Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Course Specification

Institution	Majmaah University
College/Department	Preparatory Year Deanship / General

A Course Identification and General Information

1. Course title and code: English for Engineering / peng123
2. Credit hours   2 Credit Hours   2 Actual Hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)   Preparatory year for scientific colleges
4. Name of faculty member responsible for the course   Samer Jamil Abu Sirdaneh
5. Level/year at which this course is offered   First year (Preparatory year)
6. Pre-requisites for this course (if any)   N.P
7. Co-requisites for this course (if any)   N.P
8. Location if not on main campus   Main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

- To improve the students' professional communication skills.
- Enabling the students to communicate more confidently and effectively in their respective fields.
- To familiarize the students' with the technical and semi-technical vocabulary that in turn will enable them to become familiar with and practise using the specialist language they need for their speciality.
- Enabling the students' to describe general and common technical problems and suggesting solutions to working with drawings.
- To understand the role of designing in engineering and to differentiate between different design stages.

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

- The use of web based material as a supplementary material, to help the students' to rely on themselves.
- The use of active boards in the classroom for explanation, problem solving tasks and presentations, to motivate the students' to participate and to keep them focused.
- The use of different visual and auditory teaching aids, such as; pictures, audio scripts and videos, to help the students acquire the required knowledge.

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Technology in use.	2	6
Materials technology.	2	6
Components and assemblies.	2	6
Engineering design.	2	6
Breaking point: Describing types of technical problems.	2	6
Technical development and requirements.	2	6
Procedures and precautions: Describing health and safety precautions	2	6

Monitoring and control	2	6
Theory and practice	2	6
Pushing the boundaries: Discussing performance and suitability,	2	6

2 Course components (total contact hours per semester):				
Lectures 68 hours				

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

6 hours per week

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;

- Familiarity with technical and semi-technical engineering related vocabulary.
- Professional communication skills related to the field.
- Ability to describe, analyse and solve general technical problems.

- A description of the teaching strategies to be used in the course to develop that knowledge or skill;

- A regular focus on technical and semi-technical vocabulary to enable learners to become familiar with and practise using the specialist language they need for their speciality.
- The application of authentic texts that deal with realistic tasks to help prepare learners for their everyday working lives.
- An emphasis on listening and speaking to help learners to develop their communicative ability within this professional field.
- Using extra practice material and photocopiable activities.
- Explaining example tasks and role-playing to encourage pair and group work.

- The methods of student assessment to be used in the course to evaluate learning

outcomes in the domain concerned.

- Questions.
- Exams.
- Assignments.
- Projects.

a. Knowledge

(i) Description of the knowledge to be acquired

- The acquisition of technical and semi-technical engineering related vocabulary concerning the following topics; (Technology in use, Materials technology, Components and assemblies, Engineering design: Design stages, Breaking point: Describing types of technical problems, Technical development and requirements, Procedures and precautions: Describing health and safety precautions, Monitoring and control, Theory and practice, Pushing the boundaries: Discussing performance and suitability,)
- The knowledge to discuss, analyze and solve general technical problems.

(ii) Teaching strategies to be used to develop that knowledge

- To focus on and instruct the students' on technical and semi-technical vocabulary to enable learners to become familiar with and practise using the specialist language they need for their speciality.
- Lectures, tutorials and independent study assignments.
- Introduction of technical problems for the students' to discuss and solve through explanation and role-playing.

(ii) Methods of assessment of knowledge acquired

- Two 20 minute multiple choice and comprehension test on content on completion of 30 % and 60 % of the course with results carrying 10% of final assessment.

- Two 60 minute multiple choice and comprehension exams on content on completion of each half of the course with results carrying 40% of final assessment.

- A final 120 minute multiple choice and comprehension exams on content on completion of the material with results carrying 40% of final assessment.
- Performance and participation evaluation through the students' assignments and classroom participation with results carrying 10% of final assessment.

b. Cognitive Skills

(i) Description of cognitive skills to be developed

- The recognition and identification of technical and semi-technical engineering related vocabulary.
- The ability to detect, analyse, discuss and solve general engineering technical problems.
- The ability to communicate more confidently and effectively.

(ii) Teaching strategies to be used to develop these cognitive skills

- Explanations and examples given in lectures and practiced under supervision in tutorials.

- Transfer of learning.

- Introduction of technical problems for the students' to discuss and solve through explanation and role-playing.
- Presentations regarding course book topics.
- Pair assignments and group projects.

