Kingdom of Saudi Arabia
Ministry of Education
Prince Sattam Bin Abdulaziz University
College of Science & Humanities
The Department of English & Literature

المملكة العربية السعودية
وزارة التعليم
جامعة الأمير سطام بن عبدالعزيز
كلية العلوم والدراسات الإسلامية
قسم اللغة الإنجليزية وآدابها

# وصف المقرر
# Course Description

| | |
|---|---|
| **Course Code: ENGL1604** | الرمز والرقم: نجم 1604 |
| **Course Title: English for Technical Purposes** | أسم المقرر: اللغة الإنجليزية للتخصصات العلمية |
| **Credit Hours: 3** | الوحدات الدراسية: 3 |
| **Level: 3** | المستوى: 3 |
| **Prerequisites: None** | متطلب سابق: لا يوجد |

**Course Description:**

The course introduces reading, writing, speaking, and listening of English for the special purposes required of students in the disciplines of science and technology. Students discuss, read, and write to improve their vocabulary, spoken and written responses to specialized texts used in science and technology. Students learn to identify and create these specialized texts, spoken and written, from a wide variety of technological fields and practical situations. Students also learn to use a wide range of technical and scientific vocabulary in this course.

**Course Objectives & Learning Outcomes:**

The main objective of this course is to prepare students of science and technology to be good communicators and active users of the English language, ready to explain and understand technical issues by making use of specific vocabulary.

The main learning outcomes for students enrolled in the course can be summarized in the following:

This course is designed to enhance students' proficiency in scientific communication by first enabling them to define and comprehend specialized terminologies and jargon. Through practical exercises, students will develop the ability to accurately match and select the right technical words, phrases, and meanings from given variables. The course also focuses on labeling gadgets, scientific systems, and structures, emphasizing the application of language tools in technical situations. Students will gain insight into differentiating between parts of speech and their forms in both oral and written technical expressions. Moreover, the course encourages proactive participation in collaborative settings, fostering effective engagement in pairs, groups, or classroom environments.

**4. Course Textbook:**

**Sydes, J. (2010): Tech Talk, Intermediate, Second Edition, Oxford University Press.**

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-104
2022

# Course Specification

| | |
|---|---|
| Course Title: | **English for Technical Purposes** |
| Course Code: | **ENGL1604** |
| Program: | **Bachelor in Science** |
| Department: | **Department of English Language and Literature** |
| College: | **College of Sciences and Humanities** |
| Institution: | **Prince Sattam bin Abdulaziz University** |
| **Version:** | **T-104- 2022** |
| **Last Revision Date:** | **October 1st 2023** |

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# Table of Contents:

# A. General information about the course:

| Course Identification |
|---|
| 1. Credit hours: 3 |
| 2. Course type |
| a. University ☐ College ☒ Department☐ Track☐ Others☐ |
| b. Required ☒ Elective☐ |
| 3. Level/year at which this course is offered: Level 2, First Year |
| 4. Course general Description |

The course introduces reading, writing, speaking, and listening of English for the special purposes required of students in the disciplines of science and technology. Students discuss, read, and write to improve their vocabulary, spoken and written responses to specialized texts used in science and technology. Students learn to identify and create these specialized texts, spoken and written, from a wide variety of technological fields and practical situations. Students also learn to use a wide range of technical and scientific vocabulary in this course.

5. Pre-requirements for this course (if any): none

6. Co- requirements for this course (if any): none

7. Course Main Objective(s)

The main objective of this course is to prepare students of science and technology to be good communicators and active users of the English language, ready to explain and understand technical issues by making use of specific vocabulary.

