

**ATTACHMENT 5.**

**Kingdom of Saudi Arabia**  
**The National Commission for Academic Accreditation &  
Assessment**

**T6. Course Specifications  
(CS)**

## Course Specifications

Institution	King Khalid University	Date.29.11.2016
College/Department	Faculty of Languages and Translation (ELC)	

### A. Course Identification and General Information

1. Course title and code: Intensive English Program for Health Sciences- Code # Eng. – 019		
2. Credit hours 6		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)		
4. Name of faculty member responsible for the course : Abdul Qadeer		
5. Level/year at which this course is offered Level 1		
6. Pre-requisites for this course (if any)		
7. Co-requisites for this course (if any)		
8. Location if not on main campus Mahala Campus		
9. Mode of Instruction (mark all that apply)		
a. traditional classroom	<input checked="" type="checkbox"/> YES	What percentage? 70%
b. blended (traditional and online)	<input checked="" type="checkbox"/> YES	What percentage? 15%
c. e-learning	<input checked="" type="checkbox"/> YES	What percentage? 15%
d. correspondence	<input checked="" type="checkbox"/> YES	What percentage? <input type="text"/>
f. other	<input type="checkbox"/>	What percentage? <input type="text"/>
Comments:		

## B Objectives

1. What is the main purpose for this course?

1-This course is an intensive programme for the students intending to study medicine in future. The main objective of this course is to teach English for the specific purposes focusing on the needs of medical studies.

2. To introduce students to the basic terminology of technology.

3. To prepare students to communicate in real life situations.

4. To enhance their aural comprehension and oral expression.

5. Students will be well conversant using standard pronunciation, intonation and stress patterns in modern everyday language.

6. To use the forms and constructions of basic grammatical structures.

7. To enhance students' proficiency level in English.

8. To enable students to write different forms of compositions, such as letters, recommendations, paragraphs, emails etc.

9. To enhance students level of reading comprehension.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

**A.** Practical implementation of the factors such as effective planning, professional teaching and result oriented management can help develop and improve this programme.

**B.** For better communicative English competence (CEC) students should be given chance to speak a lot whether in the class oriented activities or in some sort of general participation, such as; quizzes, debates, recitation, involvement in publishing articles, making wall magazines and so on.

**C.** Students are encouraged to learn English through extra-curricular activities.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

1. Topics to be covered		
<b>Listening and Speaking (Open Forum: Book-1)</b>	<b>No. of Weeks</b>	<b>Contact hours</b>
<b>Book 1: Chapter 1:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further <b>Chapter 2:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills	<b>1</b>	<b>5</b>
<b>Chapter 2: (Half)</b> 7-Speaking Practice 8-Talking Skills Further <b>Chapter 3:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further <b>Chapter 4:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice	<b>1</b>	<b>5</b>
<b>Chapter 4:</b> 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further Chapter 5: 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further <b>Chapter 6:</b> 1-Introduction 2-Listening Practice	<b>1</b>	<b>5</b>
<b>Chapter 6: (Half)</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further <b>Chapter 7:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills	<b>1</b>	<b>5</b>
<b>Chapter 7:</b> 7-Speaking Practice 8-Talking Skills Further <b>Chapter 8:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills <b>Chapter 9:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills	<b>1</b>	<b>5</b>

<p><b>Chapter 9:</b> 7-Speaking Practice 8-Talking Skills Further</p> <p><b>Chapter 10:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further</p> <p><b>Chapter 11:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice</p>	1	5
<p><b>Chapter 11:</b> 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further</p> <p><b>Chapter 12:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further</p> <p><b>Chapter 13:</b> 1-Introduction 2-Listening Practice</p>	1	5
<p><b>Chapter 13:</b> 3-Vocublury 4-Listening Practice 5-Pronunciation 6- Speaking Skills 7-Speaking Practice 8-Talking Skills Further</p> <p><b>Chapter 14:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further</p>	1	5
<p><b>Chapter 15:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further</p> <p><b>Chapter 16:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills</p>	1	5
<p><b>Chapter 16:</b> 7-Speaking Practice 8-Talking Skills Further</p> <p><b>Chapter 17:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further</p> <p><b>Chapter 18:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4- Listening Practice</p>	1	5
<p><b>Chapter 18:</b> 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further</p> <p><b>Chapter 19:</b></p>	1	5

