



T-104  
2022

## Course Specification



Course Title: <b>The Culture of the English Language</b>
Course Code: <b>ENG26245</b>
Program: <b>BA, English Language</b>
Department: <b>Department of English</b>
College: <b>College of Arts</b>
Institution: <b>University of Bisha</b>
Version: <b>1444 H</b>
Last Revision Date: <b>22 February 2023</b>



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## A. General information about the course:

### 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: Level-3/Year-2

#### 4. Course general Description

This course targets to familiarize the students with the English language culture to carry out in-depth studies in English. It will also broaden the learners' intercultural reading experience and stimulate a greater appreciation of English language. Learners will have the opportunity to learn how English language was evolved and how the British history and culture shaped the modern Britain. The course will help students to develop an appreciation of English people and cultures, enhancing students' multicultural understanding, which will prepare them for successful careers in areas such as education, law and government, business management, writing and research.

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

6. Co- requirements for this course (if any):

#### 7. Course Main Objective(s)

By the end of the course, learners will be able to:

1. Demonstrate understanding of English language in its native culture.
2. Develop a sense of the cultural aspects of the peoples who speak the English language.
3. Recognize political, social and economic factors that influence components of English language and the culture.
4. Demonstrate understanding of the historical, social, and political context of literary works.
5. Demonstrate knowledge of the chronology, narrative, major events, personalities and turning points of the history of Britain.
6. Show their familiarity with major events, personalities and issues related to English culture and history.
7. Use cultural and historical information to make judgments on cultural and historical topics.
8. Demonstrate the ability to understand written texts.

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

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	25.5	85%
2.	E-learning	4.5	15%
3.	Hybrid	0	%0



No	Mode of Instruction	Contact Hours	Percentage
	<ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4.	Distance learning	0	%0

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

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	0
	Total	30





## 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	Recognize the culture of English language in order to facilitate understanding the future study of the English Major content courses.	K3	<ul style="list-style-type: none"> <li>• Lecturing.</li> <li>• E-learning lectures.</li> <li>• Corrective feedback.</li> <li>• Pair/Group Work.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes.</li> <li>• Assignments.</li> <li>• Activities (Online-classroom-homework).</li> </ul>
1.2	Relate knowledge of the British culture and the history of Britain and its literature.	K4	<ul style="list-style-type: none"> <li>• Demos.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Oral tests.</li> <li>• Term/Final exams.</li> </ul>
2.0	• Skills			
2.1	Categorize the culture of English language and its history.	S1	<ul style="list-style-type: none"> <li>• Lecturing.</li> <li>• Presentation.</li> <li>• Corrective feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes.</li> <li>• Assignments.</li> <li>• Activities (Online-classroom-homework).</li> </ul>
2.2	Appraise the nature of English language.	S1	<ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Eclectic Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Oral tests.</li> <li>• Term/Final exams.</li> </ul>
2.3	Distinguish the English culture from the Arabic culture.	S4	<ul style="list-style-type: none"> <li>• Task based activities.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Oral tests.</li> <li>• Term/Final exams.</li> </ul>
3.0	Values, autonomy, and responsibility			
3.1	To become independent and initiative in learning the English language.	V1	<ul style="list-style-type: none"> <li>• Demos</li> <li>• Self-study</li> <li>• Flipped Classroom</li> <li>• Task-Based Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments.</li> <li>• Activities (Online-classroom-homework).</li> </ul>
3.2	To exhibit teamwork skills and responsibility.	V2		
3.3	To show interculturality and flexibility in dealing with foreign culture aspects.	V3		





## C. Course Content

No	List of Topics	Contact Hours
1.	<b>Orientation</b>	3
<b>An Illustrated History of Britain</b>		
2.	<b>The Saxon invasion:</b> The invaders, Government and society, Christianity: the partnership of Church and state, The Vikings, Who should be king?	3
3.	<b>The Celtic kingdoms:</b> Wales, Ireland, Scotland	3
4.	<b>Government and society:</b> The growth of government, Law and justice, Religious beliefs, Ordinary people in country and town. Language, literature and culture	3
5.	Government and society: <b>The condition of women. Language and culture</b>	3
6.	<b>Chapter 10: The birth of the nation state:</b> The new monarchy, The Reformation <b>Chapter 12: Government and society:</b> Domestic life. Language and culture	3
7.	<b>Chapter 17: Life in town and country:</b> Town life, The rich, The countryside, Family life <b>Chapter 18: The years of revolution:</b> Industrial revolution	3
8.	<b>The years of self-confidence:</b> The railway, The rise of the middle classes, The growth of towns and cities, Population and politics, Queen and monarchy, Queen and empire.	3
9.	<b>Britain at war:</b> The First World War, The rise of the Labour Party, The Second World War	3
10.	<b>The age of uncertainty:</b> The years of discontent, The new politics, Britain: past , present and future	3
Total		30

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<b>Quizzes</b>	-----	<b>10%</b>
2.	<b>Midterm</b>	<b>8-9</b>	<b>20%</b>
3.	<b>Activities (class-online)</b>	-----	<b>10%</b>
4.	<b>Assignments</b>	-----	<b>5%</b>
5.	<b>Participation</b>	-----	<b>5%</b>
6.	<b>Final Exam</b>	<b>15<sup>th</sup></b>	<b>50%</b>
...			

\*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	<ol style="list-style-type: none"> <li>1. <a href="#">David McDowall</a> (1989), An Illustrated History of Britain. Longman Background Books.</li> <li>2. Supplementary Materials.</li> </ol>
Supportive References	<ol style="list-style-type: none"> <li>1. Kenneth O. Morgan (200), The Oxford Illustrated History of Britain (Oxford Illustrated Histories)</li> <li>2. William Henry Hudson (2012 Edition) An Outline History of English Literature</li> <li>3. G. C. Thornley Gwyneth Roberts (2003), An Outline of English Literature, Longman Group Limited.</li> </ol>
Electronic Materials	Blackboard online Activities.
Other Learning Materials	

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	A well-equipped classroom with a smart board, data show.
Technology equipment (projector, smart board, software)	Electronic whiteboards, movable whiteboards, projector, and educational software, cables to connect laptops to projectors and either speakers or CD players for audio educational materials.
Other equipment (depending on the nature of the specialty)	High-speed internet and intranet connections.

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teacher</li> <li>• Program Coordinator</li> <li>• Peer Reviewers</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires.</li> <li>• Direct feedback.</li> <li>• Peer reviews reports.</li> <li>• Class observations and reviews.</li> <li>• Annual staff reports.</li> <li>• Course and program reports.</li> </ul>





Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of students assessment	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Direct feedback.</li> <li>Peer reviews reports.</li> <li>Class observations and reviews.</li> <li>Annual staff reports.</li> <li>Course and program reports.</li> <li>Exam paper evaluation</li> </ul>
Quality of learning resources	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire.</li> <li>Course and program reports.</li> </ul>
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Exam results analysis.</li> <li>Course and program reports.</li> </ul>
Effectiveness of improvement plans	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Course and program reports.</li> </ul>

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

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data

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

