



23 Course Specification of English (4)

I. Course Identification and General Information:					
1	Course Title:	English 4			
2	Course Code & Number:	BR102			
3	Credit hours:	C.H			Credit Hours
		Th.	Tu.	Pr.	Tr.
		2	-	-	-
4	Study level/ semester at which this course is offered:	Level 2 Semester II			
5	Pre –requisite (if any):	English 1, 2 & 3			
6	Co –requisite (if any):	N/A			
8	Program (s) in which the course is offered:	Civil Engineering			
9	Language of teaching the course:	English			
10	Location of teaching the course:	Faculty of Engineering			
11	Prepared By:	Shorouq Al-Olofy			
12	Date of Approval				

II. Course Description:
<p>This course, focuses mainly on strengthening the students' English skills in speaking and writing at advanced level. It consists of two main sections which are speaking and writing. Its primary objective is to engage the students in a variety of speaking activities such as debates, conversation, describing...etc., which helps the students to speak fluently and accurately without inhibition. Another major aim is to guide them how to write English texts correctly in general and technical texts related to their major in particular. It also focuses on some basic strategies to expand their vocabulary according to their field of study.</p>

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III. Course Intended learning outcomes (CILOs) of the course		Referenced PILOs
a.1	Define a variety of functional writings tasks with special focus on technical writing such as emails, describing graphs, memos, reports, CVs, which enable them to master the basic requirements of practical writing and become familiar with stylistic characteristics in order to write properly.	
a.2	Illustrate their ability in reading English articles fluently and quickly- within a limited time- as well as the writing/presenting critical analysis of the reading materials showing the rate of their comprehension.	
a.3	List the vocabs according to their field of study.	
b.1	Choose the various technical texts fluently and correctly.	
c.1	Integrate English skills, listening, speaking, reading and writing, at an advanced level.	
d.1	Practice the language fluently and effectively without hesitation.	D1
d.2	Write fluent as possible.	D3
d.3	Assess self-learning methodologies.	D5

(A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
a1. Define a variety of functional writings tasks with special focus on technical writing such as emails, describing graphs, memos, reports, CVs, which enable them to master the basic requirements of practical writing and become familiar with stylistic characteristics in order to write properly.	Lectures Tutorials Self- Directed Learning Group & Individual Activities Analysis and Problem Solving Using Technical Devices	Assignments, Discussion, Activities, Written and Oral Tests

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a2. Illustrate their ability in reading English articles fluently and quickly- within a limited time- as well as the writing/presenting critical analysis of the reading materials showing the rate of their comprehension.	Lectures Tutorials Self- Directed Learning Group & Individual Activities Analysis and Problem Solving Using Technical Devices	Assignments, Discussion, Activities, Written and Oral Tests
a3. List the vocabs according to their field of study.	Lectures Tutorials Self- Directed Learning Group & Individual Activities Analysis and Problem Solving Using Technical Devices	Assignments, Discussion, Activities, Written and Oral Tests

(B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
b.1 Choose the various technical texts fluently and correctly.	Lectures Tutorials Self- Directed Learning Group & Individual Activities Analysis and Problem Solving Using Technical Devices	Assignments, Discussion, Activities, Written and Oral Tests

C Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
c1. Integrate English skills, listening, speaking, reading and writing, at an advanced level.	Lectures Tutorials Self- Directed Learning	Assignments, Discussion,

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	Group & Individual Activities Analysis and Problem Solving Using Technical Devices	Activities, Written and Oral Tests
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(D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
d1. Practice the language fluently and effectively without hesitation.	-lecture -individual work -pair and group work -Using Technical Devices	Assignments, Discussion, Activities, Written and Oral Tests.
d2. Write fluent as possible.	-lecture -Tutorials -individual work -pair and group work -Using Technical Devices	Assignments, Discussion, Activities, Written and Oral Tests
d3. Assess self-learning methodologies.	-lecture -individual work -pair and group work -Using Technical Devices	Assignments, Discussion, Activities, Written and Oral Tests