(iii)Methods of assessment of students cognitive skills

- Technical and semi-technical engineering related vocabulary recognition and identification questions carrying 50% of mark on tests given at the end of each 3 topics and on end of semester examination
- Problem solving questions carrying 20% of mark on tests given at the end of each 3 topics and on end of semester examination.
- Group and individual assignments require application of analytical tools in problem solving tasks.

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

- To improve the students' pair and group work on different tasks, such as; assignments, projects and solving problems through discussion and role playing.

- To improve the students' ability to rely on themselves for getting the required information for different tasks from different sources.

- To improve the students' professional communication skills.

- Enabling the students to communicate more confidently and effectively in their respective fields.

(ii) Teaching strategies to be used to develop these skills and abilities

- Group assignments in which 25% of assessment is based on individuals contribution to the group task. (Instructor meets with each group part way through project to discuss and advise on approach to the task).

- Two individual assignments requiring investigation using internet and library resources as a means of developing self study skills.

- Role play exercise on controversial issue relevant to the course based on a case study, with discussion in tutorial of appropriate responses and consequences to individuals involved.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

- Assessment of group assignment includes component for individual contribution.

- Capacity for independent study assessed in individual assignments.

- Asking individuals verbal questions.

d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. - The ability to communicate more confidently and effectively. - The ability to present written reports that develop language ability. - The ability use of basic mathematical and statistical information in English and the use of ICT in searching for information and presenting reports.
(ii) Teaching strategies to be used to develop these skills - Student presentations require an effective usage of language in a confidant way. - Student assignments require good standards of use of ICT. Where standards are inadequate the student is referred for special remedial instruction. - Student essay assignments require proper style and referencing format as specified in college style manual.
(iii) Methods of assessment of students numerical and communication skills - Test questions require interpretation of simple statistical information. - Assessments of students assignment and project work include expectation of adequate use of numerical and communication skills. - Five percent of marks allocated for standard of presentation using ICT.
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required **N.A**
(ii) Teaching strategies to be used to develop these skills **N.A**
(iii) Methods of assessment of students psychomotor skills

N.A

Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
	5. Schedule of Assessment Tasks for Students During the Semester		
1	Quiz 1	Week 4	5%
2	Mid-term Exam	Week 8	20%
3	Quiz 2	Week 12	5%
4	2nd Paper Exam	Week 16	20%
5	Participation, assignments and presentation	Week 16	10%
6	Final Exam	Week 18	40%

D. Student Support

1. Arrangements   for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- Students' can meet the teaching staff for consultation and academic advice within the appointed office hours by staff members.
- Each staff member has 6 office hours per week.

E Learning Resources

1. Required Text(s)
- Cambridge English for Engineering student's book.

2. Essential References

   N.A

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

   N.A

4-.Electronic Materials, Web Sites etc

- Engineering case studies online.
- Teachers' book online.
- IEEE English for Engineering

5- Other learning material such as computer-based programs/CD, professional standards/regulations
- 2 audio CDs.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)   - lecture rooms, equipped with 20 seats for the students and a table and a seat for the instructor.   - Each lecture requires 50 minute per 1 actual hour.   - Writing board with markers and erasers.
2. Computing resources   - Datashow.   - Interactive smart board.   - Laptop.   - Speakers.
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)   N.A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   - Confidential completion of standard course evaluation questionnaire.   - Focus group discussion with small groups of students.
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department   - Observations and assistance from colleagues.   - Independent assessment of standards achieved by students.   - Independent advice on assignment tasks.

3 Processes for Improvement of Teaching
- Enhancing teaching and learning by using all available technologies in the process.
- Workshops on teaching methods.
- Review of recommended teaching strategies.

4 Processes for Verifying Standards of Student Achievement
- Check marking by an independent member teaching staff of a sample of student work.
- Periodic exchange and remarking of tests or a sample of assignments with staff at another institution.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Review syllabus in order to ensure a thorough course evaluation.
- Evaluation of the course by the faculty at the beginning of the academic year.
- Orient instructors new to the process.
- Review each instructor course evaluation in a timely manner.
- Obtain necessary revisions from instructors.
- Collate evaluations for the course, noting any immediate improvements to be made to course delivery.
- Discuss results of evaluations with faculty as needed.
- Instructors explain how each outcome was evaluated, document the results of these
- assessments, and explain how these results may be used to improve the course