



# Course Specification

## (Bachelor)

Course Title: **English Language 3**

Course Code: **ELS1103**

Program: **Healthcare Track**

Department: **Department of English Skills**

College: **English Language Institute**

Institution: **University of Tabuk**

Version: **2**

Last Revision Date: **July 2025**





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## A. General information about the course:

### 1. Course Identification

<b>1. Credit hours: ( 4 )</b>					
<b>2. Course type</b>					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input type="checkbox"/> Department	<input checked="" type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
<b>3. Level/year at which this course is offered: ( Level 1 )</b>					
<b>4. Course General Description:</b>					
<p>ELS1103 is an English as a Foreign Language (EFL) B1 CEFR level course especially designed to integrate medical ESP and academic task-based content. The course uses a blended medium curriculum with online, video, audio, as well as a traditional course book and student support materials. ELS1103 introduces students to themes and terminology specific to 'Biological Systems', with a focus on the practical application of listening, speaking, reading, and writing skills. Activities include academic writing, speaking, individual ESP projects, video-based ESP reflections, and module-based quizzes to expand vocabulary and content comprehension.</p>					
<b>5. Pre-requirements for this course (if any):</b>					
N/A					
<b>6. Co-requisites for this course (if any):</b>					
N/A					
<b>7. Course Main Objective(s):</b>					
<ol style="list-style-type: none"> <li>1. Develop academic listening and reading skills</li> <li>2. Enhance professional communication</li> <li>3. Strengthen academic and technical writing skills</li> <li>4. Foster academic responsibility and reflective thinking</li> </ol>					

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	300hrs	100%
2	E-learning		
3	Hybrid		
4	Distance learning		



### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures*	300
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
<b>Total</b>		<b>300</b>

*\*Classroom contact hours are student centered interactive sessions, as opposed to a lecture style teacher centered classroom.*



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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Identify the main idea and detailed information from listening content with academic themes and topics.	K1	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs)
<b>2.0</b>	<b>Skills</b>			
2.1	Produce and deliver a short talk on a subject directly relating to the healthcare field of study.	S1	Student Centered, Task Based Learning (TBL)	Project milestone and speaking rubrics
2.2	Synthesize main points from multiple academic reading passages with common or similar themes.	S2	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs)
2.3	Produce technical writing including an essay stating a position and arguments to support it.	S3	Student Centered, Test-teach-Test (TTT)	Free writing assessed through a rubric
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate academic reasonability by adhering to due dates and academic guidelines.	V1	Classroom management and LMS follow up	Establish set due dates throughout the module/semester
3.2	Reflect personally on select ESP themes and topics.	V2	Student Centered, Task Based Learning (TBL)	Project Milestone rubrics





## C. Course Content

No	List of Topics*	Contact Hours
1.	<p><b>Week 1</b>  <b>Unit 1 – Sociology</b>  <b>Grammar:</b> Real conditionals; present  <b>Vocabulary:</b> Using a dictionary to identify word forms  <b>Writing:</b> A summary and a personal response paragraph  <b>Reading:</b> Small Talk: A big deal – identifying main ideas  <b>Speaking:</b> Reflection on a body system, <b>project:</b> personal &amp; topic introductions; achieving goals  <b>Listening:</b> Body systems; skeletal, muscular, nervous</p>	20 hours
2.	<p><b>Week 2</b>  <b>Unit 1 – Sociology</b>  <b>Grammar:</b> Real conditionals; future  <b>Vocabulary:</b> ESP terminology; body systems  <b>Writing:</b> A summary and a personal response paragraph  <b>Reading:</b> 21<sup>st</sup> Century Job interviews  <b>Speaking:</b> Reflection on a body system, <b>project:</b> personal &amp; topic introductions; achieving goals  <b>Listening:</b> Body systems; skeletal, muscular, nervous</p>	20 hours
3.	<p><b>Week 3</b>  <b>Unit 2 – Nutritional Science</b>  <b>Grammar:</b> Use and placement of adjectives  <b>Vocabulary:</b> Using context to understand words  <b>Writing:</b> A summary and a personal response paragraph  <b>Reading:</b> Knowing your tastes; previewing a text  <b>Speaking:</b> Reflection on a body system, <b>project:</b> personal &amp; topic introductions; achieving goals  <b>Listening:</b> Body systems; skeletal, muscular, nervous</p>	20 hours
4.	<p><b>Week 4</b>  <b>Unit 2 – Nutritional Science</b>  <b>Grammar:</b> Use and placement of adjectives (continued)  <b>Vocabulary:</b> ESP terminology on body systems  <b>Writing:</b> A summary and a personal response paragraph  <b>Reading:</b> Eating with our eyes  <b>Speaking:</b> Reflection on a body system, <b>project:</b> personal &amp; topic introductions; achieving goals  <b>Listening:</b> Body systems; skeletal, muscular, nervous</p>	20 hours