IV. Course Content:					
<ul style="list-style-type: none"> Distribution of Semester Weekly Plan Of course Topics/Items and Activities. 					
A – Theoretical Aspect: Writing & Speaking Sections					
Order	Topics List	Learning Outcomes	Sup Topics List	Week Due	Contact Hours
1	Introduction to the Course	a1, a2, a3, b1, c1, d1, d2, d3	<u>Discussion</u> <ul style="list-style-type: none"> Talking about the system, strategies, techniques and syllabus of the course. Asking the students some questions related to the topics of the course 	1	2

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IV. Course Content:					
<ul style="list-style-type: none"> Distribution of Semester Weekly Plan Of course Topics/Items and Activities. 					
A – Theoretical Aspect: Writing & Speaking Sections					
Order	Topics List	Learning Outcomes	Sup Topics List	Week Due	Contact Hours
			<p>to know their information.</p> <p>Examples:</p> <p>-How do would you prepare, behave and perform if you were an interviewee for getting a job.... etc.</p> <ul style="list-style-type: none"> Dividing the students into groups and telling them about their tasks for speaking activities. 		
2	Reading & Writing1:	a1, a2, a3, b1, c1, d1, d2, d3	<p><u>Writing Emails</u></p> <ul style="list-style-type: none"> Definition & instructions of writing emails Discussing and doing the exercise of the lesson. Checking the students writing <p><u>Reading: Technical Passage1</u></p> <ul style="list-style-type: none"> Each student is asked to read the passage quickly-within a limited time and then answer its questions and explain the meaning of the new vocabs. 	1	2
3	Listening & Speaking1:	a1, a2, a3, b1, c1, d1, d2, d3	<p><u>Listening</u></p> <p>The students listen to a report about studying engineering in some developed countries</p> <p><u>Speaking: Debate about Faculty of Engineering, Positive & Negatives</u></p> <ul style="list-style-type: none"> The students are divided into two teams, one speaks about the positives of the Faculty of 	1	2

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IV. Course Content:					
<ul style="list-style-type: none"> Distribution of Semester Weekly Plan Of course Topics/Items and Activities. 					
A – Theoretical Aspect: Writing & Speaking Sections					
Order	Topics List	Learning Outcomes	Sup Topics List	Week Due	Contact Hours
			Engineering from different aspects of view and the another speaks about the negatives.		
4	Reading & Writing2:	a1, a2, a3, b1, c1, d1, d2, d3	<p><u>Writing: Describing Graphs</u></p> <ul style="list-style-type: none"> Definition & instructions of describing graphs Discussing and doing the exercise of the lesson. Checking the students writing <p><u>Reading: Technical Passage2</u></p> <p>Each student is asked to read the passage quickly-within a limited time and then answer its questions and explain the meaning of the new vocabs</p>	1	2
5	Listening & Speaking2:	a1, a2, a3, b1, c1, d1, d2, d3	<p><u>Conversations</u></p> <p>The students are divided into groups. Some of them act the role of interviewers and the others act the role of interviewees.</p>	1	2
6	Reading & Writing3:	a1, a2, a3, b1, c1, d1, d2, d3	<p><u>Writing CVs</u></p> <ul style="list-style-type: none"> Definition & instructions of writing an CV Discussing and doing the exercise of the lesson. Checking the students writing. <p><u>Reading: Technical Passage3</u></p>	1	2

