging students to connect new terms with familiar concepts. | Midterm Exam (30 Marks)  Assignment 2 (5 Marks) |
| 1.2 | Recognize the pronunciation, spelling, usage, synonyms, antonyms (if applicable), and fundamental grammatical attributes of new words | K1, K3 | Engage students with auditory examples and visual representations of words, highlighting pronunciation, spelling, and grammatical features.  Facilitate exercises that promote recognition of synonyms and antonyms, fostering a deeper understanding of word relationships. | Assignment 2 (5 Marks) |
| 1.3 | Commit to memory an enhanced collection of words to augment their mental lexicon | K2, K3 | Implement flashcards or similar mnemonic devices that enable students to regularly review and internalize new vocabulary.  Encourage students to create personal connections with new words, such as relating them to experiences or objects they are familiar with, to aid retention. | Quiz (Vocabulary Recognition and Application) – 10 Marks |
| 1.4 | Memorize the foundational principles for vocabulary development | K3 | Break down the principles into smaller, digestible parts, facilitating gradual memorization through regular review and repetition.  Encourage students to apply these principles in context by integrating them into their own vocabulary usage, thus solidifying their understanding of the rules. | First Formative Assessment (Vocabulary Mastery) – 5 Marks |
| **2.0** | **Skills** | | | |
| 2.1 | Speak fluently using the vocabulary they learned | S2, S3 | Engage students in structured speaking activities that require them to incorporate newly learned vocabulary, offering feedback on fluency and accuracy.  Encourage consistent practice through conversation prompts or debates that relate to course material, reinforcing the use of the learned vocabulary. | First Formative Assessment (Vocabulary Mastery) – 5 Marks |
| 2.2 | Spell, pronounce, and use the vocabulary items learnt in the course appropriately | S3, S4 | Conduct spelling and pronunciation drills, focusing on words that pose challenges, and provide feedback for improvement.  Implement writing and speaking exercises that require students to use vocabulary in sentences, ensuring they grasp the context and appropriate usage. | Second Formative Assessment (Lexical Mastery & Application) – 5 Marks |
| 2.3 | Apply the rules of vocabulary building they learned | S4, S5 | Encourage students to create new words or phrases based on the vocabulary building rules, providing examples and guidance as needed.  Facilitate reflective activities where students analyze their own vocabulary usage, applying the rules to identify strengths and areas for improvement. | Second Formative Assessment (Lexical Mastery & Application) – 5 Marks |
| 2.4 | Apply vocabulary items acquired in the course to real-life contexts, demonstrating an understanding of their correct usage and relevance in everyday communication | S5 | Design scenarios or role-play activities that mimic real-life situations, prompting students to use the vocabulary in authentic ways.  Assign tasks where students must integrate newly learned vocabulary into personal anecdotes, letters, or reports, highlighting their applicability in everyday contexts. | Final Exam – 40 Marks |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Utilize vocabulary to express courtesy and respect in interpersonal communication | V1 | **Teaching Strategy Related to First Formative Assessment (Vocabulary Mastery Journal)**: During class discussions or peer reviews of the journals, highlight the importance of using vocabulary that is respectful and appropriate for various social contexts. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Independently incorporate new vocabulary into spoken language | V2 | **Related to Second Formative Assessment (Vocabulary Context Log)**: Encourage students to use newly acquired vocabulary in different conversational scenarios, both inside and outside the classroom. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Demonstrate consistency in spelling and appropriate vocabulary usage across written assignments | V3 | **Teaching Strategy Related to Both Formative Assessments**: Reinforce the importance of accurate spelling and contextual appropriateness through regular formative feedback. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | **INTRODUCTION & ORIENTATION** | 3 |