1-Introduction 2-Listening Practice 3-Vocublury 4-Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further <b>Chapter 20:</b> 1-Introduction 2-Listening Practice		
<b>Chapter 20:</b> 3-Vocublury 4-Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further. <b>Chapter 21:</b> -Introduction 2-Listening Practice 3-Vocublury 4-Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further	1	5
<b>Chapter 22:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4-Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further. <b>Chapter 23:</b> Introduction 2-Listening Practice 3-Vocublury 4-Listening Practice 5-Pronunciation 6-Speaking Skills	1	5
<b>Chapter 23:</b> 7-Speaking Practice 8-Talking Skills Further <b>Chapter 24:</b> 1-Introduction 2-Listening Practice 3-Vocublury 4-Listening Practice 5-Pronunciation 6-Speaking Skills 7-Speaking Practice 8-Talking Skills Further.	1	5

<b>Grammar, and writing</b>  (Touchstone)	No. of weeks	Contact Hours
<b>Book 1: Unit 1:</b>  <b>Grammar:</b> 1-The Verb Be with I, you, and we in statements, yes-no questions, and short answers. 2- Questions with what's...? and answers with it's... <b>Reading:</b> Different types of identification cards and documents. <b>Writing:</b> Complete an application  <b>Book 1: Unit 2:</b> <b>Grammar:</b> 1-The Verb be with he, she, and they in	1	10