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<ul style="list-style-type: none"> Distribution of Semester Weekly Plan Of course Topics/Items and Activities. 					
A – Theoretical Aspect: Writing & Speaking Sections					
Order	Topics List	Learning Outcomes	Sup Topics List	Week Due	Contact Hours
			<ul style="list-style-type: none"> Each student is asked to read the passage quickly-within a limited time and then answer its questions and explain the meaning of the new vocabs. 		
7	Listening & Speaking3:	a1, a2, a3, b1, c1, d1, d2, d3	Summarizing The students listen to an audio, a story, conversation, or a report then they are asked to summarize what they have listened to.	1	2
8	Reading & Writing4:	a1, a2, a3, b1, c1, d1, d2, d3	Writing Memos <ul style="list-style-type: none"> Definition & instructions of writing a memo. Discussing and doing the exercise of the lesson. Checking the students writing. Reading: Technical Passage4 <ul style="list-style-type: none"> Each student is asked to read the passage quickly-within a limited time and then answer its questions and explain the meaning of the new vocabs. 	1	2
9	Listening & Speaking4:	a1, a2, a3, b1, c1, d1, d2, d3	Describing <ul style="list-style-type: none"> They students watch a video or pictures, and then they are asked to describe what they have understood. 	1	2
10	Writing 5 & Evaluation:	a1, a2, a3, b1, c1, d1, d2, d3	Writing Reports <ul style="list-style-type: none"> Definition & instructions of writing a report. 	1	2

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<ul style="list-style-type: none"> Distribution of Semester Weekly Plan Of course Topics/Items and Activities. 					
A – Theoretical Aspect: Writing & Speaking Sections					
Order	Topics List	Learning Outcomes	Sup Topics List	Week Due	Contact Hours
			<ul style="list-style-type: none"> Discussing and doing the exercise of the lesson. Checking the students writing. <p>Evaluation</p> <ul style="list-style-type: none"> Each student is supposed to write various technical texts correctly and fluently. 		
11	Reading Evaluation	a1, a2, a3, b1, c1, d1, d2, d3	<ul style="list-style-type: none"> Each student is supposed to read quickly and fluently within a limited time 	1	2
12	Listening Evaluation	a1, a2, a3, b1, c1, d1, d2, d3	<ul style="list-style-type: none"> They students listen to an audio then given some question to answer them. 	2	4
13	Speaking Evaluation	a1, a2, a3, b1, c1, d1, d2, d3	<ul style="list-style-type: none"> Each student has to give a presentation after choosing a useful topic not chosen by anyone else. 	1	2
Number of Weeks /and Units Per Semester				14	28

V. Teaching strategies of the course:
<ul style="list-style-type: none"> Lecture Group Activities Individual Activities Presentations Using Technical Tools

VI. Assignments:				
No	Assignments	Aligned CILOs(symbols)	Week Due	Mark
1	Reading & Writing 1	a1, a2, a3, b1, c1, d1, d2, d3	2 nd	0.5

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2	Listening & Speaking 1	a1, a2, a3, b1, c1, d1, d2, d3	3 rd	0.5
3	Reading & Writing 2	a1, a2, a3, b1, c1, d1, d2, d3	4 th	0.5
4	Listening & Speaking 2	a1, a2, a3, b1, c1, d1, d2, d3	5 th	0.5
5	Reading & Writing 3	a1, a2, a3, b1, c1, d1, d2, d3	6 th	1
6	Listening & Speaking 3	a1, a2, a3, b1, c1, d1, d2, d3	7 th	1
7	Reading & Writing 4	a1, a2, a3, b1, c1, d1, d2, d3	8 th	1
8	Listening & Speaking 4	a1, a2, a3, b1, c1, d1, d2, d3	9 th	1
9	Writing Evaluation	a1, a2, a3, b1, c1, d1, d2, d3	10 th	1
10	Reading Evaluation	a1, a2, a3, b1, c1, d1, d2, d3	11 th	1
11	Listening Evolution	a1, a2, a3, b1, c1, d1, d2, d3	12 th	1
12	Speaking Evaluation	a1, a2, a3, b1, c1, d1, d2, d3	13 th & 14 th	1

VII. Schedule of Assessment Tasks for Students During the Semester:

Assessment	Type of Assessment Tasks	Week Due	Marks	Proportion of Final Assessment
1	Writing Activities & Evaluation	Throughout the semester + 10 th	10	10%
2	Reading Activities & Evaluation	Throughout the semester + 11 th	10	10%
3	Listening Activities & Evaluation	Throughout the semester + 12 th	10	10%
4	Speaking Activities & Evaluation	Throughout the semester + 13 th & 14 th	10	10%
5	Final Exam(Written)	15 th	60	60%
Total			100	100%

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VIII. Learning Resources:

• Written in the following order: (Author – Year of publication – Title – Edition – Place of publication – Publisher).

