هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

2023
TP-153

Course Specification
(Bachelor)

Course Title:	English for Scientific and Engineering Purposes
Course Code:	LNGT103
Program:	College Requirement for Faculty of Engineering, and Sciences, Computers & IT
Department:	Languages and Translation
College:	College of Humanities and Social Sciences
Institution:	Northern Border University
Version:	
Last Revision Date:	8 MAY 2024

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A. General information about the course:

1. Course Identification

1. Credit hours: (2)					
2. Course type					
A.	☐University	☒ College	☐Department	☐Track	☐Others
B.	☒ Required		☐Elective		
3. Level/year at which this course is offered:					
4. Course General Description:					
This course assists students in developing the necessary skills to communicate effectively using English in professional situations. It focuses on the development of appropriate and relevant language skills and language content that are directly applicable to a wide range of professional contexts. In addition, it develops student's ability to communicate and interact with others through focusing on dialogue, persuasion, negotiation, personal interview, presentation skills. It incorporates multiple assignments with opportunities for individualized feedback. These activities are based on a diverse collection of topics that will further develop students' vocabulary and grammar and their subsequent usage in a variety of writings, i.e. emails and reports.					
5. Pre-requirements for this course (if any)**:**					
6. Co-requirements for this course (if any)**:**					
None					
7. Course Main Objective(s):					
The main objective of the course is to equip students with the necessary knowledge and skills to enable students to produce a variety of technical documents in the fields of IT, Engineering, and Science.					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4hours/week	100
2	E-learning		
3	Hybrid		

No	Mode of Instruction	Contact Hours	Percentage
	• Traditional classroom • E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	60
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	
Total		60

B. 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	Identify effective communication practices and techniques to overcome communication challenges within the workplace	K1,K2	Class / Group discussion Collaborative learning Self-learning	Assignments Oral exams Presentations Peer evaluation Checklist Rubric
1.2	Recognize different Interpersonal styles of communication.	K1,K2	Class / Group discussion Collaborative learning	Assignments Presentations Peer evaluation Checklist Rubric

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			Self-learning	
2.0	Skills			
2.1	Use effective delivery techniques including vocal variety in rate, pitch, and intensity, clear articulation, and proper nonverbal techniques, and use of presentational aids.	S1	Collaborative learning Peer learning Self-learning	Assignments Presentations Portfolio
2.2	Develop ability to prepare for an oral presentation including topic selection, organizational patterns, research and supporting material, and language devices.	S2	Role play Collaborative learning Peer learning Self-learning	Presentations Rubric
3.0	Values, autonomy, and responsibility			
3.1	Collaborate with others showing teamwork ability in group discussion.	V1	Collaborative learning Peer learning Self-learning	Presentations Rubric Report writing

C. Course Content

No	List of Books & Topics	Contact Hours
1.	**Moving into Information Technology** **Unit 1: The world at your fingertips** • IT devices, hardware and software • Apple and Microsoft • Numbers and units of measurements **Moving into Engineering** **Unit 1: Changing the world** • Machines and vehicles, • measuring instruments, Numbers and units of measurements • Engine types **Moving into Science** **Unit 1: Discovering the world** • Biology, chemistry, physics • The human body, the planets • Numbers and units of measurement	6
2.	**Moving into Information Technology** **Unit 2: The skills you need** • Jobs in IT • Soft skills and hard skills • Recognizing signposts • Directed writing, writing a paragraph **Moving into Engineering** **Unit 2: The skills you need** • Jobs and types of engineering jobs • Good workers • Directed writing, writing a paragraph **Moving into Science** **Unit 2: It's just the job** • Jobs in science • Soft skills and hard skills • Types of scientific jobs • Good workers • Directed writing, writing a paragraph	6
3.	**Moving into Information Technology** **Unit 3: From data to action**	6

	• Data information and action • Input, process and output • Defining and understanding a process • Writing paragraphs **Moving into Engineering** **Unit 3: Working with machines** • tools • fasteners • simple and compound machines • talking about tools • writing paragraphs **Moving into Science** **Unit 3: Building the world** • elements, compounds, and mixtures • chemical reactions, laboratory equipment • talk about laboratory instruments • writing paragraphs	
4.	**Moving into Information Technology** **Unit 4: the best customer services** • How to keep the customers/clients happy and satisfied • Website designing • Market research • Writing paragraphs **Moving into Engineering** **Unit 4: Fit for purpose** • Types and properties of materials • Stress and strain • Taking/making notes during a talk • Asking for directions • Writing paragraphs **Moving into Science** **Unit 4: What is life?** • Animals, plants, senses, genetics • Taking notes during a talk • Talking about food and drink • Writing paragraphs	6
5.	**Moving into Information Technology** **Unit 5: Always on** • The Internet, the worldwide web, online activities • Inventors and inventions in IT • Taking notes of interviews • Writing emails, writing cover letters and applying for a job	6

