



## Course Specifications

<b>Course Title:</b>	Vocabulary Building 1
<b>Course Code:</b>	ENG 214
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

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## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b> a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level Three /Second Year
<b>4. Pre-requisites for this course (if any):</b> None
<b>5. Co-requisites for this course (if any):</b> None

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended	0	0
3	E-learning	0	0
4	Distance learning	0	0
5	Other	0	0

## 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	0
3	Tutorial	5
4	Others (specify)	0
	<b>Total</b>	<b>45</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course is organized around common everyday topics. Further, it contains units on different aspects of language. In this course the learners are exposed to the most important vocabulary for premeditate and intermediate level. The focus is on learning new lexis and how they can capture them technically. Then they can practice the vocabulary they learned inside and outside the English Department.

## 2. Course Main Objective

students will be able to

1. develop a level of competence ( by acquiring about 500 new words in the contexts of people, daily life, world around us, work, leisure and entertainment, communication and technology, social concerns, tourism, word formation, functional language, etc.
2. use these words appropriately in their everyday English discourse,
3. apply basic rules of word formation and phrase building,
4. distinguish between different varieties of English such as, formal and informal, the language of notices and warnings, etc.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding:</b>	
1.1	Define and explain new words they learn in the course	K1, K2
1.2	Identify the new words pronunciation, their spelling, their use, their synonyms and antonyms (if any) and some of their basic grammatical features	K1, K3
1.3	Explain the basic rules for vocabulary building	K3
1.4	Increase their mental lexicon	K2, K3
<b>2</b>	<b>Skills:</b>	
2.1	Speak fluently using the vocabulary they learned	S2, S3
2.2	Write these vocabulary items correctly; “pronunciation, spelling, use basic grammatical features, synonyms and antonyms	S3, S4
2.3	Apply the rules of vocabulary building they learned	S4, S5
2.4	Use these vocabulary items in real life contexts.	S5
<b>3</b>	<b>Values:</b>	
3.1	Participate actively in classroom discussion and critically reflect on their own language used in self-learning and debates	V 1
3.2	Communicate appropriately, effectively, and show deep understanding and respect for other cultures while contacting people who are culturally different	V2
3.3	Act ethically and respectfully in carrying out individual and/or group projects in authentic contexts	V3

### C. Course Content

No	List of Topics	Contact Hours
1	Learning vocabulary + English language words	3
2	Defining: The world around us + people	3
3	Describing daily life + work	3
4	Leisure and entertainment + communication and technology	3
5	Social issues	3
6	Concepts	3
7	Functional language	3
8	Word formation	3
9	Phrase building	3
10	Key verbs	3
11	Words and grammar	3
12	Style and register	3
<b>Total</b>		<b>36</b>

### D. Teaching and Assessment

#### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Define and explain new words they learn in the course	Lectures:  Teaching meaning by synonyms, antonyms and explanation  Utilizing the thematic structure of the book  Teaching pronunciation  Word building.	Direct questions  Class participation  Exercises on each unit  Class assignments  Exams; midterm tests, quizzes, & final Exam
1.2	Identify the new words pronunciation, their spelling, their use, their synonyms and antonyms (if any) and some of their basic grammatical features	Discussion  Word maps: grouping and categorizing  Root Analysis	Direct questions  Class participation  Exercises on each unit  Class assignments

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Teaching words in contexts	Exams; midterm tests, quizzes, & final Exam
1.3	Explain the basic rules for vocabulary building	Discussion Word maps: grouping and categorizing Root Analysis Teaching words in contexts Relate content to students' interests Constant review	Direct questions Class participation Exercises on each unit Class assignments Exams; midterm tests, quizzes, & final Exam
1.4	Increase their mental lexicon	Lectures Discussion Practice exercises	Class participation Direct questions Exams; midterm tests, quizzes, & final Exam
<b>2.0</b>	<b>Skills</b>		
2.1	Speak fluently using the vocabulary they learned	Group work in the class	Class participation Direct questions Exams; midterm tests, quizzes, & final Exam
2.2	Write these vocabulary correctly; “ meaning, pronunciation, spelling, use basic grammatical features, synonyms and antonyms	Allow students to use mono and bilingual dictionaries to find out some hard meaning, pronunciation, for some new vocabulary	Exercises on each unit Class assignments Exams; midterm tests, quizzes, & final Exam
2.3	Apply the rules of vocabulary building they learned	Lectures Classroom discussion Corrective feedback Textbook exercises Teaching words in contexts	Exercises on each unit Exams; midterm tests, quizzes, & final Exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.4	Use these vocabulary items in real life contexts.	Use of the internet Authentic situation Discussion	Class participation Exams; midterm tests, quizzes, & final Exam
<b>3.0</b>	<b>Values</b>		
3.1	Participate actively in classroom discussion and critically reflect on their own language used in self-learning and debates	Discussion Utilizing the thematic structure of the book Word maps: grouping and categorizing Root Analysis Relate content to students' interests Constant review	Exercises on each unit Class assignments Exams; midterm tests, quizzes, & final Exam
3.2	Communicate appropriately, effectively, and show deep understanding and respect for other cultures while contacting people who are culturally different	Teaching words in contexts	Exercises on each unit Class assignments Exams; midterm tests, quizzes, & final Exam
3.3	Act ethically and respectfully in carrying out individual and/or group projects in authentic contexts	Classroom discussion	Classroom participation

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm 1	Week (7)	20
2	Midterm 2	Week (12)	20
3	Blackboard, quizzes, assignments, etc.	Between week 3 & 11	10
4	Final exam	Between week 15 & 16	50

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

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** Full time academic advisor in the college.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Redman, Stuart. (2017). <i>English Vocabulary in Use (pre-intermediate &amp; Intermediate)</i> . 4th Ed. Cambridge: Cambridge University Press.
<b>Essential References Materials</b>	Oxford Advanced Learner's Dictionary
<b>Electronic Materials</b>	<a href="https://www.vocabulary.com/">https://www.vocabulary.com/</a> <a href="https://www.myenglishteacher.eu/blog/category/dictionary/">https://www.myenglishteacher.eu/blog/category/dictionary/</a> <a href="https://www.thesaurus.com/">https://www.thesaurus.com/</a> <a href="http://www.freecollocation.com/">http://www.freecollocation.com/</a>
<b>Other Learning Materials</b>	

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	A classroom that can accommodate 30 students
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students and peer instructors	Indirect (surveys)
Extent of achievement of course learning outcomes	Faculty & program leaders	Direct (standardized and local exams and quizzes) Indirect (behavioral observation)
Quality of learning resources	Students and faculty	Indirect (surveys)

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)



## H. Specification Approval Data

<b>Council / Committee</b>	Department of English
<b>Reference No.</b>	14
<b>Date</b>	May 2, 2021