

Course Specification of English (2)

I .	I. Course Identification and General Information:							
١	Course Title:				Eı	nglish (2)		
۲	Course Code & Number:							
			C.	Н		TOTAL		
		Th.	Seminar	Pr	Tr.	IUIAL		
٣	Credit hours:	Theory 3	Seminars, exercises.	Practical	Field, training	3		
٤	Study level/ semester at which this course is offered:				Sei	Level I mester II		
٥	Pre –requisite (if any):				En	glish (1)		
٦	Co –requisite (if any):					N/A		
٨	Program (s) in which the course is offered:	All acad	lemic progra	ams in all 1		ies in the niversity		
٩	Language of teaching the course:					English		
۱.	Location of teaching the course:	e: University Campus, different faculties in the University						
11	Prepared By:	Assoc. Prof. Ibraheem Tajaddeen						
12	Date of Approval							

II. Course Description:

This course is one of the University General Requirements. It is a prerequisite to other specialized courses which are offered in English. It is designed to provide students with the required knowledge and skills in English language related to their field of study. It provides students with the basic aspects of academic-oriented English to develop their academic language proficiency for university study by covering language areas and skills (listening, speaking, reading and writing) which enable them to understand and use English in settings and contexts related to their fields of study. It covers wide range of topics related to their fields of study with a view to introduce them to the required subject-related terminology. It also provides students with the opportunity to take part in interactive and communicative activities representing their future professional careers. By the end of the course, learners are expected to fulfill upper intermediate level (B2) on the Common European Framework of Reference for Languages (CEFR).

I. Course Intended learning outcomes (CILOs) of the COURSE (maximum 8CILOs)		Referenced PILOS (Only write code number or referenced Program Intended learning outcomes)
	ccessful completion of the course, students l be able to:	University General Requirements (English Requirements Program)
a.1	Show an awareness of the key linguistic features essential for academic reading and	A4. Demonstrate knowledge and understanding of the English language, its teaching, dissemination and

رئيس القسم نانب العميد لشئون الجودة عميد الكلية مركز التطوير الأكاديمي وضمان الجودة رئيس الجامعة د/عدنان المقطري د/ناصر الطويل د/مشعل الريفي د/هدى العماد د/ناصر الطويل



	writing in different contexts related to their fields of study.	development, and use it for scientific and educational purposes in various fields of science and knowledge.
a.2	Demonstrate knowledge and understanding of	
	the formation and use of the common	
	terminology related to their fields of study.	
b.1	Adopt critical thinking within the subject	
	paradigm to evaluate different texts, determine	
	their intended functions and extract specific	B1. Use various thinking skills systematically and
	information from them.	positively in diagnosing problems and issues that they face while working and propose appropriate
b.2	Apply critical, analytical, and evaluative thinking	solutions to them.
	to their own writing about issues related to	
	their fields of study.	
c.1	Effectively use a variety of reading strategies for	
	analyzing different texts and reading	
	independently and intensively for specific	C3. Prepare scientific research and studies in their field of specialization in Arabic and English.
	information.	neid of specialization in Arabic and English.
c2	Write comprehensive paragraphs, reports and effective summaries of long texts on topics related to their fields of study.	
d.1	Communicate successfully in English speaking environments, both academic/professional and social and interact with others in a positive and productive manner.	D3. Communicate fluently and effectively in both Arabic and English in their field of
d.2	Apply the acquired skills of English	specialization.
	language in Information and	
	Communication Technology.	

(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. Show an awareness of the key linguistic features essential for academic reading and writing in different contexts related to their fields of study.	Lectures Tutorials Group discussion	Assignments, Quizzes, Tests, Technical reports and oral presentations			
a2. Demonstrate knowledge and understanding of the formation and use of the common terminology	Lectures Tutorials Group discussion	Assignments, Quizzes, Tests, Technical reports and oral presentations			

رئيس القسم نائب العميد لشئون الجودة عميد الكلية مركز التطوير الأكاديمي وضمان الجودة رئيس الجامعة د/عدنان المقطري د/ناصر الطويل د/مشعل الريفي د/هدى العماد د/اقاسم محمد



related to their fields of study.

(B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Associated Association Strategies

		Assessment Strategies:
Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
b1. Adopt critical thinking within the subject paradigm to evaluate different texts, determine their intended functions and extract specific information from them.	Lectures Tutorials Problem solving Group discussion	Assignments, Quizzes, Tests, Technical reports and oral presentations
b2. Apply critical, analytical, and evaluative thinking to their own writing about issues related to their fields of study.	Lectures Tutorials Problem solving Group discussion	Assignments, Quizzes, Tests, Technical reports and oral presentations

(C) Alignment Course Intende	(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. Effectively use a variety of reading strategies for analyzing different texts and reading independently and intensively for specific information.	Lecture, Tutorials problem solving case study independent study lab sessions	Assignments, Quizzes, Tests, experimental write-ups, tech reports, project reports, Lab Practical Exercises presentations				
c2. Write comprehensive paragraphs, reports and effective summaries of long texts on topics related to their fields of study.	Lecture, Tutorials problem solving case study independent study lab sessions	Assignments, Quizzes, Tests, experimental write-ups, tech reports, project reports, Lab Practical Exercises presentations				

