|  |
| --- |
| **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**: 1 |
| **Last Revision Date**: **13 November 2024** |

**Table of Contents**

[**A. General information about the course:** 3](#_Toc182673240)

[**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods** 4](#_Toc182673241)

[**C. Course Content** 8](#_Toc182673242)

[**D. Students Assessment Activities** 14](#_Toc182673243)

[**E. Learning Resources and Facilities** 16](#_Toc182673244)

[**F. Assessment of Course Quality** 18](#_Toc182673245)

[**G. Specification Approval** 18](#_Toc182673246)

# **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: | | | | | | |
| ENG 2353-2 Academic English is designed to enhance students' proficiency in reading and writing academic texts. The course focuses on developing the ability to comprehend complex readings independently, adapt reading styles for various purposes, and effectively use reference sources. Additionally, students will learn to synthesize and evaluate information from multiple sources, express their ideas coherently in writing, and integrate their reading insights into well-structured academic essays. The course covers a range of topics relevant to students' fields of interest, providing them with the necessary skills to succeed in academic and professional environments. | | | | | | |
| 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): | | | | | | |
| ENG 2353-2 Academic English aims to improve students' ability to recall and utilize key vocabulary related to academic texts while developing their skills in identifying main ideas and supporting details in complex readings. The course enhances students' understanding and use of academic vocabulary within their writing, fostering the ability to adapt reading strategies to different types of texts and purposes. It enables students to synthesize and evaluate information from diverse sources to produce detailed written works and equips them with the skills to express their views and news effectively in writing, connecting their ideas with those of others. Additionally, the course integrates reading and writing skills, allowing students to draft, revise, and perfect academic essays using appropriate language and structure. | | | | | | |