<p>statements, yes-no questions, and short answers.</p> <p>2-Articles a .an. the</p> <p>3-This and these</p> <p><b>Reading:</b> Classroom conversations</p> <p><b>Writing:</b> Write questions about locations.</p> <p><b>Book 1: Unit 3:</b></p> <p><b>Grammar:</b> 1-Possessives adjectives</p> <p>2-The Verb be in statements, yes-no questions, and short answers. (Summary)</p> <p>3- Information questions with be</p> <p><b>Reading:</b> A family Tree</p> <p><b>Writing:</b> Write questions about people.</p> <p><b>Book 1: Unit 4:</b></p> <p><b>Grammar:</b> Simple Present statements, yes-no questions, and short answers</p> <p><b>Reading:</b> In the life time of an average American...</p> <p><b>Writing:</b> 1-Write an email message about a classmate.</p> <p>2- Use capital letters and Periods</p> <p><b>Book 1: Unit 5:</b></p> <p><b>Grammar:</b>1- Simple Present Information questions</p> <p>2- Frequency adverbs</p> <p><b>Reading:</b> Are You an Internet addict?</p> <p><b>Writing:</b> 1- Write a message to a website about yourself.</p> <p>2- Link Ideas with and but</p> <p><b>Book 1: Unit 6</b></p> <p><b>Grammar:</b>1- There's and there are</p> <p>2- Quantifiers</p> <p>3- Adjectives before nouns.</p> <p>4- Telling time</p> <p>5-Suggestions with let's</p> <p><b>Reading:</b> Classifieds</p> <p><b>Writing:</b> 1- Write an ad for a bulletin board</p> <p>2- Use prepositions for time and place: between, through, ad, on for, and from ____ to ____</p> <p><b>Book-1: Unit 7</b></p> <p><b>Grammar:</b> 1-Present Continuous statements, yes-no questions, and short answers information questions</p> <p>2- Imperatives</p> <p><b>Reading:</b> Don't Wait- Just Walk</p> <p><b>Writing:</b> 1- Write a short article giving advice about exercise</p> <p>2- Use imperatives to give advice</p> <p><b>Book-1: Unit 8</b></p> <p><b>Grammar:</b> 1-Like to, want to, need to, and have to</p>	<p>1</p>	<p>10</p>
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<p>2- Questions with how much...? 3- This, these; that, those <b>Reading:</b> Shopping around the world <b>Writing:1-</b>Write a recommendation for a shopper's guide 2-Link ideas with because to give reasons. <b>Book-1: Unit 9</b> <b>Grammar:</b> Can and can't <b>Reading:</b> The travel guide <b>Writing:1-</b>Write a paragraph for a web page for tourists 2- Use commas in lists. <b>Book-1: Unit 10</b> <b>Grammar:</b> Simple Past statements, yes-no questions, and short answers <b>Reading:</b> Ashley's Journal <b>Writing: 1-</b>Write a personal journal. 2-Order events with before, after, when, and then <b>Book-1: Unit 11</b> <b>Grammar: 1-</b>Simple Past of be in statements, yes-no questions, and short answers 2- Simple Past Information questions <b>Reading:</b> Letters from our readers <b>Writing: 1-</b> Complete a funny story 2- Use punctuation to show direct quotations or speech <b>Book-1: Unit 12</b> <b>Grammar: 1-</b> Countable and uncountable nouns 2- How much...? And how many...? 3- Would you like (Too) ...? And I would like (To)...? 4-Some and any 5- A lot of, much, and many <b>Reading:</b> A restaurant guide <b>Writing: 1-</b>Write a restaurant review 2- Use adjectives to describe restaurants <b>Book-2: Unit 1</b> <b>Grammar: 1-</b>Review of simple present and present of be in questions and statements 2- Responses with two and either <b>Reading:</b> How to improve your conversation skills <b>Writing:1-</b>Write an article giving advice How to improve something 2-Review of Punctuation <b>Book-2: Unit 2</b> <b>Grammar: 1-</b>Verb Forms after can\can't, love, like etc and prepositions 2-Object Pronouns</p>		
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<p><b>3-Everybody, everyone, nobody, no one Reading: A</b> Webpage for hobby groups <b>Writing: 1-</b>Write an email message to one of the hobby groups on the webpage <b>2-</b> Link ideas with and, also, specially, or, but, and because <b>Book-2: Unit 3</b> Grammar: <b>1-</b>Simple Present and present continuous <b>2-</b>Joining clauses with if and when Reading: A leaflet about stress from the department of health Writing: <b>1-</b>Write a question asking advice about a health problem, and write replies to your classmate's questions <b>2-</b> Commas after if and when clauses <b>Book-2: Unit 4</b> Grammar: <b>1-</b> Future with going to <b>2-</b> Indirect objects <b>3-</b>Indirect Object Pronouns <b>4-</b> Present Continuous for the future <b>Reading:</b> An invitation to a wedding <b>Writing: 1-</b>Write an invitation to a special event, and ad a personal note <b>2-</b> Formal and informal ways to begin and end a note or letter <b>Book-2: Unit 5</b> <b>Grammar; 1-</b> Review of Simple past in questions and statements <b>2-</b> be born general and specific use of determines <b>Reading:</b> An interview with Bill Drake <b>Writing: 1-</b> Write interview questions to ask a classmate about when he\she was younger, and replay to a classmate's question <b>2-</b> Link ideas with except (for) and apart from <b>Book-2: Unit 6</b> <b>Grammar: 1-</b> Is there? And are there? <b>2-</b> Pronouns one and sum <b>3-</b> Offers and requests with can and could <b>Reading:</b> A walking tour of Sanfransisco's China Town <b>Writing: 1-</b> Write a guide for a walking toward of your city or town <b>2-</b> Expressions for giving directions <b>Book-2: Unit 7</b> <b>Grammar: 1-</b> Infinitives for reasons <b>2-</b> It's plus adjective plus to. <b>3-</b> Ways to give advice and make suggestions <b>Reading:</b> Some where Different <b>Writing: 1-</b> Write a postcard about staying at one of the</p>	<p>1</p>	<p>10</p>
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<p>hotels in the lesson</p> <p>2- Format an expression for writing a post card</p> <p><b>Book-2: Unit 8</b></p> <p><b>Grammar: 1-</b> Who's...? and possessive pronouns</p> <p>2- Order of adjectives</p> <p>3- Pronouns one and once</p> <p>4- Location expressions after pronouns and nouns</p> <p><b>Reading:</b> At Home...How typical are you</p> <p><b>Writing: 1-</b>Write a short article about the evening routines of the people in your group</p> <p>2-Order events using sequencing words</p> <p><b>Book-2: Unit 9</b></p> <p><b>Grammar: 1-</b> Past continuous statements</p> <p>2-Past continuous questions</p> <p>3-Reflexive pronouns</p> <p><b>Reading:</b> Around town by nelson hunter</p> <p><b>Writing: 1-</b>Write a letter to the newspaper column telling about something good that happened to you recently</p> <p>2- Link ideas with when and why</p> <p><b>Book-2: Unit 10</b></p> <p><b>Grammar: 1-</b>Comparative adjectives</p> <p>2- More, less and fewer</p> <p><b>Reading:</b> CUL8R</p> <p><b>Writing: 1-</b>Write a short article on the advantages and disadvantages of a means of communication</p> <p>2-Structure of an article comparing advantages and disadvantages</p> <p><b>Book-2: Unit 11</b></p> <p><b>Grammar: 1-</b>Questions and answers to describe people</p> <p>2- Have got</p> <p>3- Phrases with verb + ing and prepositions to identify people</p> <p><b>Reading:</b> Baseball Caps. Not just for baseball players</p> <p><b>Writing: 1-</b> Write a fashion article describing the current "look"</p> <p>2- Expressions to describe new trends</p> <p><b>Book-2: Unit 12</b></p> <p><b>Grammar: 1-</b> Future with will, may, and might</p> <p>2- Present continuous and going to for the future</p> <p>3- Clauses with if, when, after, and before and simple present to refer to the future</p> <p><b>Reading:</b> What will life be like in the future?</p> <p><b>Writing: 1-</b>Write an article about how one of the predictions will make our lives better or worst</p> <p>2- List ideas with First, Second, Next, and Finally</p>	<p>1</p>	<p>10</p>
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<b>Medicine and Vocabulary</b>	No. of weeks	Contact Hours
Medicine-1(Oxford English for careers)		
<p><b>Book-1: Unit 1</b> <b>Reading:</b> <b>Vocabulary:</b> Describing Pain</p> <p><b>Book-1: Unit 2</b> <b>Reading:</b> Social factors in general practice <b>Vocabulary:</b> 1-Medical Jobs 2-Signs and symptoms 3-Non-technical language</p> <p><b>Book-1: Unit 3</b> <b>Reading:</b> Direct observation of procedural skills <b>Vocabulary:</b> Instructions for a procedure</p> <p><b>Book-1: Unit 4</b> <b>Reading:</b> Gastroscopy <b>Vocabulary:</b> 1-Adjectives to describe procedures 2-Explaining complications and reassuring the patient</p> <p><b>Book-1: Unit 5</b> <b>Reading:</b> Reading with Medication <b>Vocabulary:</b> Abbreviation</p> <p><b>Book-1: Unit 6</b> <b>Reading:</b> Overweight and obesity <b>Vocabulary:</b> Language for exercise</p> <p><b>Book-1: Unit 7</b> <b>Reading:</b> Recommendations for the use of vaccine <b>Vocabulary:</b> 1- Qualities of a good pediatricians 2-Non technical language 3-Signs and symptoms</p> <p><b>Book-1: Unit 8</b> <b>Reading:</b> Barriers to prevention <b>Vocabulary:</b> Alcohol</p> <p><b>Book-1: Unit 9</b> <b>Reading:</b> Eliciting the history <b>Vocabulary:</b> Appearance, behavior, and manner</p> <p><b>Book-1: Unit 10</b> <b>Reading:</b> Breaking bad news <b>Vocabulary:</b> 1-Reactions to bad news 2- Words and phrases related to death</p> <p><b>Book-1: Unit 11</b> <b>Reading:</b> Syllabus and competences of the foundation program <b>Vocabulary:</b> 1-Team work 2-Describing attitude and behaviour</p>	01	5