(D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:					
Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies			
d1. Communicate successfully in English speaking environments, both academic/professional and social and interact with others in a positive and productive manner.	Lecture, Tutorials problem solving case study independent study lab sessions	Assignments Lab Practical Exercises project reports presentations			
d2. Apply the acquired skills of English language in Information and Communication Technology.	Lecture, Tutorials problem solving case study independent study	Assignments Lab Practical Exercises project reports presentations			

رئيس الجامعة د/القاسم محمد



lab sessions					
II.	Course Conte	nt:			
	A – Theoretica	l Aspect:			
No.	Units/Topics List	Sub Topics List	No. of Weeks	Contact Hours	Learning Outcomes
1	Introduction	- Introducing the course -Introduction to subject-specific terminology - Tenses Revision, - Voiced & unvoiced sounds	1	3	a1, a2 c1, c2 d1, d2
2	Topic (1): Select Subject- specific Topic	 Reading: Previewing (Select subject-related passage) Collocations, Some abbreviations, Passive voice (2) Pronunciation of '-s' & '-ed' Writing Task 	1	3	a1, aí b1, bí c1, c2, d1, dí
3	Topic (2): Select Subject- specific Topic	- Reading: Scanning (Select subject-related passage) - Use of sequence words & phrases, Collocations, Some abbreviations, - Connected speech (1) -Topic Sentence	1	3	a1, aí b1, bí c1, cí d1, dí
4	Topic (3): Select Subject- specific Topic	 Reading: Skimming (Select subject- related passage) prepositions of time and location Writing paragraphs 	1	3	a1, a2 b1, b2 c1, c2 d2
5	Topic (4): Select Subject- specific Topic	 Reading: Using Vocabulary Knowledge for Effective Reading (Select subject-related passage) Collocations, Some abbreviations Giving warnings & Instructions Double comparatives, Sentence stress (1) Writing letters and memos 	1	3	a1, a2 b1, b2 c1, c2 d2
6	Topic (5): Select Subject- specific Topic	Reading: Summarizing (Select subject-related passage) - Collocations, Some abbreviations - Gerund & infinitive uses, - Connected speech (2) - Writing reports (2)	1	3	a1, a2 b1, b2 c1, c2 d1, d2
7	Topic (6): Select Subject- specific Topic	- Reading: Summarizing (Select subject-related passage) - Some abbreviations	1	3	a1, a2 b1, b2 c1, c2

رئيس الجامعة	مركز التطوير الأكاديمي وضمان الجودة	عميد الكلية	نائب العميد لشئون الجودة	رئيس القسم
د/القاسم محمد	د/هدى العماد	د/مشعل الريفي	د/ناصر الطويل	د/عدنان المقطري



