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| **Course Title**: Vocabulary Building 2 |
| **Course Code**: ENG219-3 |
| **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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 4 - Year 2) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG219-3 Vocabulary Building 2 is an intricate course crafted to foster the expansion of students' English vocabulary, providing them with a deeper understanding and mastery of new words. The course emphasizes the acquisition of vocabulary through various contexts and themes, allowing students to not only define and explain the new words but also grasp their correct spelling, grammatical classification, verb forms, and types of nouns. The learning journey extends beyond mere memorization and engages students in a comprehensive exploration of vocabulary that enhances their ability to express themselves effectively. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG214-3 Vocabulary Building 1 | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The primary objective of ENG219-3 Vocabulary Building 2 is to systematically increase the students' vocabulary size and equip them with the skills to employ newly learned words appropriately in various communicative settings. Through meticulous exercises and thematic essays, students will synthesize and integrate the vocabulary under specific themes, employing them in correct sentences both in speech and writing. The course aspires to develop students' confidence and precision in choosing the right words to articulate their thoughts and ideas, leading to an enriched and sophisticated understanding of the English language. | | | | | | |

**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 of new words encountered in the course | K1 | Utilize visual aids, such as flashcards or multimedia presentations, to present new words, helping students to associate meanings with visuals.  Encourage frequent review and self-testing among students to reinforce retention of definitions, offering additional support where needed. | Midterm Exam (30 Marks) |
| 1.2 | Recognize the correct spelling of newly acquired vocabulary | K1 | Implement collaborative spelling activities and games that engage students while focusing on correct spelling, offering corrective feedback as necessary.  Provide printed materials, such as word lists or handouts, to allow students to see correct spellings and to support self-study at home. | Midterm Exam (30 Marks) |
| 1.3 | Identify the grammatical features of new vocabulary, including word class, types of verbs and nouns, and verb forms | K1 | Break down grammatical concepts into manageable parts and provide clear examples to aid understanding, ensuring that explanations align with the course level.  Encourage students to identify grammatical features in reading passages from the course materials, facilitating hands-on practice and offering guidance where needed. | Final Exam (40 Marka) |
| 1.4 | Memorize an expanded set of vocabulary, demonstrating an increased lexicon | K1 | Foster an environment that encourages repetition and usage of new vocabulary in various contexts, including class discussions, group activities, or written assignments.  Offer personalized strategies and resources for memorization, such as mnemonic devices or mobile applications, taking into account different learning styles and preferences. | 3 Vocabulary Logs (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Articulate ideas and thoughts using carefully selected vocabulary during speaking exercises | S2 | Facilitate structured speaking activities that provide students with opportunities to express themselves using the new vocabulary, offering guidance and feedback as needed.  Encourage students to prepare short speeches or presentations using the selected vocabulary, supporting them with helpful phrases and expressions, and creating a supportive environment for practice. | Vocabulary Enrichment Through Audio Presentation (Mapped to Learning Outcome 2.1) – 5 Marks |
| 2.2 | Demonstrate proficiency in unit exercises, applying learned concepts successfully | S3 | Implement varied exercises that align with the course content and level, providing clear instructions and examples, and offering scaffolding where needed.  Regularly review students' progress through individual or group feedback sessions, identifying areas of success and providing targeted support for improvement. | Quiz (10 Marks) |