<b>Book-1: Unit 12</b> <b>Reading:</b> A multicultural UK <b>Vocabulary:</b> Awareness of feelings		
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<b>Medicine and Vocabulary</b>	<b>No. of weeks</b>	<b>Contact Hours</b>
Medicine-2(Oxford English for careers)		
<b>Book-2: Unit 1</b> <b>Reading:</b> Guideline on continuing professional development <b>Vocabulary:</b> Adverbs <b>Book-1: Unit 2</b> <b>Reading:</b> Accidents <b>Vocabulary:</b> 1-Fractures, 2-Causes of injury <b>Book-1: Unit 3</b> <b>Reading:</b> Physical fitness and health <b>Vocabulary:</b> 1-Verbs of movement 2-Patient Vocabulary <b>Book-1: Unit 4</b> <b>Reading:</b> Third stage of labor <b>Vocabulary:</b> Technical Terms <b>Book-1: Unit 5</b> <b>Reading:</b> The changing face of depression <b>Vocabulary:</b> Verbs with prepositions <b>Book-1: Unit 6</b> <b>Reading:</b> Rehabilitation <b>Vocabulary:</b> Special Equipment <b>Book-1: Unit 7</b> <b>Reading:</b> Applied anatomy and physiology <b>Vocabulary:</b> Lesions <b>Book-1: Unit 8</b> <b>Reading:</b> Ovarian cysts <b>Vocabulary:</b> 1-Medical Terminology for surgery 2-Technical vocabulary <b>Book-1: Unit 9</b> <b>Reading:</b> High blood pressure <b>Vocabulary:</b> Avoidance of technical terms	01	5