o Select Subject- specific Topic - Collocations, Solide abbreviations 1 -3 cl, c2 9 Topic (8): Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) - al, a2 9 Topic (8): Select Subject- specific Topic - Indirect Speech, reporting verbs, - Collocations, - Word stress 1 -3 cl, c2, bl, b2 10 Topic (9): Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) - al, a2 10 Topic (9): Select Subject- specific Topic - Reading: topic learne sult - Informal English; - Writing Data Commentary - al, a2 11 Select Subject- specific Topic - Phrasal verbs, Idiomatic - Possibility & probability - Phrasal verbs, Idiomatic subject-related passage) - al, a2 11 Select Subject- specific Topic - Reading: inferring and making reference (Select subject-related passage) - - 12 Topic (11): Select Subject- specific Topic - Reading: inferring and making reference (Select subject-related passage) - - 13 Cl(12): Select Subject- specific Topic - Reading: inferring and making reference (Select subject-related passage) - - 13 Cl, c2 -			- Conjunctions,			d1
10 - Writing long reports al. a2 8 Select Subject- specific Topic - Reading: Specific information (Select subject-related passage) - Collocations, Some abbreviations - Subjunctive - introduction to short essay writing 3 al. a2 9 Topic (8): Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) - Indirect Speech, reported speech; - Collocations, - Collocations, - Collocations, - Collocations, - Collocations, - Collocations, - Writing General-Specific Texts al. a2 10 Topic (9): Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) - Indirect questions question tags: - Indirect questions question tags: - Indirect questions question tags: - Indirect questions; question tags: - Indirect questions; for pleasure (Select subject-related passage) - Porssibility & probability - Writing Loan Commentary al. a2 11 Select Subject- specific Topic - Reading: for pleasure (Select subject-related passage) - Porssibility & probability - Possibility & probability - Possibility & probability - Possibility & probability - Collocations, Some abbreviations - Relative clauses - Writing Task al. a2 12 Topic (11): Select Subject- specific Topic - Reading: inferring and making reference (Select subject-related passage) al. a2 13 Topic (12): Select Subject- specific Topic - Reading: long texts, furnaritives (Select subject-related passage) al. a2 13 - Reading: long texts, furnaritives (Select subject-related passage) al. a2 <t< td=""><th></th><td></td><td></td><td></td><td></td><td></td></t<>						
8 Topic (7): Select Subject- specific Topic - Reading: Specific information (Select subject-related passage) - Subjunctive - Subjunctive - Subjunctive - introduction to short essay writing - Reading: Learning to Read Faster (Select subject-related passage) - Indirect Speech, reporting verbs, specific Topic 3 a1, a2 b1, b2 c1, c2 b1, b2 c1, c2 - b1, b2 c1, c2 - Collocations, - Collocations, - Writing General-Specific Texts 9 Topic (8): Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) - Indirect questions; question tags: - Writing Data Commentary 1 3 a1, a2 b1, b2 c1, c2, d1, d2 10 Topic (9): Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) - Indirect questions; question tags: - Norting Data Commentary 1 3 b1, b2 c1, c2, d1, d2 11 Select Subject- specific Topic - Reading: for pleasure (Select subject-related passage) - Prasal verbs, Idiomatic - Possibility & probability - Writing Long Summaries & Critiques 1 3 c1, c2 c1, c2, d1, a2 11 Select Subject- specific Topic - Reading: inforting and making reference (Select subject-related passage) - Collocations, Some abbreviations - Relative clauses - Collocations, Some abbreviations - Relative clauses - Collocations, Some abbreviations - Relative clauses - Hypothesizing: word pairs; articles; determiners; linking and commenting, How to prepare and deliver a presentation? - Writing Task 3 a1, a2 b1, b2 c1, c2 d1, a2 13 C1, c2 (1,						
8 Topic (7): Select Subject- specific Topic (Select subject-related passage) - Collocations, Some abbreviations - Subjunctive - introduction to short essay writing 3 a1, a2 cl, c2 cl, c2 dl 9 Topic (8): Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) - Indirect Speech, reported speech; specific Topic a1, a2 cl, c2 specific Topic 9 Topic (8): Select Subject- specific Topic - Nerating to Read Faster (Select subject-related passage) - Collocations, - Word stress a1, a2 specific Topic 10 Topic (9): Select Subject- specific Topic - Reading: Clearning to Read Faster (Select subject-related passage) - Indirect questions; question tags; - Indirect questions; question tags; - Select Subject- specific Topic a1, a2 specific Topic 11 Select Subject- specific Topic - Reading: for pleasure (Select specific Topic a1, a2 specific Topic 11 Select Subject- specific Topic - Phrasal verbs, Idiomatic subject-related passage) a1, a2 specific Topic 12 Topic (10): Select Subject- specific Topic - Reading: inferring and making reference (Select subject-related passage) a1, a2 specific Topic 13 Chilpect- specific Topic - Reading: inferring and making reference (Select subject-related passage) 3 13 Select Subject- specific Topic - Reading: inferring and making reference (Select subject-related						
8 Select Subject- specific Topic - Collocations, Some abbreviations - Subjunctive 1 3 cl, c2 cl, c2 dl 9 Topic (8): Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) - Indirect Speech, reported speech; - Collocations, - Vord stress 1 3 cl, c2 cl, c2 9 Topic (9): Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) - Indirect speech; Texts 1 3 cl, c2 cl, c2, cl, c1, c2, 10 Topic (9): Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) - Indirect questions; question tags; - Cause and result - Porting Data Commentary 1 3 cl, c2 cl, c2, dl, d2 11 Topic (10): Select Subject- specific Topic - Reading: for pleasure (Select subject-related passage) - Porsibility & probability - Porsibility & probability - Possibility & probability - Writing Long Summaries & cl, c2 - Collocations, Some abbreviations - Reading: Inferring and making reference (Select subject-related passage) - Collocations, Some abbreviations - Reading: Inferring and making reference (Select subject-related passage) - Collocations, Some abbreviations - Reading: Inferring and making reference (Select subject-related passage) - Collocations, Some abbreviations - Reading: Inferring and making reference (Select subject-related passage) - Collocations,		Topia (7).				a1, a2