5.	<p><b>Week 5</b>  <b>Unit 3– Information Technology</b>  <b>Grammar:</b> Parallel Structure  <b>Vocabulary:</b> Using synonyms  <b>Writing:</b> A summary and a personal response paragraph  <b>Reading:</b> Cars that think; Taking notes  <b>Speaking:</b> Reflection on a body system, <b>project:</b> personal &amp; topic introductions; achieving goals  <b>Listening:</b> Body systems; skeletal, muscular, nervous</p>	20 hours
6.	<p><b>Week 6</b>  <b>Unit 3– Information Technology</b>  <b>Grammar:</b> Parallel Structure (continued)  <b>Vocabulary:</b> ESP terminology on body systems  <b>Writing:</b> A summary and a personal response paragraph  <b>Reading:</b> Eating with our eyes  <b>Speaking:</b> Reflection on a body system, <b>project:</b> personal &amp; topic introductions; achieving goals  <b>Listening:</b> Body systems; skeletal, muscular, nervous</p>	20 hours
7.	<p><b>Week 7</b>  <b>Unit 4– Marketing</b>  <b>Grammar:</b> Compound sentences  <b>Vocabulary:</b> Suffixes  <b>Writing:</b> A narrative essay  <b>Reading:</b> Targeted ads; distinguishing facts from opinions  <b>Speaking:</b> Reflection on a body system, <b>project:</b> explanation of topic content; Taking a patient’s history  <b>Listening:</b> Body systems; endocrine, immune; lymphatic</p>	20 hours
8.	<p><b>Week 8</b>  <b>Unit 4– Marketing</b>  <b>Grammar:</b> Compound sentences (continued)  <b>Vocabulary:</b> ESP terminology on body systems  <b>Writing:</b> A narrative essay  <b>Reading:</b> In defense of advertising  <b>Speaking:</b> Reflection on a body system, <b>project:</b> explanation of topic content; Taking a patient’s history  <b>Listening:</b> Body systems; endocrine, immune; lymphatic</p>	20 hours
9.	<p><b>Week 9</b>  <b>Unit 5– Psychology</b>  <b>Grammar:</b> Shifting between past and present time frames  <b>Vocabulary:</b> Using a dictionary for the correct meaning  <b>Writing:</b> A narrative essay  <b>Reading:</b> Resilience; using referents to understand contrast</p>	20 hours