<p><b>Book-1: Unit 10</b>  <b>Reading:</b> Flow-Volume loop  <b>Vocabulary:</b> 1-Coughs  2-Nature of the sputum  <b>Book-1: Unit 11</b>  <b>Reading:</b> Sickle-cell Anemia  <b>Vocabulary:</b> Travellers' diarrhoea  <b>Book-1: Unit 12</b>  <b>Reading:</b> Stem Cell transplant  <b>Vocabulary:</b> 1-Change  2-Evaluating change</p>		
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2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	20					20
Credit	6					6

3. Additional private study/learning hours expected for students per week.

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	<b>Knowledge</b>		
1.1	<p>Medical vocabulary Read writings of various branches of medicine Reading fluency Practice the steps of a writing task Self monitor their own writing Use reference and resource books Identification different structures Comprehension of short and long listening texts for main ideas Understanding accent, intonation, stress patterns Usage of different structures Changing forms of sentences (Negative, interrogative, passive) Rules of spelling and pronunciation Parts of speech and tenses</p>	<p>1. In – class discussion (student participation). 2. Moving from simple to complex. 3. Problem solving exercises on grammar 4. Activities-based teaching: <u>Writing Strategy:</u> Free, Guided, and Controlled <u>Reading Strategy:</u> Skimming, Scanning, Silent, Model Reading <u>Grammar Strategy:</u> Class work/practice, Quizzes <u>Listening Strategy:</u> Pre-Listening, While-Listening and Post Listening For developing Speaking skill students must be given lot of chance to speak on different topics.</p>	<p><b>Methods of assessment of knowledge acquired</b> 1. Weekly Quizzes (Wr.+Gr+R+L). 2. 1<sup>st</sup> &amp; 2<sup>nd</sup> Progress Tests (PT). 3. Mock exams (Wr.+Gr+L+R) for 1<sup>st</sup>, 2<sup>nd</sup> PT 4. Regular class assignment. 5. Final Mock Exam.</p>
1.2			
2.0	<b>Cognitive Skills</b>		
2.1	<p>Cognitive skills to be developed 1. The ability to analyze sentence structure by identifying various grammatical components and their function in sentences. 2. Understanding contextual vocabulary and summarizing. Apprehensible writing. 3. Interpret facts, compare, contrast 4. Order, group, infer causes 5. Comprehension of conversations of native speakers of English 6. Predict consequences 7. Understanding structure 8. Use methods, concepts in new situations 9. Use different types of listening for different purposes/tasks 10. Use proper English expressions and vocabulary in real life situations 11. Write naturally 12. Solve problems using required skills or knowledge 13. Transform sentence into different forms Organization of parts</p>	<p>Silent reading Model reading Skimming Scanning Summarizing Stress and intonation patters in reading Correction of pronunciation Group work for discussion Pair work for practice Communicative techniques Practical usage Correction strategy Language games for practice of rules Interactive method. Communicative approach Student-cantered Approach  Comprehension exercises  Communicative methods,</p>	<p>Quizzes Home Assignments Mock tests Progress tests Exams will be conducted to assess students' memorization and comprehension of their conceptual learning.</p>