specific Topic - introduction to short essay writing 1 20, 20, 20, 20, 20, 20, 20, 20, 20, 20,	8				3	b1, b2
1 - introduction to short essay writing 0 0 9 Topic (8): - Reading: Learning to Read Faster (Select subject-related passage) 1 3 al. a2 9 Select Subject- specific Topic - Indirect Speech; reporting verbs, - Collocations, - Writing General-Specific Texts 1 3 al. a2 10 Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) 1 3 al. a2 10 Select Subject- specific Topic - Reading: Icarning to Read Faster (Select subject-related passage) 1 3 cl. c2, al. a2 11 Select Subject- specific Topic - Reading: for pleasure (Select subject-related passage) 1 3 cl. c2, al. a2 11 Topic (10): Select Subject- specific Topic - Prasal verbs, Idiomatic expressions, Time expressions 1 3 cl. c2 12 Topic (11): Select Subject- specific Topic - Reading: inferring and making reference (Select subject-related passage) 1 3 dl, a2 13 Select Subject- specific Topic - Reading: long text, harartives (Select subject-related passage) 3 al. a2 13 Select Subject- specific Topic - Reading: long text, hararatives (Select subject-re	0	5		1	5	
9 Topic (8): Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) a1, a2 b1, b2 c1, c2, d1, d2 10 Select Subject- specific Topic - Writing General-Specific Texts a1, a2 b1, b2 c1, c2, d1, d2 10 Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) a1, a2 b1, b2 c1, c2, d1, d2 10 Select Subject- specific Topic - Reading: Learning to Read Faster (Select subject-related passage) a1, a2 c1, c2 c3 11 Select Subject- specific Topic - Reading: for pleasure (Select subject-related passage) a1, a2 c1, c2 c3 11 Select Subject- specific Topic - Phrasal verbs, Idiomatic expressions, Time expressions c- Possibility & probability d1 a1, a2 b1, b2 c1, c2 c1, c2 11 Select Subject- specific Topic - Reading: inferring and making reference (Select subject-related passage) a1, a2 b1, b2 c1, c2 c1, c2 12 Topic (11): Select Subject- specific Topic - Reading: long texts, narratives (Select subject-related passage) 1 3 13 Select Subject- specific Topic - Reading: long texts, narratives (Select subject-related passage) 3 a1, a2 c1, c2 c1, c2 13 Select Subject- specific Topic - Reading: long texts, narratives (Select subject- specific Topic 3 <th></th> <td>specific ropic</td> <td>5</td> <td></td> <td></td> <td>dl</td>		specific ropic	5			dl
9Topic (8): Select Subject- specific Topic(Select subject-related passage) reporting verbs, - Collocations, - Word stress13al, a2 b1, b2 c1, c2, d1, d210Topic (9): Select Subject- specific Topic- Reading: Learning to Read Faster (Select subject-related passage) - Cause and result - Cause and result - Unifromal English;13al, a2 b1, b2 c1, c2, d1, d210Topic (9): Select Subject- specific Topic- Reading: for pleasure (Select subject-related passage) - Phrasal verbs, Idiomatic - Possibility & probability - Possibility & probability - Possibility & probability - Possibility & probability - Writing Task13al, a2 b1, b2 c1, c2, d111Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage)13al, a2 c1, c2, d112Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage)13al, a2 c1, c2, d113Topic (12): Select Subject- specific Topic- Reading: long text, harartives (Select subject-related passage)13al, a2 c1, c2, d113Topic (12): Specific Topic- Reading: long text, harartives How to prepare and deliver a How to prepare and d			• •			
9Select Subject- specific Topic- Induct Specch, reporting verbs, - Collocations, - Word stress - Word stress - Word stress - Word stress - Word stress - Writing General-Specific Texts13b1, b2 c1, c2, d1, d210Topic (9): Select Subject- specific Topic- Reading: Learning to Read Faster (Select subject-related passage) - Indirect questions; question tags; - Cause and result - Cause and result - Uniformal English; - Writing Data Commentary13a1, a2 c1, c211Topic (9): Select Subject- specific Topic- Reading: for pleasure (Select subject-related passage) - Phrasal verbs, Idiomatic expressions, Time expressions - Possibility & probability - Writing Long Summaries & Critiques13a1, a2 c1, c212Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage) - Collocations, Some abbreviations - Reading: long texts/narratives (Select subject-related passage)3a1, a2 a1, a213Topic (12): Select Subject- specific Topic- Reading: long texts/narratives (Select subject-related passage) - Reading: long texts/narratives (Select subject-related passage)3a1, a2 a1, a213Topic (12): Select Subject- specific Topic- Reading: long texts/narratives (Select subject-related passage)3a1, a2 a1, a214Presentations of Students ProjectsOpen Presentations Open Presentations13c1, c2 c1, c2			6 6			
9 Select Subject- specific Topic Image: Construct of the system of		Topic (8):				
Image: 10 specific Topic- Collocations, - Word stressd1, d210Topic (9): Select Subject- specific Topic- Reading: Learning to Read Faster (Select subject-related passage) - Indirect questions; question tags: - Cause and result13d1, d211Select Subject- specific Topic- Reading: for pleasure (Select subject-related passage) - Phrasal verbs, Idiomatic - Possibility & probability - Possibility & probability - Possibility & probability - Reading: inferring and making reference (Select subject-related passage)a1, a211Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage)a1, a212Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage)a1, a213Topic (12): Select Subject- specific Topic- Reading: long texts/narratives (Select subject-related passage)313Select Subject- specific Topic- Reading: long texts/narratives (Select subject-related passage)314Presentations of Students ProjectsOpen Presentation? - Writing Task3c1, c214Presentations of Students ProjectsOpen Presentations13c1, c214Presentations of Students ProjectsOpen Presentations13c1, c2	9	Select Subject-		1	3	