1- Required Textbook(s) (maximum two).

- 1- Glendinning, Eric H. (2008). Technology 2 (Oxford English for Careers), New York: Oxford University Press-Writing Bank, p52-67.
- 2- Adrian Hanson, A & Dooley, J. (2017). Career Paths: Civil Engineering, EU: Express Publishing.

2- Essential References.

- Azar, B. (2009). Understanding and Using English Grammar, 4thed., Longman, White Plains, NY, USA.
- Brieger, N. & Pohl, A. Technical English Vocabulary and Grammar. Oxford: Oxford University Press.
- Eastwood, J. (2006). Oxford Practice Grammar – Intermediate. OUP.
- Glendinning and Mc Ewan. (2006). Oxford English for Information Technology. OUP.
- Ibboston, Mark. (2009). Professional English in Use (Engineering). Cambridge: Cambridge University Press.
- Langan, J. (2005). College Writing Skills, 6thed. McGraw-Hill Higher Education, New York, NY, USA.
- L.G. Alexander Longman. Advanced English Reading. (Volume 1/2), 2003.
- Murphy, R. (2012). English Grammar in Use. (4th edition).
- Required: Academic Writing for Graduate Students: Essential Tasks and Skills, 2nd ed. Swales & Feak, 2004, University of Michigan Press.
- Sasikumar, V. (2008). A Course in Listening and Speaking 2, Foundation Books. Cambridge University Press, India.
- Swan, M. Practical English Usage. Oxford: Oxford University Press.
- Tanka, J. et al. (2009). Interactions Listening and Speaking 1 Middle Eastern Edition, 6th ed., McGraw- Hill, New York, NY, USA.
- Wang Shouren, 2005. Extensive Reading. 2nd Edition. Shanghai Foreign Language Education Press.
- White, L. Engineering Workshop. Oxford: Oxford University Press.
- H.S. & Bazerman C. Reading Skills Handbook. 7th Wiener Edition. Boston: Houghton Mifflin Company, 1997.

3- Electronic Materials and Web Sites *etc.*

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- file:///C:/Users/Acer/Desktop/technical_english_for_civil_engineers_construction_basics.pdf
- <http://www.bbc.co.uk/>
- <http://www.bobthebuilder.com/usa/videos.asp>
- <http://www.ceca.co.uk/>
- <http://www.youtube.com/watch?v=p1nTeN8SDD4>
- www.englishlearning.com
- www.international.oac.bc.ca/pronunciation/
- www.elfs.com/eflsx.html
- www.esl-lab.com
- www.iteslj.org/questions/

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IX. Course Policies:	
Unless otherwise stated, the normal course administration policies and rules of the Faculty of Engineering apply. For the policy, see: -----	
1	Class Attendance: This semester isn't like the previous ones in which the marks of English 4 are given according to the activities and the performance of the student in every lecture, and if there an emergency situation, the student should contact with his/her teacher to take her permission and to tell him/ her what to do instead of the missed lecture.
2	Tardy: The student isn't allowed to enter the class after passing ten minutes of the teacher's entrance into the class.
3	Exam Attendance/Punctuality: -All students must come to exam on time and no excuses are accepted for late coming. He may be permitted to attend the exam half an hour late from exam beginning, after that s/he will not be permitted to take exam and s/he be dealt as absent in it. -If s/he absent from exam without any accepted excuse, s/ he will get zero marks. -Students who could not attend the exam due to official reason within 48 hours (illness, other reasons), they will be granted another chance in the Re-exam period and this chance will be considered as first chance. -The student is passed in exam by achieving an overall mark of 50% and or above, If the mark obtained in a course is less than 50% then the student will be considered fail and he will be granted a second chance (Re-Exam). The course overall mark after successful re-exam will be capped at 50%.
4	Assignments & Projects: - All assignment and projects have to be submitted on time. Late submission might result in deduction of marks.
5	Cheating: '- All students are required and expected to act and behave according to the University Academic Integrity Code of Conduct as explained and detailed in the student handbook. Punitive actions for any and all students not abiding by these rules is also outlined in the student handbook. - Any student caught in the act of or is suspected of cheating will receive a grade of "0" for that exam, quiz, project, or assignment. - Any student who assists, contributes, or in any way is found to be involved in helping another student cheat will receive an equivalent and equal penalty.'