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

| No | Mode of Instruction | Contact Hours | Percentage |
|---|---|---|---|
| 1. | Traditional classroom | 6 | % 100 |
| 2. | E-learning | -- | |
| 3. | Hybrid<br>• Traditional classroom<br>• E-learning | -- | |
| 4. | Distance learning | -- | |

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

| No | Activity | Contact Hours |
|---|---|---|
| 1. | Lectures | 48 |
| 2. | Laboratory/Studio | -- |
| 3. | Field | -- |
| 4. | Tutorial | -- |
| 5. | Others (Exercises) | 48 |
| | Total | 96 |

## 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 | Define scientific terminologies and jargon of specific nature. | K1 | - Instructions<br>- Pair and group work<br>- task based exercises | -Written & Online assessments (tests/finals/homework) |
| 1.2 | Match/select correct technical words/phrases/meanings from a set of variables. | K2 | --Instructions<br>- Pair and group work<br>- task based exercises | -Written & Online assessments (tests/finals/homework) |
| 1.3 | Label gadgets and scientific systems and structures. | K3 | --Instructions<br>- Pair and group work<br>- task based exercises | - Written & Online assessments (tests/finals/homework) |
| 2.0 | Skills | | | |
| 2.1 | Apply the understanding of tools of language appropriately in technical situations | S1 | --Instructions<br>- Pair and group work<br>- task based exercises | - Written & Online assessments (tests/finals/homework) |
| 2.2 | Differentiate between parts of speech and their forms in technical expressions, oral and written. | S2 | --Instructions<br>- Pair and group work<br>- task based exercises | - Written & Online assessments (tests/finals/homework) |
| 3.0 | Values, autonomy, and responsibility | | | |
| 3.1 | Participate proactively in pairs or groups or class environment | V3 | - Teamwork<br>-Discussions<br>-Imaginative strategy | -Teacher observation<br>-presentations |

## C. Course Content

| No | List of Topics | Contact Hours |
|---|---|---|
| 1. | UNIT 1: WHAT'S UP?<br>• Jobs: Present Simple vs. Present continuous and Present Perfect (How long have you been working here?)<br>• Emails: Openings and closings | 6 |
| 2. | UNIT 2: TELL ME ABOUT IT.<br>• Specifications: Measurement and dimension vocab question forms<br>• Features And Benefits:<br>Technical vs. persuasive description | 6 |
| 3. | UNIT 3: WHAT'S NEXT?<br>• Giving Instructions Sequences; first, then, next, after that, when, once<br>• MECHANISMS: Relative Clauses Which and that Machine part vocab.<br>REVIEW AND REMEMBER 1<br>• Jobs and how does it work/size and distance | 6 |
| 4 | UNIT 4: HOW'S IT DONE.<br>• Describing fixes: Repair vocab. Explaining processes: Active vs. passive and past passive forms | 6 |
| 5. | UNIT 5: WHERE ARE YOU?<br>• Welcoming Greetings Visitors: and farewells, Requests, offers, apologies.<br>• Tracking Quantifiers: Much, Many, a lot of, too many, plenty of, several both… Countable Vs. Uncountable Nouns: Little vs. few | 6 |
| 6. | UNIT 6: LOOKING AHEAD<br>• Planning: First conditional, if, unless, in case.<br>• Making Comparisons: More/less/fewer than.<br>• Intensifiers: Much/far/ a lot ….<br>REVIEW AND REMEMBER 2<br>• Processes, socializing and carbon footprint | 6 |
| 7. | UNIT 7: CAN YOU EXPLAIN?<br>• Rules And Regulations Can/can't/must/mustn't …don't have to<br>• Equipment Documentation Locating information in a manual Noun phrases. | 6 |
| 8. | UNIT 8: TAKE CARE<br>• Causes And Results: Cause effect verbs; Negative prefixes<br>Reporting accidents, Past simple vs. past continuous | 6 |
| 9. | UNIT 9: LETS IMAGINE:<br>• Materials: Properties vocab. Would and could<br>• INVENTIONS<br>• Mixed conditionals | 6 |