Image: 10 - Word stress - Writing General-Specific Texts		specific Topic				
10Topic (9): Select Subject- specific Topic- Reading: Learning to Read Faster (Select subject-related passage) - Indirect questions; question tags; - Cause and result - Informal English; - Writing Data Commentary13al, a2 bl, b2 cl, c2 dl11Topic (10): Select Subject- specific Topic- Reading: for pleasure (Select subject-related passage) - Phrasal verbs, Idiomatic expressions, Time expressions - Possibility & probability - Writing Long Summaries & Critiques13al, a2 bl, b2 cl, c2 dl12Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage) - Polications, Some abbreviations - Relative clauses - Writing Task3al, a2 bl, b2 cl, c2 dl13Topic (12): Select Subject- specific Topic- Reading: long texts/narratives (Select subject-related passage) - Collocations, Some abbreviations - Relative clauses - Writing Task3al, a2 al, a2 dl13Topic (12): Select Subject- specific Topic- Reading: long texts/narratives (Select subject-related passage) - Hypothesizing; word pairs; articles; How to prepare and deliver a dl3al, a2 al, a2 dl, a214Presentations of Students ProjectsOpen Presentations Open Presentations13cl, c2 dl, d2						,
10Topic (9): Select Subject- specific Topic(Select subject-related passage) - Indirect questions; question tags; - Cause and result - Informal English; - Writing Data Commentary13 $a1, a2$ b1, b2 c1, c2 d111Topic (10): Select Subject- specific Topic- Reading: for pleasure (Select subject-related passage) - Phrasal verbs, Idiomatic expressions, Time expressions - Possibility & probability - Writing Long Summaries & Critiques13 $a1, a2$ b1, b2 c1, c2 a1, a212Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage) - Collocations, Some abbreviations - Relative clauses - Writing Task13 $a1, a2$ a1, a213Topic (12): Select Subject- specific Topic- Reading: long texts/narratives (Select subject-related passage) - Collocations, Some abbreviations - Relative clauses - Writing Task3 $a1, a2$ a1, a213Topic (12): Select Subject- specific Topic- Reading: long texts/narratives (Select subject-related passage) - Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task3 $a1, a2$ a1, a214Presentations of Students ProjectsOpen Presentations13 $c1, c2$ a1, a2						
10Topic (9): Select Subject- specific Topic- Indirect questions; question tags; - Cause and result - Informal English; - Writing Data Commentary13b1, b2 c1, c2 d111Topic (10): Select Subject- specific Topic- Reading: for pleasure (Select subject-related passage) - Phrasal verbs, Idiomatic expressions, Time expressions - Possibility & probability - Writing Long Summaries & Critiques13a1, a2 c1, c2 d112Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage) - Collocations, Some abbreviations - Relative clauses - Writing Task13a1, a2 c1, c213Topic (12): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage) - Collocations, Some abbreviations - Writing Task13a1, a2 c1, c2 c1, c213Topic (12): Select Subject- specific Topic- Reading: long texts/narratives (Select subject-related passage) - Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task3a1, a2 c1, c2 a1, a214Presentations of Students ProjectsOpen Presentations13c1, c2 a1, a2			e e			
10Select Subject- specific Topic- Indirect question (ags,		Topic (9):				
specific Topic- Informal English; - Writing Data Commentaryd111Topic (10): Select Subject- specific Topic- Reading: for pleasure (Select subject-related passage) - Phrasal verbs, Idiomatic - Possibility & probability - Writing Long Summaries & Critiquesa1, a2 b1, b2 c1, c2 d112Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage) - Collocations, Some abbreviations - Reading: long texts,/narratives (Select subject-related passage)13a1, a2 b1, b2 c1, c2 d113Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage) - Collocations, Some abbreviations - Reading: long texts,/narratives (Select subject-related passage)3a1, a2 a1, a213Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage) - Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentations of - Writing Task3c1, c2 c1, c2 c1, c214Presentations of Students ProjectsOpen Presentations13c1, c2 c1, c2	10	Select Subject-		1	3	
Image: Approximate Approxi		specific Topic				
11Topic (10): Select Subject- specific Topic- Reading: for pleasure (Select subject-related passage) - Phrasal verbs, Idiomatic expressions, Time expressions - Possibility & probability - Writing Long Summaries & Critiquesa1, a2 b1, b2 c1, c2 d112Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage) - Collocations, Some abbreviations - Relative clauses - Writing Task13a1, a2 c1, c2 d113Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related (Select subject-related passage) - Collocations, Some abbreviations - Relative clauses - Writing Task3a1, a2 a1, a2 d213Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage) - Hypothesizing; word pairs; articles; How to prepare and deliver a presentation? - Writing Task3a1, a2 a1, a2 d1, a214Presentations of Students ProjectsOpen Presentations13c1, c2 d1, d2			÷			
11Topic (10): Select Subject- specific Topicsubject-related passage) - Phrasal verbs, Idiomatic expressions, Time expressions - Possibility & probability - Writing Long Summaries & Critiques13a1, a2 b1, b2 c1, c2 d112Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage) - Collocations, Some abbreviations - Relative clauses - Writing Task13a1, a2 b1, b2 c1, c2 d113Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage) - Relative clauses - Writing Task3a1, a2 b1, b2 c1, c2 d213Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage) - Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task3a1, a2 a1, a2 d1, d214Presentations of Students ProjectsOpen Presentations13c1, c2 d1, d2						
11Select Subject- specific Topic- Finalar velos, fullohade expressions, Time expressions - Possibility & probability - Writing Long Summaries & Critiques13b1, b2 c1, c2 d112Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage) - Collocations, Some abbreviations - Relative clauses - Writing Task13d113Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage) - Reading: long texts,/narratives (Select subject-related passage) - Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task3a1, a2 a1, a214Presentations of Students ProjectsOpen Presentations A13c1, c2 a1, a2						