**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 | Recall key vocabulary from the course readings | K2 | Integrate vocabulary into daily reading assignments. Encourage students to underline or highlight new vocabulary in their textbooks and keep a vocabulary journal where they write down and review these words regularly. | Formative Assessment 1 (5 marks) |
| 1.2 | Identify main ideas and supporting details in academic texts | K1 | Model the process of identifying main ideas and supporting details by thinking aloud while reading a passage from the textbook. Show students how to use textual clues such as topic sentences and transitional phrases to find the main points. | Formative Assessment 2 (5 marks) |
| 1.3 | Recognize and provide definitions for academic vocabulary related to course topics | K2 | Use the textbook's glossaries and context within reading passages to teach students how to infer the meaning of academic vocabulary. Encourage them to cross-reference terms within the text to deepen their understanding. | Quiz (10 marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Adapt reading styles to comprehend texts independently for different purposes and utilize reference sources effectively | S1 | Demonstrate various reading strategies such as skimming for general understanding, scanning for specific information, and in-depth reading for detailed comprehension. Show how to use the textbook's table of contents, headings, subheadings, and index to find relevant information quickly. | Assignment 1 (5 marks) |
| 2.2 | Synthesize information from multiple sources to write detailed texts on subjects relevant to their field | S2 | Teach students to take structured notes from their readings, combining information from different textbook sections. Discuss how to create outlines based on these notes to prepare for writing detailed texts. | Midterm Exam (30 marks) |
| 2.3 | Express their perspectives effectively in writing, connecting their views with those of others | S6 | Use model texts from the textbook to illustrate effective writing techniques. Encourage students to analyze these examples, focusing on how the authors express their viewpoints and relate them to other perspectives. | Assignment 2 (5 marks) |
| 2.4 | Use structures from read materials to draft and revise their own academic essays, focusing on effective language use and essay structure | S7 | Show examples of well-structured essays from the textbook. Discuss the key components such as thesis statements, supporting arguments, and conclusions. Emphasize the importance of revising drafts to improve clarity and coherence. | Final Exam (40 marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Express their perspectives effectively in writing, connecting their views with those of others | V1 | Encourage students to read opinion pieces and argumentative texts from the textbook, discussing how the authors present their perspectives and engage with opposing views. Foster a classroom environment that supports respectful discussion and debate. | 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 | Adapt reading styles to comprehend texts independently for different purposes and utilize reference sources effectively | V2 | Guide students in setting personal reading goals and developing individualized study plans. Encourage them to independently explore different sections of the textbook that align with their interests and academic needs. | 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 | Synthesize information from multiple sources to write detailed texts on subjects relevant to their field | V3 | Highlight the importance of academic integrity and proper citation practices by showing examples from the textbook. Discuss the responsibility of accurately representing and integrating information from various sources into their own writing. | 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** |
|  | **Reading**  **GLOBALIZATION UNIT 1**  **Reading 1**   * Understand key vocabulary for global companies – *dominant*, *reputation*, *multinational* * Use the text type to predict style and content in a blog post about IKEA’s global success * Read and understand detail * Read and identify formal equivalents of informal language from the context of the blog * Make inferences about the writer’s implications and attitude * Describe personal experiences of blogs and online reviews   **Reading 2**   * Understand key vocabulary for global eating habits – *consumption*, *convenience*, *experiment* * Use topic sentences to predict the content of an essay about eating habits in Italy * Read and identify the main changes over time in Italian eating habits * Read and identify the target readers and author’s purpose in writing the essay * Synthesize information from two texts about globalization in a discussion   **Language Development**   * Rewrite sentences using academic alternatives to phrasal verbs – *The amount of migrant labour* *is expected to go up (increase). Academics have* *been looking into (investigating) the implications* *of globalization for many years.*   Use globalization vocabulary to complete a text about businesses – *monopoly*, *multinational* *outlets* | 5 |
|  | **Writing**  **GLOBALIZATION UNIT 1**  **Critical Thinking**   * Use examples from a text to support arguments * Choose and analyze a globalization topic, using an ideas map * Create a plan for a body paragraph of your essay in a table   **Grammar For Writing**   * Use correct word order in academic noun phrases – *a chain which is growing globally, a* *fact of modern life, a contribution that benefits* *us the most* * Use time phrases to refer to general and specific past times – *around ten years ago, historically,* *in the 1990s* * Use time phrases to refer to present time – *currently*, *presently*, *these days* * Complete sentences with time phrases about food in your country – *Nowadays, you can buy* *many different kinds of noodles. Until the 1990s,* *it was impossible to find sushi in a supermarket.*   **Academic Writing Skills**   * Understand the structure of academic essays * Identify effective thesis statements * Write an effective thesis statement for an essay about globalization and the developing world   **Writing Task**   * Use a table to plan the content of an essay on how globalization has changed your country * Write a thesis statement for your essay * Draft an essay on how globalization has changed your country * Review and revise the content and structure of your essay * Review and revise the use of language in your essay   **Research Project (Contingent on Time Constraints)**  **Investigate and give a presentation on how globalization has increased awareness of your country and culture in other parts of the world.**  Divide the class into groups and ask them to think about the impact of globalization. In what ways has the world become more aware of their country and culture? They should research the following ‘exports’ from their country: culture (e.g. entertainment, music), food, technology, sport, people (workforce), or another topic of their own choice. These points should be divided between the groups so that each one can investigate a different theme.  Each group of students should then present their findings to the class. | 5 |
| **3.** | **Reading**  **EDUCATION UNIT 2**  **Reading 1**   * Understand key vocabulary for university education – *discipline*, *oriented*, *pursue* * Read and identify the main ideas about two subjects in an essay about university courses * Read and understand detail * Use your knowledge to make inferences about ideas implied in the text * Explain your views on university subjects   **Reading 2**   * Understand key vocabulary for styles of learning delivery – *distance learning, technological* *advances, modern phenomenon* * Use your knowledge to predict the main ideas in an essay about distance and face-to-face learning * Read and identify the main ideas in each paragraph of an essay * Read and identify the features of distance and face-to-face learning * Make inferences about the language, ideas and attitude of the essay writer * Synthesize information from an essay about university courses and an essay about distance and face-to-face learning in a discussion   **Language Development**   * Identify the definitions of educational vocabulary – *assignment*, *degree*, *journal* * Identify the definitions of academic vocabulary – *alternative*, *virtual*, *motivation*   Use academic words to complete sentences about university courses | 5 |