|  | **UNITS: 1, 2, 3, 4 (NOT INCLUDED IN ASSESSMENTS)**   * LEARNING VOCABULARY * KEEPING A VOCABULARY NOTEBOOK * USING A DICTIONARY   ENGLISH LANGUAGE WORDS | 3 |
| **3.** | **UNITS: 5, 7, 10, 11**   * COUNTRY, NATIONALITY, AND LANGUAGE * WEATHER * DESCRIBING APPEARANCE   DESCRIBING CHARACTER | 3 |
| **4.** | **UNITS: 12, 14, 17, 18**   * FEELINGS * GROWING UP   THE PLACE WHERE YOU LIVE | 3 |
| **5.** | **UNITS: 19, 20, 21, 24**   * MONEY * HEALTH * CLOTHES   FOOD | 3 |
| **6.** | **UNITS: 25, 26, 27, 28, 29, 30**   * COOKING * CITY LIFE * LIFE IN THE COUNTRY * TRANSPORT * ON THE ROAD   NOTICES AND WARNINGS | 3 |
| **7.** | **UNITS: 35, 36, 38, 41**   * JOBS * TALKING ABOUT YOUR WORK * WORKING IN AN OFFICE   SPORTS AND LEISURE | 3 |
| **8.** | **UNITS: 43, 44, 45, 46, 47**   * BOOKS AND FILMS * MUSIC * SPECIAL EVENTS * TRAVEL BOOKINGS   AIR TRAVEL | 3 |
| **9.** | **UNITS: 48, 49, 50, 51**   * HOTELS AND RESTAURANTS * CAFÉS * SIGHTSEEING HOLIDAYS   HOLIDAYS BY THE SEA | 3 |
| **10.** | **UNITS: 52, 53, 54, 55**   * NEWSPAPERS AND TELEVISION * PHONING AND TEXTING * COMPUTERS   EMAIL AND INTERNET | 3 |
| **11.** | **UNITS: 58, 59, 60, 61**   * CLIMATE CHANGE * WAR AND VIOLENCE * TIME   NUMBERS | 3 |
| **12.** | **UNITS: 62, 64, 65, 66**   * DISTANCE, DIMENSIONS AND SIZE * CONTAINERS AND QUANTITIES * APOLOGIES, EXCUSES AND THANKS   REQUESTS, PERMISSION AND SUGGESTIONS | 3 |
| **13.** | **UNITS: 67, 68, 69, 70, 71, 73**   * OPINIONS, AGREEING, AND DISAGREEING * LIKES, DISLIKES, ATTITUDES AND PREFERENCES * GREETINGS, FAREWELLS AND SPECIAL EXPRESSIONS * PREFIXES: CHANGING MEANING * SUFFIXES: FORMING NOUNS   COMPOUND NOUNS | 3 |
| **14.** | **UNITS: 75, 76, 77, 78, 81, 83**   * FIXED PHRASES * FIXED PHRASES IN CONVERSATION * VERB OR ADJECTIVE + PREPOSITION * PREPOSITIONAL PHRASES * MAKE, DO AND TAKE: USES AND PHRASES   GET: USES, PHRASES AND PHRASAL VERBS | 3 |
| **15.** | **REVISION** | 3 |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **First Formative Assessment (Vocabulary Mastery)**  **Mapped Learning Outcomes:**  1.4: Memorize the foundational principles for vocabulary development.  2.1: Speak fluently using the vocabulary they learned.  **Design:**  The assessment integrates a variety of exercises designed to comprehensively evaluate students' grasp of the material. These include:  **Spaced Repetition Exercise (SRE):** A scientifically designed approach for reinforcing vocabulary retention.  **Odd-One-Out Exercise:** A focused task for assessing discernment and context-aware usage of vocabulary.  **Synonyms and Antonyms Exercise:** An exercise aimed at gauging the depth of vocabulary understanding.  **Sentence Translation Exercise:** A module to measure the ability to apply newly learned vocabulary in context. | Mentioned in the new Course Syllabus | 5% |
|  | **Second Formative Assessment (Lexical Mastery & Application)**  **Mapped Learning Outcomes:**  2.2: Spell and use the vocabulary items learned in the course appropriately.  2.3: Apply the rules of vocabulary building they learned.  **Design:**  This assessment employs a diverse range of exercises carefully selected to holistically evaluate students' mastery of vocabulary and its applications. The exercises include:  **Word Rearranging Exercise:** To evaluate understanding of word order and context.  **Word Building Exercise:** To assess the ability to construct new words using root words, prefixes, or suffixes.  **Multiple-Choice Question (MCQ) Exercise:** To gauge recognition and understanding of vocabulary.  **Matching Words with Pictures/Definitions Exercise**: To assess comprehension and the correct association of words with their meanings or visual representations. | Mentioned in the new Course Syllabus | 5% |
|  | **Midterm Exam**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  While the Midterm Exam includes some questions specifically aimed at assessing **Learning Outcome** **1.1**, the exam is summative in nature. Its purpose is to evaluate students' overall competence and understanding of all the course material covered up to this juncture, as determined by the course teaching team. | Mentioned in the new Course Syllabus | 30% |
| **4.** | **Assignment 1 (5 Marks)**  While Assignment 1 includes some questions specifically aimed at assessing **Learning Outcome** **1.1**, this exam is summative in its scope. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Assignment 2 (5 Marks)**  While Assignment 1 includes some questions specifically aimed at assessing **Learning Outcome** **1.2**, this exam is summative in its scope. | Mentioned in the new Course Syllabus | 5% |