11Select Subject- specific Topicexpressions, fine expressions - Possibility & probability - Writing Long Summaries & Critiques13c1, c2 d112Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related - Collocations, Some abbreviations - Relative clauses - Writing Task13a1, a2 a1, a213Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage) - Hypothesizing; word pairs; articles; How to prepare and deliver a presentation? - Writing Task3a1, a2 a1, a214Presentations of Students ProjectsOpen Presentations13c1, c2 a1, a2		Topic (10):	- Phrasal verbs, Idiomatic			
Specific Topic- Possibility & probability - Writing Long Summaries & Critiquesd112Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage) - Collocations, Some abbreviations - Relative clauses - Writing Task13a1, a2 b1, b2 c1, c2 d213Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage) - Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task3a1, a2 a1, a2 a1, a2 a1, a2 a1, a2 a1, a214Presentations of Students ProjectsOpen Presentations13c1, c2 a1, a2	11			1	3	
Image: constraint of the systemImage: constraint of the systemImage: constraint of the systemImage: constraint of the system12Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage)13a1, a2 b1, b2 c1, c2 d213Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage) - Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task3a1, a2 a1, a2 a1, a2 d214Presentations of Students ProjectsOpen Presentations13c1, c2 d1, d2		specific Topic				d1
12Topic (11): Select Subject- specific Topic- Reading: inferring and making reference (Select subject-related passage) - Collocations, Some abbreviations - Relative clauses - Writing Task13a1, a2 b1, b2 c1, c2 d213Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage) - Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task3a1, a2 b1, b2 c1, c2 b1, b2 c1, c214Presentations of Students ProjectsOpen Presentations13c1, c2 d1, d2			· ·			
12Topic (11): Select Subject- specific Topicreference (Select subject-related passage) - Collocations, Some abbreviations - Relative clauses - Writing Task13a1, a2 b1, b2 c1, c2 d213Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage) -Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task3a1, a2 b1, b2 c1, c2 d1, d214Presentations of Students ProjectsOpen Presentations13c1, c2 d1, d2						
12Topic (11): Select Subject- specific Topicpassage) - Collocations, Some abbreviations - Relative clauses - Writing Task13b1, b2 c1, c2 d213Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage) -Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task3a1, a2 b1, b2 c1, c2 d214Presentations of Students ProjectsOpen Presentations13c1, c2 d1, d2			• • •			.1
12Select Subject- specific Topic- Collocations, Some abbreviations - Relative clauses - Writing Task15c1, c2 d213Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage)3a1, a2 b1, b2 c1, c2 determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task3a1, a2 b1, b2 c1, c2 d1, d214Presentations of Students ProjectsOpen Presentations13c1, c2 d1, d2						
Specific Topic- Relative clauses - Writing Taskd213Topic (12): Select Subject- specific Topic- Reading: long texts,/narratives (Select subject-related passage) -Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task3a1, a2 b1, b2 c1, c2 d1, d214Presentations of Students ProjectsOpen Presentations13c1, c2 d1, d2	12			1	3	
Image: Constraint of the systemImage: Constraint of the systemImage: Constraint of the systemImage: Constraint of the system13Image: Constraint of the systemImage: Constraint of the systemImage: Constraint of the systemImage: Constraint of the systemImage: Constraint of the system14Image: Constraint of Students ProjectsImage: Constraint of the systemImage: Constraint of the systemImage: Constraint of the systemImage: Constraint of the system14Image: Constraint of Students ProjectsImage: Constraint of the systemImage: Constraint of the systemImage: Constraint of the systemImage: Constraint of the system14Image: Constraint of Students ProjectsImage: Constraint of the systemImage: Constraint of the systemImage: Constraint of the systemImage: Constraint of the system14Image: Constraint of Students ProjectsImage: Constraint of the systemImage: Constraint of the systemImage: Constraint of the systemImage: Constraint of the system14Image: Constraint of Students ProjectsImage: Constraint of the systemImage: Constraint of the systemImage: Constraint of the system		specific Topic				d2
13Topic (12): Select Subject- specific Topic(Select subject-related passage) -Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task3a1, a2 b1, b2 c1, c2 d1, d214Presentations of Students ProjectsOpen Presentations13c1, c2 d1, d2						
13Topic (12): Select Subject- specific Topic-Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task1a1, a2 b1, b2 c1, c2 d1, d214Presentations of Students ProjectsOpen Presentations Open Presentations13c1, c2 d1, d2						
13Select Subject- specific Topic-Hypothesizing, word pairs, articles, determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task1b1, b2 c1, c2 d1, d214Presentations of Students ProjectsOpen Presentations13c1, c2 d1, d2					3	o1 -0
13 Select Subject- specific Topic determiners; linking and commenting. How to prepare and deliver a presentation? - Writing Task 1 c1, c2 d1, d2 14 Presentations of Students Projects Open Presentations 1 3 c1, c2 d1, d2						
specific Topic How to prepare and deliver a presentation? d1, d2 - Writing Task - Writing Task d1, d2 14 Presentations of Students Projects Open Presentations 1 3 c1, c2	13			1		
Image: A state of the state		specific Topic				d1, d2
Presentations of Students ProjectsOpen Presentations13c1, c2 d1, d2			^			
I4 Open Presentations 1 3 d1, d2 Students Projects 0		Presentations of				o1_o2
	14		Open Presentations	1	3	
NUMBER OF WEEKS / ZUMER (MENSEEF)		× · · · ·	ber of Weeks /and Units Per Semester			

