



Course Specifications

Course Title:	<i>Regular English for Academic Purposes 2 (REAP2)</i>
Course Code:	<i>999802-2</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: S2 1819 Level 2
4. Pre-requisites for this course (if any): (REAP1 (999801-2))
5. Co-requisites for this course (if any): N/A

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 builds on the basics of English taught in REAP 1 to further consolidate learners' grasp of basic structures while introducing them to further vocabulary, grammatical structures so that they develop in them an ability to deal with simple, straightforward information and begin to express themselves in familiar contexts.

2. Course Main Objective

This course helps learners to achieve CEFR goal equal to A2 level.

3. Course Learning Outcomes

CLOs		Taif University Graduate Attributes
1	Knowledge:	
1.1	Knowledge of Vocabulary develop a repertoire of essential words and phrases to describe topics related to family, people, present and past jobs, habits, customs, leisure time, appearance, making and responding to requests, trips and travelling, past experiences, work and study, health, pharmacy .	
1.2	Knowledge of Grammar demonstrate knowledge of simple A1/A2 CEFR grammatical structures including comparatives, superlatives, prepositions of time and place, adverbs of frequency, singular and plural nouns, articles, use of future tense such as <i>be going to</i> , <i>present perfect verbs</i> , <i>present progressive have got etc.</i>	
2	Skills:	
2.1	Listening Comprehension: <input type="checkbox"/> demonstrate understanding of phrases and expressions related to house-sitting, shopping centre, travelling and journey, movie, airport, pharmacy, home remedies. <input type="checkbox"/> extract essential information from short podcasts, lectures, discussions, radio and news programs, and presentations on shopping centre, travelling and journey, movie, airport, pharmacy, home remedies. <input type="checkbox"/> identify main ideas, details, and reasons in listening passages on topics related to house-sitting, shopping centre, travelling and journey, movie, airport, pharmacy, home remedies.	1.1, 1.3, 3.2, 3.5. 2.2
2.2	Reading Comprehension: <input type="checkbox"/> locate specific information in simple written material on topics related to trips and travelling, past experiences, work and study environment, health, pharmacy. <input type="checkbox"/> predict reading content and text type by quickly scanning the	1.3, 3.2, 3.5. 2.2

CLOs		Taif University Graduate Attributes
	text <input type="checkbox"/> identify main ideas and details in written material on topics related to the course	
3	Competence:	
3.1	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).	1.3 , 3.3
3.2	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	1.3 , 3.3
3.3	Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	1.3 , 3.3, 3.5
3.4	produce a comparative, descriptive, and/or opinion paragraph about trips and travelling, past experiences, work and study environment, health, pharmacy. <input type="checkbox"/> compose paragraphs that are well-organized and well-developed with topic and supporting sentences, clear organization, and appropriate reasons and examples. <input type="checkbox"/> use “because”, “so”, “and”, “also”, “too”, “but”, and “however” to link simple sentences and phrases in order to complete a paragraph or describe something as a simple list of points. <input type="checkbox"/> employ correct capitalization and punctuation and correct word order in sentences.	1.3 , 3.3

C. Course Content

No	List of Topics	Contact Hours
1	Unit1: People in your life	6 hours/week
2	Unit2: Away from home	6 hours/week
3	Unit3: Your time	6 hours/week
4	Unit4: Changes	6 hours/week
5	Unit5: Your space	6 hours/week
6	Unit6: What would you like?	6 hours/week
7	Unit7: Work-life balance	6 hours/week
8	Unit8: What’s she like?	6 hours/week
9	Unit9: Getting around	6 hours/week
10	Unit10: Getting together	6 hours/week
11	Unit 11: Journeys	6 hours/week
12	Unit 12: Are you OK?	6 hours/week
13	Unit 13: Experiences	6 hours/week
14	Unit 14: Choices	6 hours/week
Total		84

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	By the end of the semester, students are expected to exhibit: Knowledge of Vocabulary use a repertoire of essential words and phrases related to family, people, present and past jobs, habits, customs, leisure time, appearance, making and responding to requests, trips and travelling, past experiences, work and study, health, pharmacy.	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	Knowledge of Grammar demonstrate knowledge of simple A1/A2 CEFR grammatical structures including comparatives, superlatives, prepositions of time and place, adverbs of frequency, singular and plural nouns, articles, use of future tense such as <i>be going to, present perfect verbs, present progressive have got etc.</i>	-Pair Work Group Work Teacher-Fronted Presentation Practice Activities . .	Mid-term Exams Final Exams Online Progress using CLMS Assignments through Blackboard Classroom Quizzes.
2.0	Skills		
2.1	Listening Comprehension: <input type="checkbox"/> demonstrate understanding of phrases and expressions related to shopping centre, travelling and journey, movie, airport, pharmacy, home remedies. <input type="checkbox"/> extract essential information from short podcasts, lectures, discussions, radio and news programs, and presentations on house-sitting, shopping centre, travelling and journey, movie, airport, pharmacy, home remedies. <input type="checkbox"/> identify main ideas, details, and reasons in listening passages on topics related to shopping centre, travelling and journey, movie, airport, pharmacy, home remedies.	Activate Schema Pre-Listening Activities Playing recorded lectures and dialogs Assisting students in answering comprehension and other questions about the listening	Mid-term & Final Exams

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.2	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> <input type="checkbox"/> locate specific information in simple written material on topics related to trips and travelling, past experiences, work and study environment, health, pharmacy. <input type="checkbox"/> predict reading content and text type by quickly scanning the text <input type="checkbox"/> identify main ideas and details in written material on topics related to the course 	<p>Activate Schema Pre-Reading Activities Previewing difficult vocabulary</p>	<p>Mid-term Exams Final Exams Online Progress using CLMS Classroom Quizzes.</p>
3.0	Competence		
3.1	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</p>	<p>Pair Work Group Work Interviews Presentations/Classroom participation.</p>	<p>Mid-Module and final Speaking Exams Speaking Project</p>
3.2	<p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p>	<p>-Role play activities. -Interviews -Pair work -Role Play -Group work</p>	<p>Mid-Module and final Speaking Exams Speaking Project</p>
3.3	<p>Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>	<p>-Role play activities. -Interviews -Pair work -Group work</p>	<p>Mid-Module and final Speaking Exams Speaking Project</p>
3.4	<p>produce a comparative, descriptive, and/or opinion paragraph about trips and travelling, past experiences, work and study environment, health, pharmacy.</p> <ul style="list-style-type: none"> <input type="checkbox"/> compose paragraphs that are well-organized and well-developed with topic and supporting sentences, clear organization, and appropriate reasons and examples. <input type="checkbox"/> use “because”, “so”, “and”, “also”, “too”, “but”, and “however” to link simple 	<p>Pair work Teacher fronted presentation Process writing</p>	<p>Mid-Module and Final Writing Exams Online Writing Task through CLMS and on-site classroom practice</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	sentences and phrases in order to complete a paragraph or describe something as a simple list of points. <input type="checkbox"/> employ correct capitalization and punctuation and correct word order in sentences.		

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 2</i>
Essential References Materials	<i>REAP2 Supplementary materials</i>
Electronic Materials	<i>Online Workbook</i>
Other Learning Materials	<i>CLMS</i>

2. Facilities Required

Item	Resources
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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.	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/Peer observation/Feedback sessions
Exam and Assessment criterions	Testing unit and senior members	Feedback from both the 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

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Deanship of
Supportive Studies