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6	Plagiarism: The student will be expelled from the Faculty in case s/he attends the exam on behalf of another.
7	Other policies: -Using mobile phones isn't allowed neither in the class nor in exams, otherwise the students are asked to leave the hall. The student must be punished in case s/he misbehaves inside the class, at the time exam or with his/her teacher according to the University regulations. -All the teaching materials should be kept out the examination hall.

Reviewed By	<u>Vice Dean for Academic Affairs and Post Graduate Studies</u> <u>Dr. Tarek A. Barakat</u> <u>Dr. Riyadh A. Muharam</u> <u>Dr. Mohammad Algorafi</u>
	<u>Deputy Rector for Academic Affairs Dr. Ibrahim AlMutaa</u> <u>Dr. Ahmed mujahed</u> <u>Dr. Munaser Alsubri</u>

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Template for Course Plan (Syllabus)

I. Information about Faculty Member Responsible for the Course:						
Name of Faculty Member	Shorouq Al-Olofy	Office Hours				
Location & Telephone No.	+ 967772156264	SAT	SUN	MON	TUE	WED
E-mail	shorouq2alolofy@gmail.com		2		2	

II. Course Identification and General Information:					
1	Course Title:	<i>English 4</i>			
2	Course Code & Number:	BR102			
3	Credit hours:	C.H			
		Th.	Tu.	Pr.	Tr.
		2	-	-	-
4	Study level/ semester at which this course is offered:	Level 2 Semester II			
5	Pre –requisite (if any):	English 1, 2 & 3			
6	Co –requisite (if any):	N/A			
8	Program (s) in which the course is offered:	Civil Engineering			
9	Language of teaching the course:	English			
10	Location of teaching the course:	Faculty of Engineering			
11	Prepared By:	Shorouq Al-Olofy			
12	Date of Approval				

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III. Course Description:

This course, focuses mainly on strengthening the students' English skills in speaking and writing at an advanced level. It consists of two main sections which are speaking and writing. Its primary objective is to engage the students in a variety of speaking activities such as debates, conversation, describing...etc., which helps the students to speak fluently and accurately without inhibition. Another major aim is to guide them how to write English texts correctly in general and technical texts related to their major in particular. It also focuses on some basic strategies to expand their vocabulary according to their field of study.

IV. Intended learning outcomes (ILOs) of the course:

• Brief summary of the knowledge or skill the course is intended to develop:

- a.1** Define a variety of functional writings tasks with special focus on technical writing such as emails, describing graphs, memos, reports, CVs, which enable them to master the basic requirements of practical writing and become familiar with stylistic characteristics in order to write properly.
- a.2** Illustrate their ability in reading English articles fluently and quickly-within a limited time- as well as the writing/presenting critical analysis of the reading materials showing the rate of their comprehension.
- a.3** List the vocabs according to their field of study.
- b.1** Choose the various technical texts fluently and correctly.
- c.1** Integrate English skills, listening, speaking, reading and writing, at an advanced level.
- d.1** Practice the language fluently and effectively without hesitation. D1
- d.2** Write fluent as possible. D3
- d.3** Assess self-learning methodologies. D5

