

Course Specification Short Template

First: General Information About the Course:

Course Title	English for Specific Purposes (ESP)
Course Code	LNGT-104
Program	English for Specific Purposes (ESP) for College Requirement for all Medical Colleges
Department	Languages and Translation
College	College of Humanities and Social Sciences
Credit Hours	2
Contact Hours	Theoretical (60 Hours)
Course General Description	This course is designed for students in the Health track with adequate previous exposure to General English. It is intended to provide students with a foundation from which they can advance to B2 Academic English on the Common European Framework for Languages (CEFR).
Course Main Objective (s)	The main objective of the course is to help students further develop their academic English skills, equip them with medical vocabulary and concepts, and enable them to achieve B2 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 PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize a diverse repertoire of isolated words and phrases related to a variety of academic and health related topics	K1	Lecturing Class Discussions Brainstorming Mind Maps	MCQ - Multiple Choice Question EMI - Extended Matching Item SAQ - Short Answer Question
1.2	Identify common grammatical structures and sentence patterns featured in the course content.	K2	Lecturing Student-led Learning Class Discussions Group work	MCQ - Multiple Choice Question SAQ - Short Answer Question
...				
2.0	Skills			
2.1	Use listening skills such as following conversation, interviews, presentations and lectures on various topics as well as listening for main ideas and listening for details.	S1	Student-led Learning Class Discussions Self-Directed Learning	MCQ - Multiple Choice Question SAQ - Short Answer Question Short Assignments
2.2	Use reading skills in understanding main ideas, supporting details, inferring perspectives and stance, interpreting graphs, charts, and tables as well as distinguishing facts from opinions on academic and health related topics.	S2	Student-led Learning Group work Class Discussions	MCQ - Multiple Choice Question SAQ - Short Answer Question Rubrics Short Assignments



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	Produce academic essays and mini assignments on health-related topics using academic and technical writing elements as well as critical thinking skills.		Self-Directed Learning	
...				
3.0	Values, autonomy, and responsibility			
3.1	Deliver presentation expressing opinions and feelings, describing experiences and events, giving reasons and explanations	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	Moving into Healthcare & Nursing Units 1 & 2	4
2	Moving into Healthcare & Nursing Units 1 & 2	4
3	Moving into Healthcare & Nursing Units 4 & 6	4
4	Moving into Healthcare & Nursing Units 4 & 6	4
5	Moving into Healthcare & Nursing Units 6 & 8	4
6	Moving into Healthcare & Nursing Units 8 & 9	4
7	English for Medicine Unit 1 (What is medicine?)	4
8	English for Medicine Unit 1 (What is medicine?)	4



9	English for Medicine Unit 3 (Basic principles in medicine)	4
10	Midterm Exams	---
11	Midterm Exams	---
12	English for Medicine Unit 4 (Digital technologies in medicine)	4
13	English for Medicine Unit 4 (Digital technologies in medicine)	4
14	Holidays (23-11-2025-29-11-2025)	---
15	English for Medicine Unit 5 (Causes and effects of disease)	4
16	English for Medicine Unit 5 (Causes and effects of disease)	4
17	English for Medicine Unit 6 (Biology and pharmacology)	4
18	English for Medicine Unit 6 (Biology and pharmacology)	4

* 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:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	4-5	10
2.	Midterm Exam	10-11	30
3.	In-Class Writing Task	13	10
4.	Assignment/Presentation	12	10
5.	Final Exam	18,19,20	40

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



Fifth: References and Learning Resources:

Essential References	Fitzgerald, P., McCullagh, M., & Wright, R. (2021). <i>English for Medicine in Higher Education Studies – 2nd Ed.</i> London: Garnet Education Mol, H. (2015). <i>Moving into Healthcare & Nursing</i> : Garnet Education
Supportive References	Fitzgerald, P., McCullagh, M., & Wright, R. (2021). <i>English for Medicine in Higher Education Studies – 2nd Ed.</i> London: Garnet Education Mol, H. (2015). <i>Moving into Healthcare & Nursing</i> : Garnet Education
Electronic Materials	Fitzgerald, P., McCullagh, M., & Wright, R. (2021). <i>English for Medicine in Higher Education Studies – 2nd Ed.</i> London: Garnet Education Mol, H. (2015). <i>Moving into Healthcare & Nursing</i> : Garnet Education
Other Learning Materials	quizlet.info/garnet-esap-medicine Moving into Healthcare & Nursing Audio DVD & CD

Sixth: Faculty Member Information

Faculty Name	
Email Address	