B - Practical Aspect: (if any)

نائب العميد لشئون الجودة د/ناصر الطويل

رئيس القسم د/عدنان المقطري



Order	Tasks/ Experiments	Number of Weeks	contact hours	Learning Outcomes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
l	Number of Weeks /and Unit	s Per Semester		

III. Teaching strategies of the course:

The main focus is put on students' activity during classes, their interaction with each other and teacher. Communicative method of language teaching is to be used. Exercises are prepared so that they facilitate the understanding of the text and practice the vocabulary and other characteristics of the language related to the profession. Some of the exercises are prepared so that they inspire students to practice their language skills by using their wider knowledge of the subject matter. In short, instructors should use a variety of teaching strategies, in-class activities and teaching aids that can create an interesting and motivating learning environment. This includes:

Lecture Tutorials problem solving case study independent study practical lab sessions (listening and pronunciation exercises) Individual and group work Mini-writing projects Presentations Role-plays Seminars and workshops

IV.	IV. Assignments:						
No	Assignments	Aligned CILOs (symbols)	Week Due	Mark			
1	Reading Assignments	a1, a2	1, 3, 4, 9, 12	5			
2	Workbook in-class activities	b1,b2, c1,c2,	Every class	5			
3	Writing a summary of a text	c1, c2, d1	7	5			
4	Mini-project	a1, a2, c1, c2, d1	13	5			
		Total		20			

V. Schedule of Assessment Tasks for Students during the Semester:							
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes		
1	Assignments	Every class	10	10%	a1, a2, c1,c2		

رئيس القسم نائب العميد لشئون الجودة عميد الكلية مركز التطوير الأكاديمي وضمان الجودة رئيس الجامعة د/عدنان المقطري د/ناصر الطويل د/مشعل الريفي د/هدى العماد د/نام محمد



2	Activities	Every class	10	10%	a1, a2, c1,c2,	
		-			d1,d2 a1, a2, b1, c1, c2,	
3	Class Quizzes	5 & 12	5	5%	d1	
4	Mid-term (written)	8	10	10%	a1, a2. B1, b2, c1,c2	
5	Mid-term (oral)	8	5	5%	a1, a2. b1, b2, c1,c2, d1, d2	
6	Final Exam (written)	16	60	60%	a1, a2. b1, b2, c1,c2, d1, d2	
V	I. Learning Resources:					
• Written in the following order: (Author - Year of publication – Title – Edition – Place of publication – Publisher).						
	uotisner).		1- Re	quired Textbook(s)	(maximum two).	
	 Harrison, Richard. <i>Keep Writin</i> <i>Richards, Jack C</i> & David Bol Press, USA; UK ed. edition (J Liz and John Soars. New J 	nlke. <i>Speak N</i> une 28, 2012	<i>low</i> 1 and 2 (2)	Series) SB and WB		
				2- Esser	ntial References.	
 Arnavelete, M.& Barrel.(1981). Paragraph Development. New Jersey: Prentice Hall. Azar, B.S. (2003). Fundamentals of English Grammar (3rd• Edition). New Yo London. Eastwood, J. (2006). Oxford Practice Grammar – Intermediate. OUP. Glendinning, Eric H. (2007). Technology 1 (Oxford English for Careers), N York: Oxford University Press. Ibboston, Mark. (2009). Professional English in Use (Engineering). Cambrid Cambridge University Press. Gleldinning and Mc Ewan. (2006). Oxford English for Information Technolo OUP. Glendinning. E. and N. Glendinning. (2006). Oxford English for Electrical a Mechanical Engineering. OUP. Graff, G. (2014). They Say / I Say: The Moves That Matter in Academic Writ (Third Edition). McCarthy, Michael. (2003). English Vocabulary in Use, P Intermediate & intermediate, UK, University of Cambridge. Murphy, R. (2012). English Grammar in Use. (4th edition). Smoke, T. (1998). A Writer's Workbook: An Interactive Writing Text for E Students. Cambridge: Cambridge University Press. Straus, J. (2014). The Blue Book of Grammar and Punctuation (11th Edition), online version of this book is available through the Dalarna University libr website - http://dalbib.du.se/record=b1436269*eng 					JP. <i>Careers)</i> , New ng). Cambridge: on Technology. r Electrical and cademic Writing in Use, Pre- ng Text for ESL 1th Edition), An	



· · · · · ·	
	Cambridge: Cambridge University Press.
•	Esteras, S. R. (2003) Infotech: English for Computer Users (Work Book).
	Cambridge: Cambridge University Press.
•	British Council (2012) English for Skills (Vocational English for ICT). Albania:
	British Council
•	Liz and John Soars. New Headway Plus, Oxford University Press.
•	Chabner, Davi-Ellen, Medical Terminology: A short Course
•	Leech Geoffrey & Savartivik Jan. (2000). A Communicative Grammar of English.
	Pearson Education Ltd,
•	Donald, Robert. Moore ,James and Morrow (1987)Betty. Writing Clear
	Paragraphs. New Jersey: Prentice Hall, Inc,
•	Chabner, Davi-Ellen, Medical Terminology: A Short Course (US, Saunders, 2014)
•	Venes, Donald (ed.), <i>Taber's cyclopedic medical dictionary</i> (USA: F. A. DAVIS COMPANY, 2005)
	,
•	David, Edward Marcinko, <i>Dictionary of Health Information Technology And Security</i> (New York: Springer, 2007)
	3- Electronic Materials and Web Sites etc.
	1. www.cambridge.org/elt
	2. BBC English Language Learning Webpage
	3. <u>www.headwayplusonline.com</u>
	4- Blackboard online Activities
	5- CNN Learning Resources