| | | |
|---|---|---|
| | • First vs. second conditional<br>REVIEW AND REMEMBER 3<br>• Future possibilities | |
| 10. | UNIT 10: EXPLAINING HOW<br>• Chemical Reactions Vocab Prepositions<br>• MAKING CONVERSATION<br>• Active Listening Strategies Used to do vs. Used to doing | 6 |
| 11. | UNIT 11: WHAT DO YOU THINK?<br>• Making Predictions Expressing certainty and uncertainty<br>• Weighing Alternatives Gradable and un-gradable adjectives | 6 |
| 12 | UNIT 12: WHAT'S THE PROBLEM?<br>• HANDLING COMPLAINTS:<br>• Providing explanations and making promises<br>• Mitigating language seems, appears, looks, sounds - Pages 54-55 DESCRIBING DAMAGE:<br>Go/get/become + (adjective)<br>• Damage vocabulary: bent, clogged, rusty, cracked, etc. - Pages 56-57<br>Review and Remember 4<br>• Prepositions plus –ing<br>• Damage and how does it work? - Pages 58–59 | 6 |
| 13 | UNIT 13: WHAT HAVE YOU DONE?<br>• SKILLS AND EXPERIENCE:<br>• Present Perfect vs. Past Simple: finished actions - Pages 60–61<br>• REPORTING PROGRESS:<br>• Mixed passive forms: has been done/ has to be done/ can't be done/ should be done/ is being done - Pages 62–63 | 6 |
| 14 | UNIT 14: WHAT'S THAT EXACTLY?<br>• TECHNICAL WRITING:<br>• Punctuation and Capitalization<br>• Making corrections and improvements on written drafts - Page 64–65<br>• MEASUREMENTS AND CONVERSIONS:<br>• Saying calculations, saying results and approximations - Pages: 66–67 | 6 |
| 15 | UNIT 15: WHERE DOES IT GO?<br>DESCRIBING LOCATIONS:<br>• Direction expressions: heads north, veers to the left, runs parallel to, gets between, etc. - Pages 68– 69<br>• GETTING ORGANIZED<br>• Multi-part verbs: clean up, hold onto, come up with, get rid of, etc. - Pages 70–71<br>REVIEW AND REMEMBER 5<br>• Converting measurements and what's happened? / Prepositions - Pages 72-73 | 6 |
| 16 | Revision | 6 |

| Total | 96 |
|---|---|

## D. Students Assessment Activities

| No | Assessment Activities * | Assessment timing (In week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 1. | Midterm | 9 th - 10 th week | 20 % |
| 2. | Final Project | 15 th week | 10% |
| 3. | Final Exam | 19 th - 20 th week | 50 % |
| 4. | Quizzes | Tri-weekly | 10% |
| 5. | Homework | Tri-weekly | 5% |
| 6. | Participation | Daily | 5 % |
| | TOTAL | | 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 | - Tech talk – Oxford University press intermediate student's book. By Vicki Hollett.<br>- Tech Talk Workbook |
| Supportive References | - Multilingual and Monolingual technical dictionaries |
| Electronic Materials | - Use of blackboard<br>- Kahoot website www.kahoot.com) |
| Other Learning Materials | Pamphlets, handouts on various technical subjects, topics for general reading and vocabulary improvement |

## 2. Required Facilities and equipment

| Items | Resources |
|---|---|
| facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Classrooms should be large enough to accommodate 30 students and equipped with a projector |
| Technology equipment (projector, smart board, software) | - Wireless Internet to access online learning resources.<br>-Smart boards, speakers, audio and video components, computers, headphones. |

| Items | Resources |
|---|---|
| Other equipment (depending on the nature of the specialty) | -Reasonable collection of language learning related audio-video materials. |

## F. Assessment of Course Quality

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| Effectiveness of teaching | • Peer Reviewer observation.<br>• Students | Course evaluation survey on students |
| Effectiveness of students' assessment | Independent member teaching staff | Check marking by an independent member teaching staff of samples of student work. |
| Quality of learning resources | Students | Survey |
| The extent to which CLOs have been achieved | Developmental quality unit | Learning outcomes assessment |
| Other | | |

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

Assessment Methods (Direct, Indirect)

## G. Specification Approval Data

| | |
|---|---|
| COUNCIL /COMMITTEE | |
| REFERENCE NO. | |
| DATE | |