Course Specification
(Bachelor)

Course Title:	**English for Engineering Specialties**
Course Code:	**115-PEN-3**
Program:	**Preparatory Year (Engineering Track)**
Department:	**Department of English Language Skills**
College:	**Deanship of Preparatory Year**
Institution:	**Najran University**
Version:	**2**
Last Revision Date:	**August 15, 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: (Level Two/ First Year)					
4. Course General Description:					
English for Engineering Specialties is an English for Specific Purposes course (ESP) designed to teach functional and English language skills and the necessary and practical grammar and vocabulary (terminologies) of engineering and technology. It covers the core language and skills that students need to communicate successfully in all technical and industrial specializations. The course follows the communicative learning approach with functional skills.					
5. Pre-requirements for this course (if any)**: Yes**					
112-PEN-4 English Language Skills-2					
6. Co-requisites for this course (if any)**: No**					
7. Course Main Objective(s):					
The main objective of the course is to help students develop their English skills and abilities, and to apply them in an engineering and technology context, preparing them for their undergraduate field of study.					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid • Traditional classroom • E-learning	**3**	**100%**
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	**48**
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	
Total		**48**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	**Vocabulary:** To build lexis and terminologies in a technology and engineering context including tools, functions, locations, directions, instructions, properties, operations, incidents, movement, parts, projects, safety, and systems		**Pre-Teaching Activities:** PowerPoint presentation, audio visual aids. **During Teaching Activities:** Lecture in the classroom, in-class discussion (student participation), demonstrations, pair/teamwork task-based activities. **Post Teaching Activities:** Recapitulation and summarizing.	Continuous Assessment, Midterm Examination, Final Examination
1.2	**Grammar:** To demonstrate correct use of grammatical		**Pre-Teaching Activities:** PowerPoint presentation, audio visual aids. **During Teaching Activities:**	Continuous Assessment, Midterm Examination,

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	concepts and structures including use of *verbs, modals, tenses*, adverbials, adjectives, nouns, positive and negative sentences, clauses, passives, and questions		Lecture in the classroom, in-class discussion (student participation), demonstrations, pair/teamwork task-based activities. **Post Teaching Activities:** Recapitulation and summarizing.	Final Examination
2.0	**Skills**			
2.1	**Listening**: To explain main ideas, details, and information related to engineering, technology and industry including technical descriptions, properties, instructions, conversations, and charts		**Pre-Teaching Activities:** PowerPoint presentation, audio visual aids. **During Teaching Activities:** Lecture in the classroom, in-class discussion (student participation), demonstrations, role-play, pair/teamwork task-based activities. **Post Teaching Activities:** Recapitulation and summarizing.	Continuous Assessment, Midterm Examination, Final Examination
2.2	**Speaking:** To perform accurately a variety of technology and engineering-related speaking context about diagrams, and flow charts, tools, steps, functions, comparisons, instructions, explanations,		**Pre-Teaching Activities:** PowerPoint presentation, audio visual aids. **During Teaching Activities:** Lecture in the classroom, in-class discussion (student participation), demonstrations, role-play, pair/teamwork task-based activities. **Post Teaching Activities:** Recapitulation and summarizing.	Continuous Assessment, Midterm Examination, Final Examination

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	descriptions, and warnings			
2.3	**Reading:** To apply a variety of reading skills for locating main ideas, details, and information in a variety of technology and engineering related texts		**Pre-Teaching Activities:** PowerPoint presentation, audio visual aids. **During Teaching Activities:** Lecture in the classroom, in-class discussion (student participation), demonstrations, role-play, pair/teamwork task-based activities. **Post Teaching Activities:** Recapitulation and summarizing.	Continuous Assessment, Midterm Examination, Final Examination
2.4	**Writing:** To compose a variety of technology and engineering related texts including writing about numbers, dates, words, phrases, sentences, warnings, rules, instructions, explanations, processes, flow charts, and reports; paraphrasing		**Pre-Teaching Activities:** PowerPoint presentation, audio visual aids. **During Teaching Activities:** Lecture in the classroom, in-class discussion (student participation), demonstrations, role-play, pair/teamwork task-based activities. **Post Teaching Activities:** Recapitulation and summarizing.	Continuous Assessment, Midterm Examination, Final Examination
3.0	**Values, autonomy, and responsibility**			
3.1	**Collaboration** To demonstrate a positive sense of responsibility, commitment, teamwork attitude,		**Discussion** on the importance of moral values, responsibilities, and professionalism	Survey/ Checklist

