



## **ELI 102**

### **Course Syllabus**

**Course Title:** English Language Level Two

**Course Code:** ELI 102

**Course Prerequisite:** Successful completion of ELI 101 or an Oxford Online Placement Test score corresponding to high beginner proficiency level.

**Credits:** There are two credits for this course. Successful completion of ELI 102 is the prerequisite for taking ELI 103. Successful completion of ELI 103 and ELI 104 gives students the necessary credits to meet the Foundation Year English requirement.

**Course Description:** ELI 102 is an elementary level course aiming to build and further develop language proficiency at A2 Waystage level on the Common European Framework of Reference for Languages (CEFR), moving towards a higher level of proficiency at this stage. It is a seven-week module course with 18 hours of instruction each week.

**Course Goal:** The course aims at helping learners to achieve an overall English language proficiency of high Basic User defined as A2 level on the Common European Framework of Reference for Languages (CEFR), developing social language functions such as greeting people, asking about work and free time, and making invitations.

**Course Objectives:** The course is intended to accomplish its goal in one full academic module of 7 weeks through developing students' language skills to:

1. Read and understand simple texts and a range of high frequency vocabulary\* in context.
2. Understand simple, spoken texts on familiar topics and talk about aspects of personal and everyday life, using appropriate vocabulary\* and stress, intonation and rhythm.
3. Write simple cohesive paragraphs on familiar topics using appropriate vocabulary\*.
4. Demonstrate some control of everyday high frequency\* vocabulary and essential grammatical structures allowing for occasional inconsistencies.

\* vocabulary from the word lists for units 2-4 and 7-13

**Student Learning Outcomes (SLOs):** See the detailed 102 SLOs document in the ELI Curriculum Guide 2012/2013.

**Learner Training:** Learner training is essential to the achievement of the Learning Outcomes. It helps learners select and implement appropriate learning strategies and resources, monitor their own use of strategies and change them if necessary, and monitor the effectiveness of their own learning. It covers a range of learner needs including dictionary use, taking notes, vocabulary notebook, questioning, learners' collaboration, learner autonomy, and self-study and revision skills using the Learning Management System (LMS) for online practice.

For more information, see the detailed 102 SLOs document in the ELI Curriculum Guide 2012/2013.

**Course Materials:** The core textbook is *Soars, John and Liz, (2011), New Headway Plus Elementary Student's Book, Special Edition, Oxford University Press* with the following support resources:

- Workbook with DVD-ROM.
- Learning Management System (LMS) for online practice at [www.headwayplusonline.com](http://www.headwayplusonline.com) accessed with the Student's Access Code found in the back of the Student's Book.
- Headway Plus Elementary Writing Guide for additional writing support.

**Course Length and Pacing:** ELI 102 consists of 18 hours of class time each week. The English Language Institute follows a modular system with two modules taught in each academic semester. Thus, the course length for ELI 102 is one module of seven calendar weeks which allows for a total of 126 hours of class time each module. The 102 Instructor's Pacing Guide is designed on a weekly basis, specifying available materials and providing instructors with a degree of flexibility, allowing ample class time for language practice, and for the incorporation of relevant supplementary materials to facilitate SLO achievement. It also emphasizes regular Learner Training as an essential component of the learning process.

[http://eli.kau.edu.sa/Default.aspx?Site\\_ID=126&Lng=AR](http://eli.kau.edu.sa/Default.aspx?Site_ID=126&Lng=AR)

**Assessment:** Student achievement is measured from a variety of assessment perspectives, including mid-module and final examinations (70%), two writing examinations (10%), two speaking examinations (10%) and continuous assessment/portfolio (10%). The mid-module and final examinations focus on listening and reading comprehension, grammar usage, and vocabulary. Continuous assessment/portfolio includes writing and reading assignments.

The assessment tools are designed and administered as follows:

**Mid-Module Examination:**

- o Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary.
- o Format: Multiple Choice Questions (MCQs).
- o Frequency: One mid-module exam.
- o Time: 90 minutes.
- o Weight: 30% of final grade.

**Final Examination:**

- o Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary.
- o Format: Multiple Choice Questions (MCQs).
- o Frequency: One at end of module.
- o Time: 105 minutes.
- o Weight: 40% of final grade.

**Writing Examination:**

- o Content: One or two cohesive narrative or descriptive paragraph(s), using facts, opinions, appropriate introduction and flow of events, accurate spelling, appropriate grammatical and lexical range and accuracy for this level in legible, neat, and comprehensible writing.
- o Frequency: Two per module.
- o Time: 30 minutes.
- o Weight: 10% of the final grade.

**Speaking Examination:**

- o Content: Simple oral communication using high frequency vocabulary and basic sentence structures for this level.
- o Format: Interview followed by a picture description.
- o Frequency: Two per module.
- o Approximately 5 minutes.
- o Weight: 10% of the final grade.

**Continuous Assessment (Portfolio):**

- o Content: A variety of writing tasks and Reading Circles' assignments.
- o Format: Headway Plus Beginner Writing Guide and Graded Readers.
- o Weight: 10% of the final grade.

**Disclaimer:** Dates for the examinations will vary each module depending on the University calendar. Exact dates will be announced. Students are expected to present original work in all examinations. Plagiarism or copying the work of others in any form invalidates a test assessment, resulting in no credit or mark for that work.