| 2.3 | Construct short thematic sentences or paragraphs by integrating vocabulary centered around a specific theme, demonstrating cohesion and thematic consistency | S4, S5 | Provide clear guidelines and examples of thematic construction, facilitating activities such as group brainstorming or guided writing exercises that focus on thematic coherence.  Offer opportunities for peer review or collaborative writing, ensuring that students understand the thematic connection, and provide constructive feedback to enhance their skills. | Vocabulary Infused Written Exploration (5 Marks) |
| 2.4 | Formulate correct and contextually appropriate sentences, utilizing newly learned vocabulary, to illustrate understanding of word usage and syntax | S5 | Design activities that encourage students to create sentences using new vocabulary in different contexts, such as story-building exercises or contextual sentence completion tasks. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Employ an expanded lexicon to articulate ideas with clarity and precision during speaking exercises | V1 | During in-class practice activities, provide opportunities for students to use their newly documented vocabulary in a way that adds depth to their communication. | 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 select and apply contextually appropriate vocabulary for various spoken scenarios | V2 | Encourage students to think critically about the contexts in which new vocabulary could be effectively spoken and to apply this autonomously in oral exercises. | 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 | Exhibit mastery in the application of themed vocabulary across various written assignments | V3 | Encourage students to incorporate their themed vocabulary in other written assignments for cross-application. | 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** |
|  | ORIENTATION & EFFECTIVE VOCABULARY LEARNING STRATEGIES | 3 |
|  | WEATHER (UNIT 6), IDIOMS (UNIT 9), GLOBAL PROBLEMS (UNIT 13) | 3 |
| **3.** | HIGHER EDUCATION (UNIT 15), WORK (UNIT 16), BUSINESS (UNIT 17) | 3 |
| **4.** | HEALTH AND MEDICINE (UNIT 28), HEALTH AND LIFESTYLE (UNIT 30) | 3 |
| **5.** | TRAVEL (UNIT 31), SOCIAL MEDIA (UNIT 36) | 3 |
| **6.** | MONEY (UNIT 40) + PREPARATION FOR THE FIRST MIDTERM | 3 |
| **7.** | BELIEF AND OPINION (UNIT 42), PRAISING AND CRITICIZING (UNIT 48), EMOTIONS AND MOODS (UNIT 49) | 3 |
| **8.** | COMMENTING ON PROBLEMATIC SITUATIONS (UNIT 50), SUCCESS, FAILURE, AND DIFFICULTY (UNIT 60), CAUSE, REASON, PURPOSE, AND RESULT (UNIT 63) | 3 |
| **9.** | ADDITION (UNIT 65), DISCOURSE MARKERS IN SPOKEN ENGLISH (UNIT 67), TALKING AND COMMUNICATING (UNIT 69) | 3 |
| **10.** | SUFFIXES (UNIT 70), PREFIXES (UNIT 71), BINOMIALS (UNIT 77) | 3 |
| **11.** | EXPRESSIONS WITH DO AND MAKE (UNIT 89), EXPRESSIONS WITH BRING AND TAKE (UNIT 90), EXPRESSIONS WITH GET (UNIT 91) | 3 |
| **12.** | EXPRESSIONS WITH SET AND PUT (UNIT 92), EXPRESSIONS WITH COME AND GO (UNIT 93), EXPRESSIONS WITH OTHER COMMON VERBS (UNIT 94) | 3 |
| **13.** | FORMAL AND INFORMAL WORDS (UNIT 95), FORMAL AND INFORMAL WORDS 2 (UNIT 96), SIMILES (UNIT 97) | 3 |
| **14.** | PROVERBS (UNIT 98), THE LANGUAGE OF SIGNS AND NOTICES (UNIT 99), HEADLINE ENGLISH (UNIT 100) | 3 |
| **15.** | US ENGLISH (UNIT 101) & WRAPPING UP | 3 |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **3 Vocabulary Logs (Mapped to Learning Outcome 1.4)**  The Vocabulary Learning Logs consist of three assessments strategically scheduled throughout the semester. These assessments are designed to facilitate students' vocabulary expansion in alignment with the course content. The timing and focus for each log will be determined by the course teaching team.  **Marking Allocation:**   * **First and Second Logs:** Each of these logs is allocated 3 marks. * **Third Log:** The final log carries 4 marks, providing an opportunity for students to consolidate their vocabulary skills.   **Template and Requirements:**  A standardized template will be provided for each log, and students are expected to:   1. **Select Words:** Choose specific words they are interested in learning and memorizing. 2. **Find Synonyms:** Identify at least one synonym for each chosen word. 3. **Create Sentences:** Construct sentences using each chosen word and its synonym to demonstrate a clear understanding of their usage.   This structured approach aims to not only broaden the students' vocabulary but also deepen their understanding of how words can be effectively used in various contexts. | Mentioned in the new Course Syllabus | 10% |