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2	Reading & Writing1:	a1, a2, a3, b1, c1, d1, d2, d3	<u>Writing Emails</u> <ul style="list-style-type: none"> Definition & instructions of writing emails Discussing and doing the exercise of the lesson. Checking the students writing <u>Reading: Technical Passage1</u> <ul style="list-style-type: none"> Each student is asked to read the passage quickly-within a limited time and then answer its questions and explain the meaning of the new vocabs. 	2	2
3	Listening & Speaking1:	a1, a2, a3, b1, c1, d1, d2, d3	<u>Listening</u>	3	2

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V. Course Content:					
<ul style="list-style-type: none"> Distribution of Semester Weekly Plan Of course Topics/Items and Activities. 					
A – Theoretical Aspect: Writing & Speaking Sections					
Order	Topics List	Learning Outcomes	Sup Topics List	Week Due	Contact Hours
			<p>The students listen to a report about studying engineering in some developed countries</p> <p><u>Speaking: Debate about Faculty of Engineering, Positive & Negatives</u></p> <ul style="list-style-type: none"> The students are divided into two teams, one speaks about the positives of the Faculty of Engineering from different aspects of view and the another speaks about the negatives. 		
4	Reading & Writing2:	a1, a2, a3, b1, c1, d1, d2, d3	<p><u>Writing: Describing Graphs</u></p> <ul style="list-style-type: none"> Definition & instructions of describing graphs Discussing and doing the exercise of the lesson. Checking the students writing <p><u>Reading: Technical Passage2</u></p> <p>Each student is asked to read the passage quickly-within a limited time and then answer its questions and explain the meaning of the new vocabs</p>	4	2
5	Listening & Speaking2:	a1, a2, a3, b1, c1, d1, d2, d3	<p><u>Conversations</u></p> <p>The students are divided into groups. Some of them act the role of interviewers and the others act the role of interviewees.</p>	5	2

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V. Course Content:					
<ul style="list-style-type: none"> Distribution of Semester Weekly Plan Of course Topics/Items and Activities. 					
A – Theoretical Aspect: Writing & Speaking Sections					
Order	Topics List	Learning Outcomes	Sup Topics List	Week Due	Contact Hours
6	Reading & Writing3:	a1, a2, a3, b1, c1, d1, d2, d3	<u>Writing CVs</u> <ul style="list-style-type: none"> Definition & instructions of writing an CV Discussing and doing the exercise of the lesson. Checking the students writing. <u>Reading: Technical Passage3</u> <ul style="list-style-type: none"> Each student is asked to read the passage quickly-within a limited time and then answer its questions and explain the meaning of the new vocabs. 	6	2
7	Listening & Speaking3:	a1, a2, a3, b1, c1, d1, d2, d3	<u>Summarizing</u> <p>The students listen to an audio, a story, conversation, or a report then they are asked to summarize what they have listened to.</p>	7	2
8	Midterm Exam			8	2
9	Reading & Writing4:	a1, a2, a3, b1, c1, d1, d2, d3	<u>Writing Memos</u> <ul style="list-style-type: none"> Definition & instructions of writing a memo. Discussing and doing the exercise of the lesson. Checking the students writing. <u>Reading: Technical Passage4</u> <ul style="list-style-type: none"> Each student is asked to read the passage quickly-within a limited time and then answer its questions 	9	2

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V. Course Content:					
● Distribution of Semester Weekly Plan Of course Topics/Items and Activities.					
A – Theoretical Aspect: Writing & Speaking Sections					
Order	Topics List	Learning Outcomes	Sup Topics List	Week Due	Contact Hours
			and explain the meaning of the new vocabs.		
10	Listening & Speaking4:	a1, a2, a3, b1, c1, d1, d2, d3	<u>Describing</u> <ul style="list-style-type: none">● They students watch a video or pictures, and then they are asked to describe what they have understood.	10	2
11	Writing 5 & Evaluation:	a1, a2, a3, b1, c1, d1, d2, d3	<u>Writing Reports</u> <ul style="list-style-type: none">● Definition & instructions of writing a report.● Discussing and doing the exercise of the lesson.● Checking the students writing. <u>Evaluation</u> <ul style="list-style-type: none">● Each student is supposed to write various technical texts correctly and fluently.	11	2
12	Reading Evaluation	a1, a2, a3, b1, c1, d1, d2, d3	● Each student is supposed to read quickly and fluently within a limited time	12	2
13	Listening Evaluation	a1, a2, a3, b1, c1, d1, d2, d3	● They students listen to an audio then given some question to answer them.	13,14	4
14	Speaking Evaluation	a1, a2, a3, b1, c1, d1, d2, d3	● Each student has to give a presentation after choosing a useful topic not chosen by anyone else.	15	2
15	Final Exam			16	2
Number of Weeks /and Units Per Semester				16	32