	14. Recognition of hidden meanings 15. Identification of components 16. Correction the errors and mistakes 17. Use old ideas to create new ones 18. Predict, draw conclusions 19. Generalize rules from given sentences 20. Discriminate between ideas 21. Compare and discriminate between different structures 22. Verify authenticity of grammar rules	Deductive/ Inductive teaching, Language games for practice	
2.2			
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	1. Ability to communicate in an appropriate and accurate language. 2. Improving academic and social interactions among students and their capacity to use the knowledge of different skills in spoken and written discourse.	Group Work, Pair Work Individual Presentation Group Discussion etc.  Teachers are to be acting as facilitator and make the students communicate and present in front of the class.	Testing and evaluation Intra-group and intra-personal competitions Language games Student Presentations
3.2			
4.0	<b>Communication, Information Technology, Numerical</b>		
4.1			
4.2			
5.0	<b>Psychomotor</b>		
5.1			
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)								
	1.1	1.2		2.1		3.2		4.1	
1.1									
2.1									

6. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	First Progress Test	7	25%
2	Second Progress Test	13	25%
3	Final Exam	16	50%
4			
5			
6			
7			
8			

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

For students' individual academic consultation and study related assistance, about 7 to 10 office hours are allocated in the time table of each faculty member.

#### E Learning Resources

1. List Required Textbooks

1. Medicine 1&2  
Authors: Sam McCarter  
(Oxford)



<p>2. Touchstone Book Touchstone 1&amp;2 -Workbook 1&amp;2 - <u>Authors:</u> (Michal McCarthy, Jeanne McCartney &amp; Sandi ford –CAMBRIDGE)</p> <p>3. Open Forum 1&amp;2 -<u>Authors:</u> Angela Blackwell &amp; Therese Naber (Oxford)</p>
<p>2. List Essential References Materials (Journals, Reports, etc.) Online Spoken Dictionary Online Health Related Magazines/Journals Reading for Health Sciences by Suleman Mazyed</p>
<p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p>
<p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. <a href="http://www.thefreedictionary.com">www.thefreedictionary.com</a> <a href="https://www.wikipedia.org">https://www.wikipedia.org</a></p>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  <u>Open Forum Audio Track CD</u></p>

#### F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p>

#### G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <u>Following strategies can be effective to obtain students' feedback:</u></p>
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<ol style="list-style-type: none"> <li>1. Direct interaction of administration with the students.</li> <li>2. Evaluation of students' learning outcomes (Result performance)</li> <li>3. General observation of teachers' working performance.</li> <li>4. Questionnaire</li> <li>5. Other feedback tools</li> <li>6. Random individual interviews</li> </ol>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ol style="list-style-type: none"> <li>1. Teachers' performance related questionnaire by the Department or the Instructor.</li> <li>2. Peer evaluation among teachers</li> <li>3. Teachers class observation</li> <li>4. Discussion within the group of faculty teaching the course</li> <li>5. Meetings with course coordinator.</li> </ol>
<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> <li>1. Effective planning</li> <li>2. Effective supervision</li> <li>3. Implementation of effective planning and supervision.</li> <li>4. Availability of all teaching related sources e.g. dedicated and competent faculty members, appropriate academic resources, and material.</li> <li>5. Training workshops</li> <li>6. e-learning workshops for the faculty in English</li> <li>7. Giving them liberty to use their own methods and approaches.</li> </ol>
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <p>Re-evaluation of students tests and assignments can be an effective step to improve the quality of learning outcomes.</p>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> <li>a. Teachers' periodical class observation</li> <li>b. Teachers' Training Workshops</li> <li>c. Effective supervision and monitoring.</li> </ol>

Name of Instructor: Abdul Qadeer

Signature: *Abdul Qadeer*

Date Report Completed: 29-11-2016

Name of Course Coordinator: Abdul Qadeer

Program Coordinator: Khalid Mater Aseeri

Signature: \_\_\_\_\_

Date Received: \_\_\_\_\_