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	and good rapport with classmates and staff members both in college and educational settings			

C. Course Content

No	List of Topics	Contact Hours
1.	**Unit 1: Check-up:** Basics, letters and numbers, dates and times: Meeting and greeting people, using forms, following instructions, exchanging information, using forms, units of measurement, using numbers, talking about travel timetables, making appointments	4
2.	**Unit 2: Parts (1):** Naming, assembling, ordering: Identifying things, using checklists, saying what you need for a job, using an instruction manual, using voicemail, ordering by phone, introducing yourself and others	4
3.	**Unit 3: Parts (2):** Tools, functions, locations: Describing components, using a product review, saying what things do, describing a product, talking about people's jobs, saying where things are	4
4.	**Unit 4: Movement:** Directions, instructions, actions: Describing direction of movement, using an instruction manual, using an instruction manual, giving and following instructions, explaining what happens	4
5.	**Unit 5: Flow:** Heating system, electrical circuit, cooling system: Explaining how fluids move around a system, using a flow chart, explaining how an electrical circuit works, explaining how cooling systems work, describing everyday routine	4
6.	**Unit 6: Materials:** Materials testing, properties, buying: Giving a demonstration, explaining what you're doing, describing the properties of materials, using a customer call form, buying and selling by phone, checking, starting a phone call; Specifying dimensions, using a specifications chart, specifying materials, buying materials for a job, using a materials checklist, describing plans for the future, using a Gantt chart	4
7.	**Unit 7: Specifications:** Dimensions, quantities, future projects: Specifying dimensions, using a specifications chart, specifying materials,	4

	buying materials for a job, using a materials checklist, describing plans for the future, using a Gantt chart	
8.	**Unit 8: Reporting:** Recent incidents, damages and loss, past events: Taking an emergency call, explaining what has happened, checking on progress, reporting damage, dealing with a customer, discussing past events, phoning a repair shop	4
9.	**Unit 9: Troubleshooting:** Operations, hotline, user guide: Explaining how things work, explaining what things do, listening to an automated phone message, using a service hotline, taking a customer through a problem and solution, using a flow chart, using a troubleshooting guide	4
10.	**Unit 10: Safety:** Rules and warnings, safety hazards, investigations: Following safety rules, giving and following warnings, using safety signs, giving and following warning, noticing safety hazards, reporting safety hazards, investigating an accident, reporting an accident, giving, accepting and turning down an invitation	4
11.	**Unit 11: Cause and effect:** Pistons and valves, switches and relays, rotors and turbines: Expressing causation, permission and prevention, explaining how a four-stage cycle works, explaining how a relay circuit works, giving an oral presentation, explaining how a wind turbine works, making suggestions	4
12.	**Unit 12: Checking and confirming:** Data, instructions, progress: Describing specifications, expressing approximation, checking that data is correct, following spoken instructions, confirming actions, describing results of actions, describing maintenance work, checking progress with a Gantt chart	4
Total		48

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Contiuous Assessment	4^{th}, 7^{th}, 11^{th}, 13^{th}	30%
2.	Midterm	8^{th}, 9^{th}	30%
3.	Final Exam	17^{th}, 18^{th}, 19^{th}	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

1. References and Learning Resources

Essential References	*Pearson's Technical English* Level 1 Student's Book Second Edition ISBN: 9781292424460
Supportive References	

Electronic Materials	
Other Learning Materials	Teacher's materials on Blackboard

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom size should not be more than 24. Language labs Examination Halls well equipped with computers in case of computer-based exams.
Technology equipment (projector, smart board, software)	Overhead projectors, white boards, smart boards, computers, internet, speakers, headphone with mic, printers, photocopier and laptops for teachers
Other equipment (depending on the nature of the specialty)	Resource room for teachers, modern seminar room, meeting room, record room and recreational area

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, classroom observation, external reviewers' visit from the Accreditation Agency.	Students survey Formal classroom observation
Effectiveness of assessment	Quality and Development Unit, Curriculum Committee, Assessment Committee	Item analysis data, teachers' feedback, students' feedback, course reports.
Achievement of Course Learning Outcomes	Quality and Development Unit	Course report, data analysis of achievement test
Quality of learning resources	Quality and Development Unit	Annual quality improvement program review
Effectiveness of teaching	Students, classroom observation, external reviewers' visit from the Accreditation Agency.	Students survey Formal classroom observation

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	COUNCIL OF DEPARTMENT OF ENGLISH LANGUAGE SKILLS
REFERENCE NO.	14460308-0984-00001
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