| **4.** | **Writing**  **EDUCATION UNIT 2**  **Critical Thinking**   * Use ideas maps to generate ideas about key features of subjects * Use Venn diagrams to analyze similarities and differences between two subjects   **Grammar For Writing**   * Use transition words and phrases to show comparison and contrast across sentences – *Similarly*, … *In the same way*, … *Conversely*, … * Use adverb clauses with *while* and *whereas* to show contrast within sentences – *The main* *difference between them is that teachers* *are paid, whereas parents are not. While a* *distance-learning teacher may need to provide* *written feedback, a classroom teacher may be* *able to correct a student directly.* * Punctuate sentences showing contrast with *while* and *whereas* correctly   **Academic Writing Skills**   * Identify run-on sentences and comma splices * Use *and*, semicolons or new sentences to correct run-on sentences and comma splices – *Engineering and Business are both popular* *subjects; they both use mathematics. Business* *is a more popular subject than Engineering, and* *it also has a smaller gender gap. Business is a* *more popular subject than Engineering. It also* *has a smaller gender gap.* * Understand the key features of comparison and contrast essays   **Writing Task**   * Use a table to plan the content of an essay discussing similarities and differences between studying a language and studying Mathematics * Write a thesis statement for your essay * Draft an essay comparing studying a language and studying Mathematics * Review and revise the content and structure of your essay * Review and revise the use of language in your essay   **Research Project (Contingent on Time Constraints)**  **Design a test to assess your knowledge of English from this unit.**  Divide the class into groups. Explain that the students will need to identify the language and skills that they most need to test from the unit. Point out the different question types available to test vocabulary, such as the following: multiple choice, matching, ordering tasks, short-answer questions, gap-fill tasks, sentence writing and extended writing. Ask them to think of the number of questions and write the answer key, instructions and criteria by which the exam should be graded. Students can use paper, a word processor or an online quiz website. Each group produces a test.  When the tests are submitted, they should be copied and distributed to the groups. Each group then takes the test and the scores are analyzed. The class then rates which test was the most effective. If there is time, ask students to give reasons for their decision. | 5 |
| **5.** | **Reading**  **MEDCINE UNIT 3**  **Reading 1**   * Understand key vocabulary for alternative medicines – *proponent*, *conventional*, *substance* * Skim the headings and introduction of an article about homeopathy and identify the topic * Read an article and identify and annotate opinions * Understand details in an article about a controversial form of health treatment * Identify which perspectives on homeopathy match the author’s in the article * Make inferences to evaluate statements about homeopathy * Explain and justify personal opinions on alternative treatments   **Reading 2**   * Understand key vocabulary for healthcare systems – *burden*, *consultation*, *contribution* * Skim the headings and introduction of an article about healthcare funding and identify the topic * Read and use your knowledge to analyze main ideas about healthcare systems * Read and relate details of healthcare models to specific healthcare systems * Scan the article for synonyms for *people*, *money* and *healthcare* * Make inferences about the appeal of different healthcare models to different people * Synthesize information from an article about homeopathy and an article about healthcare funding in a discussion   **Language Development**   * Use medical vocabulary to complete sentences about healthcare – sedentary lifestyle, patient, underfunding   Use academic adjectives and nouns to describe medical issues – Hospitals can suffer adverse conditions such as underfunding. Conventional medicine involves the use of drugs. Several surgeons may be needed in complex medical operations. | 5 |
| **6.** | **Writing**  **MEDCINE UNIT 3**  **Critical Thinking**   * Understand the variety of ways in which diseases can be prevented * Use a Likert scale to evaluate your opinion on responsibility for disease prevention * Analyze different ways to prevent diseases in relation to a set of questions * Rank a list of preventative actions that people can take against disease and justify your ranking * Describe ways that individuals and families or governments can encourage or take preventative actions * Analyze statements which support different positions on responsibility for healthcare   **Grammar For Writing**   * Understand rules relating to the use of articles in English and identify examples * Complete sentences about healthcare with the correct article (*a*, *an*, *the* or zero article) * Use simple and complex transition words and phrases to introduce opposing arguments – *Homeopathy seems to be ineffective. However,* *people claim that it works. In spite of the fact* *that homeopathy seems to be ineffective,* *people still use it. Despite its ineffectiveness,* *people still use it.*   **Academic Writing Skills**   * Produce sentences of different lengths on the topic of healthcare   **Writing Task**   * Use a table to plan the content of an essay discussing responsibility for disease prevention. * Draft an essay discussing responsibility for disease prevention. * Review and revise the content and structure of your essay * Review and revise the use of language in your essay   **Research Project (Contingent on Time Constraints)**  **Create a website describing how medicine has changed over time.**  Explain to the class that they are going to research how medicine has changed over time, which could include nutrition, surgery, the diagnosis and treatment of diseases, preventive medicine, or another field of the students’ choice. They will use this information to create a website on the topic. Students should be encouraged to find out about traditional remedies as well as modern medicine.  They could find science journals and websites for information or interview elderly family members. Alternatively, they could make videos, pictures and recordings to populate their website. | 5 |
| **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 Recall key vocabulary from the course readings**  This early assessment is designed to gauge students' ability to recall and define key vocabulary introduced in the initial readings, helping to ensure they are familiar with the foundational terms required for further course content. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.2 Identify main ideas and supporting details in academic texts**  This assessment evaluates students' understanding of the main ideas and details in texts, which is essential for their overall comprehension and will support their ability to engage with more complex materials later in the course. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **2.1 Adapt reading styles to comprehend texts independently for different purposes and utilize reference sources effectively**  This assignment tests students' ability to adjust their reading strategies for various types of texts and purposes, and their ability to effectively use reference sources, which are critical skills for academic success. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **2.3 Express their perspectives effectively in writing, connecting their views with those of others**  This assignment focuses on students' ability to express their own views in writing while also relating them to others' perspectives, fostering their skills in written communication and critical thinking. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **1.3 Recognize and provide definitions for academic vocabulary related to course topics**  The quiz format is suitable for testing students' knowledge and understanding of academic vocabulary in a concise manner, ensuring they can recognize and define key terms. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **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.**  **2.2 Synthesize information from multiple sources to write detailed texts on subjects relevant to their field**  The midterm exam requires students to demonstrate their ability to synthesize and evaluate information from various sources to produce detailed written work, reflecting their understanding and analytical skills. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **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.**  **2.4 Use structures from read materials to draft and revise their own academic essays, focusing on effective language use and essay structure**  The final exam assesses students' ability to apply the skills they have developed throughout the course, particularly in drafting, revising, and perfecting academic essays using appropriate language and structure, which encapsulates the course's main objectives. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | **Unlock Level 4 Reading, Writing and Critical Thinking Student's Book with Digital Pack 2nd Edition (Units 1 to 3)**  **ISBN**: 9781009031417  **English Type:** International English  **Publication date**: July 2021 |
| **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.** | **15** |
| **Date** | **February 12, 2023** |