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VI. Teaching strategies of the course:

- Lecture
- Group Activities
- Individual Activities
- Presentations
- Using Technical Tools

VII. Assignments:

No	Assignments	Aligned CILOs(symbols)	Week Due	Mark
1	Reading & Writing 1	a1, a2, a3, b1, c1, d1, d2, d3	2 nd	0.5
2	Listening & Speaking 1	a1, a2, a3, b1, c1, d1, d2, d3	3 rd	0.5
3	Reading & Writing 2	a1, a2, a3, b1, c1, d1, d2, d3	4 th	0.5
4	Listening & Speaking 2	a1, a2, a3, b1, c1, d1, d2, d3	5 th	0.5
5	Reading & Writing 3	a1, a2, a3, b1, c1, d1, d2, d3	6 th	1
6	Listening & Speaking 3	a1, a2, a3, b1, c1, d1, d2, d3	7 th	1
7	Reading & Writing 4	a1, a2, a3, b1, c1, d1, d2, d3	8 th	1
8	Listening & Speaking 4	a1, a2, a3, b1, c1, d1, d2, d3	9 th	1
9	Writing Evaluation	a1, a2, a3, b1, c1, d1, d2, d3	10 th	1
10	Reading Evaluation	a1, a2, a3, b1, c1, d1, d2, d3	11 th	1
11	Listening Evolution	a1, a2, a3, b1, c1, d1, d2, d3	12 th	1
11	Speaking Evaluation	a1, a2, a3, b1, c1, d1, d2, d3	13 th & 14 th	1

VIII. Schedule of Assessment Tasks for Students During the Semester:

Assessment	Type of Assessment Tasks	Week Due	Marks	Proportion of Final Assessment
1	Writing Activities & Evaluation	Throughout the semester + 10 th	10	10%

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2	Reading Activities & Evaluation	Throughout the semester+ 11 th	10	10%
3	Listening Activities & Evaluation	Throughout the semester +12 th	10	10%
4	Speaking Activities & Evaluation	Throughout the semester+ 13 th & 14 th	10	10%
5	Final Exam (Written)	15 th	60	60%
Total			100	100%

IX. Learning Resources:

• Written in the following order: (Author – Year of publication – Title – Edition – Place of publication – Publisher).

1- Required Textbook(s) (maximum two).

- 1- Glendinning, Eric H. (2008). Technology 2 (Oxford English for Careers), New York: Oxford University Press-Writing Bank, p52-67.
- 2- Adrian Hanson,A & Dooley, J.(2017). Career Paths: Civil Engineering, EU: Express Publishing.

2- Essential References.

- Azar, B. (2009). Understanding and Using English Grammar, 4thed., Longman, White Plains, NY, USA.
- Brieger, N. & Pohl, A. Technical English Vocabulary and Grammar. Oxford: Oxford University Press.
- Eastwood, J. (2006). Oxford Practice Grammar – Intermediate. OUP.
- Geldinning and Mc Ewan. (2006). Oxford English for Information Technology. OUP.
- Ibboston, Mark. (2009). Professional English in Use (Engineering). Cambridge: Cambridge University Press.
- Langan, John. (1999). Ten Steps to Advancing College Reading Skills.3rd Edition. Marlton, NJ: Townsend Press.
- Langan, J. (2005). College Writing Skills, 6thed. McGraw-Hill Higher Education, New York, NY, USA.
- L.G. Alexander Longman. Advanced English Reading. (Volume 1/2), 2003.
- Murphy, R. (2012). English Grammar in Use. (4th edition).