	<p><b>Speaking:</b> Reflection on a body system, <b>project:</b> explanation of topic content; Taking a patient's history</p> <p><b>Listening:</b> Body systems; endocrine, immune; lymphatic</p>	
10.	<p><b>Week 10</b> <b>Unit 5– Psychology</b> <b>Grammar:</b> Shifting between past and present time frames (continued) <b>Vocabulary:</b> ESP terminology on body systems <b>Writing:</b> A narrative essay <b>Reading:</b> The climb of my life; a narrative story <b>Speaking:</b> Reflection on a body system, <b>project:</b> explanation of topic content; Taking a patient's history <b>Listening:</b> Body systems; endocrine, immune; lymphatic</p>	20 hours
11.	<p><b>Week 11</b> <b>Unit 6– Neurology</b> <b>Grammar:</b> Gerunds and infinitives <b>Vocabulary:</b> Phrasal verbs <b>Writing:</b> A narrative essay <b>Reading:</b> The lazy brain; using a graphic organizer <b>Speaking:</b> Reflection on a body system, <b>project:</b> explanation of topic content; Taking a patient's history <b>Listening:</b> Body systems; endocrine, immune; lymphatic</p>	20 hours
12.	<p><b>Week 12</b> <b>Unit 6– Neurology</b> <b>Grammar:</b> Gerunds and infinitives (continued) <b>Vocabulary:</b> ESP terminology on body systems <b>Writing:</b> A narrative essay <b>Reading:</b> Problem solvers: Which one are you? <b>Speaking:</b> Reflection on a body system, <b>project:</b> explanation of topic content; Taking a patient's history <b>Listening:</b> Body systems; endocrine, immune; lymphatic</p>	20 hours
13.	<p><b>Week 13</b> <b>Unit 7– Economics</b> <b>Grammar:</b> Complex sentences <b>Vocabulary:</b> Collocations with verbs <b>Writing:</b> An argumentative essay <b>Reading:</b> Senda: A path for the love of soccer; using a timeline <b>Speaking:</b> Reflection on a body system, <b>project:</b> explanation of topic content, and conclusion; suggesting solutions to a given problem <b>Listening:</b> Body systems; digestive, circulatory, and respiratory</p>	20 hours





14.	<b>Week 14</b> <b>Unit 7– Economics</b> <b>Grammar:</b> Complex sentences (continued) <b>Vocabulary:</b> ESP terminology on body systems <b>Writing:</b> An argumentative essay <b>Reading:</b> A new business model <b>Speaking:</b> Reflection on a body system, <b>project:</b> explanation of topic content, and conclusion; suggesting solutions to a given problem <b>Listening:</b> Body systems; digestive, circulatory, and respiratory	20 hours
15.	<b>Week 15</b> <b>Unit 8– Behavioral Studies</b> <b>Grammar:</b> Sentence Fragments <b>Vocabulary:</b> Collocations with adjectives and prepositions; ESP terminology on body systems <b>Writing:</b> An argumentative essay <b>Reading:</b> Fast cars, big money; scanning a text <b>Speaking:</b> Reflection on a body system, <b>project:</b> explanation of topic content, and conclusion; suggesting solutions to a given problem <b>Listening:</b> Body systems; digestive, circulatory, and respiratory	20 hours
<b>Total</b>		<b>300hrs</b>

\*A detailed table with lists of themes and detailed language descriptors are included at the end of the form.

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Module Exams 1, 2, 3	5, 10, 15	70%
2.	Reflections 1, 2, 3	4, 9, 14	6%
3.	Quizzes 1, 2, 3	4, 9, 14	9%
4.	Project Milestones 1, 2, 3, 4, 5, 6	2, 4, 7, 9, 12, 14	6%
5.	Autonomous Skills	1 through 15	9%

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



## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	<ol style="list-style-type: none"> <li>Oxford University Press QSkills 4th Sp. Ed. Reading and Writing Level 3 course book</li> <li>ELS1103 Student Companion 3</li> </ol>
<b>Supportive References</b>	N/A
<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li>Oxford University Press QSkills 4th Sp. Ed. Reading and Writing Level 3 online content</li> <li>Quill.org</li> </ol>
<b>Other Learning Materials</b>	Selected worksheets (instructor's discretion)

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom Open area for project rehearsals Computer labs (placement tests)
<b>Technology equipment</b> (projector, smart board, software)	Projector Whiteboard
<b>Other equipment</b> (depending on the nature of the specialty)	N/A





## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Observation Committee Members	Classroom observation
Effectiveness of Students assessment	Assessment Committee/Unit	Summative assessment data analysis
Quality of learning resources	Curriculum Committee/Unit	1. Student questionnaires 2. Coordinator/Instructor questionnaires
The extent to which CLOs have been achieved	1. Curriculum Committee/Unit 2. Individual instructors responsible for the course	1. Student questionnaires 2. Course Report

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	
<b>REFERENCE NO.</b>	
<b>DATE</b>	<b>JULY 2025</b>

