



Course Specifications

Course Title:	<i>Regular English for Academic Purposes 4 (REAP4)</i>
Course Code:	<i>999804-2</i>
Program:	<i>Bachelor Degree Program</i>
Department:	<i>English Language Centre</i>
College:	<i>Art/Science/ Community ...etc.</i>
Institution:	<i>Taif University</i>

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A. Course Identification

1. Credit hours: 2 Hours
2. Course type
a. University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 2 nd Semester 2018/19
4. Pre-requisites for this course (if any): (REAP3) (999803-2)
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	6X14=84	70%
2	Blended		-
3	E-learning	28	30%
4	Correspondence		-
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	84
2	Laboratory/Studio	-
3	Tutorial	
4	Others (specify)	-
	Total	84
Other Learning Hours*		
1	Study	28
2	Assignments	10
3	Library	-
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	Total	38

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course further develops students' command of English by empowering them to begin learning Academic English in an independent manner so that they become capable of employing and using more complex structures in academic reading/writing, listening/speaking skills.

2. Course Main Objective

This course helps learners to achieve CEFR goal equal to B1+ level by developing the capacity among them to achieve most goals and express oneself on a range of topics.

3. Course Learning Outcomes

CLOs		Taif University Graduate Attributes
1	Knowledge:	
1.1	Knowledge of Vocabulary <ul style="list-style-type: none"> • identify appropriate academic vocabulary pertaining to media and communication, making plans and changes made in them, expressing impressions and talking about general issues, abstract and argumentative topics. □ employ appropriate academic vocabulary in the evaluation of issues relating to media and communication, making plans and changes made in them, expressing impressions and talking about general issues, abstract and argumentative topics. 	
1.2	Knowledge of Grammar <ul style="list-style-type: none"> □ recognize passive forms, conditional sentences, relative clauses, prepositions, conjunctions while using different tense verbs and other B1 and B1+ CEFR grammar presented in the course material □ employ the B1+ CEFR grammar presented in the course material in a wide range of academic activities given in the textbook. 	
2	Skills:	
2.1	Listening Comprehension: <ul style="list-style-type: none"> identify main ideas and specific details of debates, lectures, radio programs, discussions, and talks on topics related to media and communication, making plans and changes made in them, food and travel, history and business, abstract and argumentative topics. □ report main ideas and specific details of debates, lectures, radio programs, discussions, and talks on topics related to media and communication, making plans and changes made in them, food and travel, history and business, abstract and argumentative topics. □ relate the main points of extended discussions, interviews, 	1.1, 1.3, 3.2 , 3.5. 2.2

CLOs		Taif University Graduate Attributes
	academic discussions and lectures on course topics <input type="checkbox"/> explain rhetorical questions, attitude, and lecture organization and predictions of content relating to course topics.	
2.2	Reading Comprehension: <input type="checkbox"/> report significant points, main ideas, details, and conclusions in straightforward articles and in clearly signaled argumentative texts on subjects related to media and communication, making plans and changes made in them, food and travel, history and business, abstract and argumentative topics. <input type="checkbox"/> employ a variety of strategies to locate specific, relevant and task-related information in the texts from the textbook. <input type="checkbox"/> predict textual content of a variety of fields in the textbook	1.3, 3.2 , 3.5. 2.2
3	Competence:	
3.1	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.	1.3 , 3.3
3.2	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.	1.3 , 3.3
3.3	Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	1.3 , 3.3, 3.5
3.4	<input type="checkbox"/> identify the elements of planning and preparation, including task and language checklists, required for production of cohesive and coherent academic writing <input type="checkbox"/> produce 4-7 paragraph coherent and cohesive problem-solution, advantage-disadvantage, and/or cause-effect essays on topics related to to media and communication, making plans and changes made in them, food and travel, history and business, abstract and argumentative topics.	1.3 , 3.3

C. Course Content

No	List of Topics	Contact Hours
1	Unit1: Media around the world	6 hours/week
2	Unit2: Good communication	6 hours/week
3	Unit3: Success	6 hours/week
4	Unit4: What happened?	6 hours/week
5	Unit5: A change of plan	6 hours/week
6	Unit6: Let me explain	6 hours/week

7	Unit7: Personal qualities	6 hours/week
8	Unit8: Lost and found	6 hours/week
9	Unit9: Make up your mind	6 hours/week
10	Unit10: Impressions	6 hours/week
11	Unit 11: Truth and lies	6 hours/week
12	Unit 12: Any questions?	6 hours/week
13	Unit 13: Looking back	6 hours/week
14	Unit 14: In the news	6 hours/week
	Total	Λ ξ