	Moving into Engineering **Unit 5: Starting and stopping** • Energy conversion, Newton's laws of motion, • Friction, acceleration • Apologizing, offering, accepting and refusing help • Writing emails, writing cover letters and applying for a job **Moving into Science** **Unit 5: Conservation of energy** • Conservation of energy • Energy transfer • Conservation of mass and mass transfer • Taking notes of interviews • Asking for help and explaining • Writing emails, writing cover letters and applying for a job	
6.	**Moving into Information Technology** **Unit 6: Starting up** • Types of IT companies • Games apps, flow charts • Attending/conducting a meeting • Buying products and services • Writing emails, writing cover letters and applying for a job **Moving into Engineering** **Unit 6: Inspiration and perspiration** • Heating and cooling • Destructive and non-destructive testing • Mechanical safety • Attending/conducting a meeting • Writing paragraphs, talking about shapes • Writing emails, writing cover letters and applying for a job **Moving into Science** **Unit 6: We're all in this together** • Adaptations • Food chains • Food webs, ecosystems • Attending/conducting a meeting, meeting new people • Writing paragraphs	6

	• Writing emails, writing cover letters and applying for a job	
7.	**Moving into Information Technology** **Unit 7: Now you're talking** • Good communication • Communication problems • Taking and leaving messages • Writing good emails, replying to emails • Preparing and meeting deadlines **Moving into Engineering** **Unit 7: Now you're talking** • Good communication • Communication problems • Taking and leaving messages • Writing good emails, replying to emails • Preparing and meeting deadlines **Moving into Science** **Unit 7: Now you're talking** • Good communication • Communication problems, barriers to communication, emails, notes etc. etc. • Taking and leaving messages • Writing good emails, replying to emails • Preparing and meeting deadlines	6
8.	**Moving into Information Technology** **Unit 8: Cycle of life** • Life cycle analysis • Describing trends • Companies strategies for growth • Referring to graphs, describing graphs • Giving good or bad news • Types of reports and drafting a report **Moving into Engineering** **Unit 8: Finding fault** • Mechanical failures • Causes of failures • Designing for safety • Working in a team and team work • Talking about accidents, scanning for names and numbers • Types of reports and drafting a report	6

	Moving into Science **Unit 8: Staying in control** • Homeostasis • Body systems • Illnesses • Referring to graphs • Talking about health • Types of reports and drafting a report	
9.	**Moving into Information Technology** **Unit 9: Green IT** • Your carbon footprint • Green issues in IT • Reducing the environmental effects of IT • Team work, arranging/convening a meeting • Writing a report **Moving into Engineering** **Unit 9: Going green** • Carbon footprint • Life cycle analysis • Petrol vs electric cars • Dealing with end of life • Arranging a meeting • Writing a report **Moving into Science** **Unit 9: Saving the planet** • Your carbon footprint • Carbon/oxygen cycle • Renewable energy • Going green • Team work, arranging a meeting • Writing a report	6
10.	**Moving into Information Technology** **Unit 10: How to get a good a job** • Job applications • Interview skills • Body language in job interviews • Giving yourself time to think • Getting through the first day **Moving into Engineering** **Unit 10: How to get a good a job** • Job applications • Interview skills • CVs	6

	• Body language in interviews • Getting through the first day **Moving into Science** **Unit 10: How to get a good a job** • Job advertisements • Interview skills • Body language in job interviews • First impressions • CVs • Getting through the first day	
Total		60

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	4	10%
2.	Midterm Exam	7	20%
3.	Oral Presentation	9	15%
4.	Written Assignment (Report)	9	15%
5.	Preparing a Portfolio	11	10%
6.	Final Exam	15	30%
			100%

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Phillips, A., & Phillips, T. (2019). *Moving into Information Technology: Pre-Intermediate.* Reading: Garnet Education. Phillips, A., & Phillips, T. (2019). *Moving into Science: Pre-Intermediate.* Reading: Garnet Education. Phillips, A., & Phillips, T. (2019). *Moving into Engineering: Pre-Intermediate.* Reading: Garnet Education.
Supportive References	Phillips, A., & Phillips, T. (2019). *Moving into Information Technology: Pre-Intermediate.* Reading: Garnet Education. Phillips, A., & Phillips, T. (2019). *Moving into Science: Pre-Intermediate.* Reading: Garnet Education. Phillips, A., & Phillips, T. (2019). *Moving into Engineering: Pre-Intermediate.* Reading: Garnet Education.
Electronic Materials	quizlet.info/garnet-esap-IT quizlet.info/garnet-esap-engineering quizlet.info/garnet-esap-science
Other Learning Materials	quizlet.info/garnet-esap-IT Moving into IT Audio DVD & CD quizlet.info/garnet-esap-engineering Moving into Engineering Audio DVD & CD quizlet.info/garnet-esap-science Moving into Science Audio DVD & CD

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, laboratories & simulation rooms
Technology equipment (projector, smart board, software)	Projector, smart boards
Other equipment (depending on the nature of the specialty)	English Language Club

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, Peer Reviewer	Indirect methods: using Surveys. Direct method through Class Observations
Effectiveness of students assessment	Students, Faculty	Indirect method: Survey. Direct method through review sample the students' work, (e.g., exams, quizzes), and Course Report
Quality of learning resources	Teaching Faculty	Direct methods: Surveys
The extent to which CLOs have been achieved	Teaching Faculty	Direct method: Course Report (Using a matrix that calculates students' overall performance compare it with a target benchmark.)
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	COUNCIL OF THE DEPARTMENT OF LANGUAGES AND TRANSLATION
REFERENCE NO.	COUNCIL NO: 23
DATE	8 MAY 2024