

Course Specification Short Template

First: General Information About the Course:

Course Title	English 1
Course Code	LNGT-101
Program	College requirement for Engineering, Sciences, Computers & IT, and Health Track faculties
Department	Department of Languages and Translation
College	College of Humanities and Social Sciences
Credit Hours	04
Contact Hours	Theoretical 300 Hrs
Course General Description	This course is designed for students with adequate previous exposure to general English. It is intended to provide students with a foundation from which they can advance to B1 English on the Common European Framework of Reference for Languages (CEFR). The course will build students' English proficiency in the four language skills and further enhance these skills with the linguistic and lexical competencies, as well as develop thinking skills, presentation skills, and related sub-skills.
Course Main Objective (s)	The main objective of the course is to enable students to achieve B1 level of proficiency in the English language on the Common European Framework of Languages (CEFR).

Second: 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	Recognize the use of lexical items and repertoire of vocabulary related to academic and nonacademic topics at a pre-intermediate and an intermediate level of comprehension.	K1	Lecturing Class Discussions Brainstorming Mind Maps	MCQ - Multiple Choice Question EMI - Extended Matching Item SAQ - Short Answer Question
1.2	Identify grammar structures related to different contexts at a pre-intermediate and an intermediate level of comprehension.	K2	Lecturing Student-led Learning Class Discussions Group work	MCQ - Multiple Choice Question SAQ - Short Answer Question
2.0	Skills			
2.1	Implement Listening/Speaking strategies when listening to, discussions and recorded or live communication related to academic contexts.	S1	Student-led Learning Class Discussions Self-Directed Learning Group work Role play	MCQ - Multiple Choice Question SAQ - Short Answer Question Short Assignments Checklist Rubrics
2.2	Use speaking strategies to describe personal experiences, location, people and things, state preferences, opinions, obligations, as well as ask questions and engage in discussion to offer advice and suggestions.			



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.3	Use reading/writing strategies to find significant points and make inferences in academic and nonacademic texts.	S2	Student-led Learning Group work Class Discussions Self-Directed Learning	MCQ - Multiple Choice Question SAQ - Short Answer Question Rubrics Short Assignments
2.4	Write coherent paragraphs related to a specific topic in academic and nonacademic contexts.			
3.0	Values, autonomy, and responsibility			
3.1	Deliver presentation in simple terms and clear speech related to academic topics covered in the course syllabus	V1	Problem based Learning Self-Directed Learning	Checklist Rubrics Presentation
3.2	Demonstrate effective teamwork and use of spoken language in role play, group assignments and discussions.	V2	Cooperative learning Group work Role play	Checklist Rubrics Speaking test Role play

Third: Course Topics:

Week	List of Topics*	Contact Hours
1	National Geographic Learning, Life, Elementary Unit 1	20
2	National Geographic Learning, Life, Elementary Units 2 & 3	20
3	National Geographic Learning, Life, Elementary Units 3 & 4	20
4	National Geographic Learning, Life, Elementary Units 4 & 5	20
5	National Geographic Learning, Life, Elementary Units 5 & 6	20



6	National Geographic Learning, Life, Elementary Unit 6	20
7	National Geographic Learning, Life, Elementary Units 7 & 8	20
8	National Geographic Learning, Life, Elementary Unit 8	20
9	National Geographic Learning, Life, Elementary Unit 9	20
10	(MIDTERM EXAMS)	
11	(MIDTERM EXAMS)	
12	National Geographic Learning, Life, Pre-Intermediate Units 1 & 2	20
13	National Geographic Learning, Life, Pre-Intermediate Units 2 & 3	20
14	Holidays (23-11-2025 — 29-11-2025)	20
15	National Geographic Learning, Life, Pre-Intermediate Units 3 & 4	20
16	National Geographic Learning, Life, Pre-Intermediate Unit 4 & 5	20
17	National Geographic Learning, Life, Pre-Intermediate Units 6 & 7	20
18	National Geographic Learning, Life, Pre-Intermediate Units 7 & 8	20

* Course topics are distributed according to weeks and a total of (15) weeks.

**The faculty member is obligated to teach topics according to their distribution over weeks.



Fourth: Student Assessment Activities:

M	Assessment Activities	Assessment Timing (in week no)	Percentage of Total Assessment Score
1	In-Class Quiz I	Weeks 5/6	10
2	Assignments	Week 8-9	10
3	Mid-Term Exam NGL LIFE ELEMENTARY	Week 10/11	30
4	Final Exams NGL LIFE PRE-INTERMEDIATE	Week 18/19/20	40
5	Speaking Exams/Presentations	Week 8-9	10

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

Fifth: References and Learning Resources:

Essential References	Hughes, Stephenson, Dummett <i>National Geographic Learning 2019: Elementary</i> , Bakis, SA 2022. Hughes, Stephenson, Dummett <i>National Geographic Learning 2019: Pre-intermediate</i> , Bakis, SA 2022.
Supportive References	Hughes, Stephenson, Dummett <i>National Geographic Learning 2019: Elementary</i> , (Teacher's Guide) Bakis, SA 2022. Hughes, Stephenson, Dummett <i>National Geographic Learning 2019: Pre-intermediate</i> , (Teacher Guide) Bakis, SA 2022.
Electronic Materials	http://myelt.heinle.co
Other Learning Materials	http://myelt.heinle.co

Sixth: Faculty Member Information

Faculty Name	
Email Address	

جامعة الحدود الشمالية
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وكلة الجامعة للشؤون الأكاديمية



من الشمال...إلى الوطن