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	<p>Knowledge of Vocabulary</p> <ul style="list-style-type: none"> • identify appropriate academic vocabulary pertaining to media and communication, making plans and changes made in them, expressing impressions and talking about general issues, abstract and argumentative topics. □ employ appropriate academic vocabulary in the evaluation of issues relating to media and communication, making plans and changes made in them, expressing impressions and talking about general issues, abstract and argumentative topics. 	Pair Work Elicitation Role play. Teacher-Fronted Presentation Pre- and Post- Reading and Listening activities that focus on vocabulary Practice Activities	Mid-term Exams Final Exams Online Progress using CLMS Assignments through Blackboard Classroom Quizzes.
1.2	<p>Knowledge of Grammar</p> <p>Knowledge of Grammar</p> <ul style="list-style-type: none"> □ recognize passive forms, conditional sentences, relative clauses, prepositions, conjunctions and other B1 and B1+ CEFR grammar presented in the course material □ employ the B1+ CEFR grammar presented in the 	-Pair Work Group Work Teacher-Fronted Presentation Practice Activities	Mid-term Exams Final Exams Online Progress using CLMS Assignments through Blackboard Classroom Quizzes.

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	course material in a wide range of academic activities given in the textbook.		
2.0	Skills		
2.1	<p>Listening Comprehension: identify main ideas and specific details of debates, lectures, radio programs, discussions, and talks on topics related to media and communication, making plans and changes made in them, food and travel, history and business, abstract and argumentative topics.</p> <p><input type="checkbox"/> report main ideas and specific details of debates, lectures, radio programs, discussions, and talks on topics related to media and communication, making plans and changes made in them, food and travel, history and business, abstract and argumentative topics.</p> <p><input type="checkbox"/> relate the main points of extended discussions, interviews, academic discussions and lectures on course topics</p> <p><input type="checkbox"/> explain rhetorical questions, attitude, and lecture organization and predictions of content relating to course topics.</p>	<p>Activate Schema Pre-Listening Activities Playing recorded lectures and dialogs Assisting students in answering comprehension and other questions about the listening</p>	Mid-term & Final Exams
2.2	<p>Reading Comprehension: <input type="checkbox"/> locate specific information in medium-length written materials on topics related to people's lives and their achievements, profession and study, food and travel anecdotes, past habits and states, imaginary situations, homes and housing.</p> <p><input type="checkbox"/> recognize main ideas and important details in reading passages related to course topics</p> <p><input type="checkbox"/> apply effective reading strategies</p>	<p>Activate Schema Pre-Reading Activities Previewing difficult vocabulary</p> <p>Teaching specific reading strategies</p>	Mid-term Exams Final Exams Online Progress using CLMS Classroom Quizzes.

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	such as skimming, scanning, reading for main ideas and for detail, and making inferences for a range of purposes.	Assisting students in answering comprehension and other questions about the reading.	
3.0	Competence		
3.1	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.	Activate Schema Pre-Reading Activities Previewing difficult vocabulary Teaching specific reading strategies	Mid-term Exams Final Exams Online Progress tests using CLMS. Reading Quizzes at classroom.
3.2	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.	-Role play activities. -Interviews -Pair work -Group work -Presentations/Classroom participation	Mid-Module and final Speaking Exams Speaking Project
3.3	<input type="checkbox"/> identify the elements of planning and preparation, including task and language checklists, required for production of cohesive and coherent academic writing <input type="checkbox"/> produce 4-5 paragraph coherent and cohesive problem-solution, advantage-disadvantage, and/or cause-effect essays on topics related to media and communication, making plans and changes made in them, food and travel, history and business, abstract and argumentative topics.	Pair work Teacher fronted presentation Process writing Teach specific writing sub-skills (as taught in the coursebook) Practice writing tasks done in class which the teacher collects and gives feedback on. Students write answers on the board and the teacher gives whole class feedback.	Mid-Module and Final Writing Exams Online Writing Task through CLMS and on-site classroom practice

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid Term Exams (Speaking 5/ Listening 5/ RWGV 20)	7th/8th Week	40
2	Final Exams (Speaking 10/ Listening 10/ RWGV 40)	14/15	60
3	Online component of the course and classroom participation	Ongoing	20

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

- Face to face counseling during allotted office hours
- English club activities
- Student support programs

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<i>English Unlimited Special Edition 4</i>
Essential References Materials	<i>REAP4 Supplementary materials</i>
Electronic Materials	<i>Online Workbook</i>
Other Learning Materials	<i>CLMS</i>

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms, Language Labs, Resource rooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Overhead projector, whiteboard, course-book software, internet, speakers, printers, photocopiers
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Teacher's Resource Room

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Evaluate teachers' performance, teaching and learning environment as well as methods and approaches	Students	Questionnaire survey
Effectiveness of Text books	Researchers/ Academicians	Research Project using questionnaire and semi-structured interviews
Teaching approaches in practice	Train the Trainers	Classroom Observation/Feedback sessions
Exam and Assessment	Testing unit and senior	Feedback from both the

Evaluation Areas/Issues	Evaluators	Evaluation Methods
criteria	members	teachers and students
Extent of Achievement of Course Learning Outcomes	Quality Assurance Unit Curriculum and Test Development Unit	Course Reports

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Council of Supportive Studies
Reference No.	Fifth Council
Date	17-9-1440 Hijri