|  | **Vocabulary Enrichment Through Audio Presentation (Mapped to Learning Outcome 2.1)**  The Vocabulary Enrichment Through Audio Individual Presentation is an assessment aimed at fostering personalized, thematic vocabulary development. Students are granted the autonomy to select a theme based on the course content that interests them.  **Assessment Structure:**   * Time Duration: Each presentation is designed to last approximately 2 minutes. * Content: Students are required to identify 8 new vocabulary words pertinent to their selected theme.   **Presentation Format:**  The format for these presentations, whether audio recordings or slide-based, will be determined by the course teaching team, taking into consideration the class size for a given semester.  **Requirements:**   1. **Theme Selection:** Students choose a theme from the course content that engages their interest. 2. **Vocabulary Choices:** Select 8 new words that are aligned with the chosen theme. 3. **Explanation:** Discuss each chosen word in their own words, aiming for a nuanced understanding. 4. **Presentation:** Adhere to the presentation format as determined by the course teaching team.   By completing this assignment, students will not only broaden their vocabulary but also gain valuable experience in articulating complex ideas in a succinct manner. | Mentioned in the new Course Syllabus | 5% |
|  | **Midterm Exam**  **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.**  While the Midterm Exam includes some questions specifically aimed at assessing **Learning Outcomes** **1.1 and 1.2**, 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.** | **Vocabulary Infused Written Exploration (Mapped to Learning Outcome 2.3)**  The Vocabulary-Infused Written Exploration is an unstructured, free-writing assessment aimed at enabling a focused yet flexible exploration of vocabulary within a specific theme or set of themes. Students are encouraged to freely express their thoughts, ideas, and insights on a theme of their choosing, in cooperation with the instructor and guided by additional instructions from the course teaching team.  **Assessment Structure:**   * **Word Count:** The writing piece should range between 250 to 300 words. * **Vocabulary Requirements:** A minimum of 8 new vocabulary words must be incorporated to demonstrate a thorough grasp of the selected unit's lexical elements.   **Assessment Format:**  While the writing is unstructured, the theme or unit for exploration will be chosen by the student, in agreement with the instructor and based on additional guidance provided by the course teaching team.  Requirements:   1. **Theme Selection:** Students, in cooperation with the instructor and guided by the course teaching team, will choose a unit or theme for their writing. 2. **Vocabulary Incorporation:** A minimum of 8 new vocabulary words relevant to the chosen theme must be used. 3. **Written Exploration:** Create a free-written piece exploring ideas, thoughts, or concepts linked to the chosen theme, adhering to the specified word count limits.   The intent of this assessment is to cultivate independent reasoning, comprehension, and apt vocabulary usage within a relaxed yet intellectually stimulating framework. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (Mapped to Learning Outcome 2.2)**  The quiz is designed to assess student proficiency in vocabulary, word choice, and idiomatic expressions related to personality, drawing primarily from the first 7 units of the course. It consists of three types of questions, each serving to measure specific linguistic skills.  **Assessment Structure:**   1. **Multiple Choice Questions:** This section will focus on vocabulary from the first 7 units. Students are required to select the correct option from a list of choices. 2. **Word Choice Replacement:** Four statements will be provided where a word is underlined indicating incorrect word usage. Students must replace the underlined word with an appropriate word choice. The words to be replaced will be underlined for clarity. 3. **Idiom Exploration:** A list of 5 idioms related to personality will be presented. Students must select any 3 idioms, define them, and then use each in a sentence of their choice.   **Additional Information:**  **Quiz Format:** The format and structure of the quiz may vary depending on the class size and additional guidelines provided by the course teaching team. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Final Exam**  **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.**  While the Final Exam incorporates questions specifically designed to evaluate **Learning Outcomes 1.3 and 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** | Michael McCarthy, Felicity O'Dell (2017). English Vocabulary in Use (Upper-Intermediate). Cambridge University Press 4th Edition |
| **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** |