| **6.** | **Quiz (Vocabulary Recognition and Application)**  Aligned with Learning Outcome 1.3, this quiz is designed to elucidate fundamental principles of vocabulary building. The assessment features a multitude of inventive exercises, aimed at encouraging students to effectively apply the rules of vocabulary development.  **Design**  The quiz integrates a variety of innovative tasks such as:  **Flashcard and Spaced Repetition System (SRS) Exercises:** Designed for optimized memorization and retention.  **Crosswords:** Aimed at enhancing vocabulary recognition and spelling skills.  **Word-Search Puzzles:** To facilitate identification and contextual application of new vocabulary. | Mentioned in the new Course Syllabus | 10% |
| **7.** | **Final Exam**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  While the Final Exam incorporates questions specifically designed to evaluate **Learning Outcome 2.4** among others, its overarching purpose is to serve as a summative, comprehensive assessment. The exam aims to evaluate students' overall competence and understanding of the entirety of the course material, spanning from the beginning of the term to its conclusion, in alignment with the guidelines established by the course teaching team. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Redman, Stuart. (2017). English Vocabulary in Use (pre-intermediate & Intermediate). 4th Ed. Cambridge: Cambridge University Press. |
| **Essential References** | Lea, D., Bradbery, J. (2020). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press. |
| **Electronic Materials** | [Vocabulary.com](https://www.vocabulary.com/)  **Highlights:**   * Provides a personalized learning environment where students can master words through engaging activities. * The system adapts to the learner's progress, offering a tailored experience for A2 to B1 level students. * Their innovative "Vocabulary Jam" feature allows for collaborative learning, enhancing both individual and collective vocabulary acquisition.   [Cambridge Dictionary +Plus](https://dictionary.cambridge.org/plus/)  **Highlights:**   * **Personalized English vocabulary practice:** Cambridge Dictionary +Plus offers a variety of personalized exercises to help you learn and practice new vocabulary words. You can choose exercises that are tailored to your level of English, your interests, and your specific learning goals. * **Interactive and engaging activities:** The exercises on Cambridge Dictionary +Plus are interactive and engaging, making them fun and motivating to complete. You can play games, solve puzzles, and complete quizzes to learn and practice new vocabulary words. * **Immediate feedback and explanations:** Cambridge Dictionary +Plus provides immediate feedback on your answers, so you can learn from your mistakes and improve your vocabulary skills over time. The platform also provides explanations of the correct answers, so you can understand the meaning of the words you are learning in more depth. * **Word lists:** You can create, download, and share word lists to help you organize and study your vocabulary. * **Quizzes:** You can take quizzes to test your knowledge of new vocabulary words. * **Progress tracking:** Cambridge Dictionary +Plus tracks your progress over time, so you can see how you are improving. * **Offline access:** You can download exercises to complete offline, so you can learn and practice new vocabulary words even when you don't have an internet connection.   **Is Cambridge Dictionary +Plus free?**  Yes, Cambridge Dictionary +Plus is free to use. However, there are some ads in the free version. |
| **Other Learning Materials** | [VOA Learning English - Words and Their Stories](https://learningenglish.voanews.com/z/987)  **Highlights:**   * VOA's "Words and Their Stories" is a free series that explores American English idioms, phrases, and vocabulary in an engaging storytelling format. * While VOA Learning English covers various skills, "Words and Their Stories" is a segment specifically focused on vocabulary.   Being part of Voice of America, a well-known and reputable name, it offers quality and credibility. |

**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.** | **15** |
| **Date** | **February 12, 2023** |