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- Required: Academic Writing for Graduate Students: Essential Tasks and Skills, 2nd ed. Swales & Feak, 2004, University of Michigan Press.
- Sasikumar, V. (2008). A Course in Listening and Speaking 2, Foundation Books. Cambridge University Press, India.
- Savage, A. & Mayer, P. (2005). Effective Academic Writing 2. Oxford University Press, New York, NY, USA.
- Swan, M. Practical English Usage. Oxford: Oxford University Press.
- Tanka, J. et al. (2009). Interactions Listening and Speaking 1 Middle Eastern Edition, 6th ed., McGraw- Hill, New York, NY, USA.
- Wang Shouren, 2005. Extensive Reading. 2nd Edition. Shanghai Foreign Language Education Press.
- White, L. Engineering Workshop. Oxford: Oxford University Press.
- Wiener H.S. & Bazerman C. Reading Skills Handbook. 7th Edition. Boston: Houghton Mifflin Company, 1997.

3- Electronic Materials and Web Sites etc.

- file:///C:/Users/Acer/Desktop/technical_english_for_civil_engineers_construction_basics.pdf
- <http://www.bbc.co.uk/>
- <http://www.bobthebuilder.com/usa/videos.asp>
- <http://www.ceca.co.uk/>
- <http://www.laces.org/>
- <http://www.youtube.com/watch?v=p1nTeN8SDD4>
- www.englishlearning.com
- www.international.oac.bc.ca/pronunciation/
- www.elfs.com/eflxs.html
- www.esl-lab.com
- www.iteslj.org/questions/

X. Course Policies:

Unless otherwise stated, the normal course administration policies and rules of the Faculty of Engineering apply. For the policy, see: -----

1	<p>Class Attendance:</p> <p>This semester isn't like the previous ones in which the marks of English 4 are given according to the activities and the performance of the student in every lecture, and if</p>
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	there an emergency situation, the student should contact with his/her teacher to take her permission and to tell him/ her what to do instead of the missed lecture.
2	Tardy: The student isn't allowed to enter the class after passing ten minutes of the teacher's entrance into the class.
3	Exam Attendance/Punctuality: -All students must come to exam on time and no excuses are accepted for late coming. He may be permitted to attend the exam half an hour late from exam beginning, after that s/he will not be permitted to take exam and s/he be dealt as absent in it. -Students who could not attend the exam due to official reason within 48 hours (illness, other reasons), they will be granted another chance in the Re-exam period and this chance will be considered as first chance. -The student is passed in exam by achieving an overall mark of 50% and or above, If the mark obtained in a course is less than 50% then the student will be considered fail and he will be granted a second chance (Re-Exam). The course overall mark after successful re-exam will be capped at 50%.
4	Assignments & Projects: - All assignment and projects have to be submitted on time. Late submission might result in deduction of marks.
5	Cheating: '- All students are required and expected to act and behave according to the University Academic Integrity Code of Conduct as explained and detailed in the student handbook. Punitive actions for any and all students not abiding by these rules is also outlined in the student handbook. - Any student caught in the act of or is suspected of cheating will receive a grade of "0" for that exam, quiz, project, or assignment. - Any student who assists, contributes, or in any way is found to be involved in helping another student cheat will receive an equivalent and equal penalty.'
6	Plagiarism: The student will be expelled from the Faculty in case s/he attends the exam on behalf of another.
7	Other policies: -Using mobile phones isn't allowed neither in the class nor in exams, otherwise the students are asked to leave the hall.

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	<p>The student must be punished in case s/he misbehaves inside the class, at the time exam or with his/her teacher according to the University regulations.</p> <ul style="list-style-type: none"> -All the teaching materials should be kept out the examination hall. - Lecture notes and assignments my given directly to students using soft or hard copy.
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