 semester credit hour taken. It is the student's responsibility and entitlement to meet and discuss all absences planned absences with their instructors. Upon the prudence and judgment of the instructor, a course grade of "F" may be given to any student who exceeds 25% of absentees in a semester. No student shall neglect more than 25% of their class attendance, whether excuss or unexcused, in a given semester. For students who exceed the specified number of unexcused absentees, an officit documented excuse from the Faculty Dean may be required. Once a student reaches approximately ten to fifteen percent of absentees in a class he/she shall receive a warning. The Dean/Faculty Council have the right to permit a student's withdrawal from course, if presented with a suitable and acceptable explanation for excessive absentees. This will be coordinated with the consent of the Registrar. Tardy: Late arrival to class three times will be regarded as an absence. Each instructor responsible to define the rules for which a student is considered late to class. Exam Attendance/Punctuality: All students have to attend exam as specified. A student who fails to attend the exam has to hand on his/her excuse within 4 hours. All students must come to exam on time and no excuses are accepted for la coming. Assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. 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 the rules is also outlined in the student handbook.		• Students are allowed one absence without a required written excuse for every				
 semester credit hour taken. It is the student's responsibility and entitlement to meet and discuss all absences planned absences with their instructors. Upon the prudence and judgment of the instructor, a course grade of "F" may be given to any student who exceeds 25% of absentees in a semester. No student shall neglect more than 25% of their class attendance, whether excuss or unexcused, in a given semester. For students who exceed the specified number of unexcused absentees, an officit documented excuse from the Faculty Dean may be required. Once a student reaches approximately ten to fifteen percent of absentees in a class he/she shall receive a warning. The Dean/Faculty Council have the right to permit a student's withdrawal from course, if presented with a suitable and acceptable explanation for excessive absentees. This will be coordinated with the consent of the Registrar. Tardy: Late arrival to class three times will be regarded as an absence. Each instructor responsible to define the rules for which a student is considered late to class. Exam Attendance/Punctuality: All students have to attend exam as specified. A student who fails to attend the exam has to hand on his/her excuse within 4 hours. All students must come to exam on time and no excuses are accepted for la coming. Assignments & Projects: All students are required and expected to act and behave according to the student handbook. Punitive actions for any and all students not abiding by the rules is also outlined in the student handbook. 						
 It is the student's responsibility and entitlement to meet and discuss all absences of planned absences with their instructors. Upon the prudence and judgment of the instructor, a course grade of "F" may be given to any student who exceeds 25% of absentees in a semester. No student shall neglect more than 25% of their class attendance, whether excuss or unexcused, in a given semester. For students who exceed the specified number of unexcused absentees, an officit documented excuse from the Faculty Dean may be required. Once a student reaches approximately ten to fifteen percent of absentees in a class he/she shall receive a warning. The Dean/Faculty Council have the right to permit a student's withdrawal from course, if presented with a suitable and acceptable explanation for excessive absentees. This will be coordinated with the consent of the Registrar. Tardy: Late arrival to class three times will be regarded as an absence. Each instructor responsible to define the rules for which a student is considered late to class. Exam Attendance/Punctuality: All students have to attend exam as specified. A student who fails to attend the exam has to hand on his/her excuse within 4 hours. All students must come to exam on time and no excuses are accepted for la coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. Cheating: All students are required and expected to act and behave according to the student handbook. Punitive actions for any and all students not abiding by the rules is also outlined in the student handbook. 						
 Upon the prudence and judgment of the instructor, a course grade of "F" may be given to any student who exceeds 25% of absentees in a semester. No student shall neglect more than 25% of their class attendance, whether excuse or unexcused, in a given semester. For students who exceed the specified number of unexcused absentees, an offici documented excuse from the Faculty Dean may be required. Once a student reaches approximately ten to fifteen percent of absentees in a class he/she shall receive a warning. The Dean/Faculty Council have the right to permit a student's withdrawal from course, if presented with a suitable and acceptable explanation for excessive absentees. This will be coordinated with the consent of the Registrar. Tardy: Late arrival to class three times will be regarded as an absence. Each instructor responsible to define the rules for which a student is considered late to class. Exam Attendance/Punctuality: All students must come to exam on time and no excuses are accepted for la coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. Cheating: All students are required and expected to act and behave according to the student handbook. Punitive actions for any and all students not abiding by the rules is also outlined in the student handbook. Any student caught in the act of or is suspected of cheating will receive a grade 		• It is the student's responsibility and entitlement to meet and discuss all absences or planned absences with their instructors.				
 No student shall neglect more than 25 % of their class attendance, whether excuss or unexcused, in a given semester. For students who exceed the specified number of unexcused absentees, an offici documented excuse from the Faculty Dean may be required. Once a student reaches approximately ten to fifteen percent of absentees in a clas he/she shall receive a warning. The Dean/Faculty Council have the right to permit a student's withdrawal from course, if presented with a suitable and acceptable explanation for excessive absentees. This will be coordinated with the consent of the Registrar. Tardy: Late arrival to class three times will be regarded as an absence. Each instructor responsible to define the rules for which a student is considered late to class. Exam Attendance/Punctuality: All students have to attend exam as specified. A student who fails to attend the exam has to hand on his/her excuse within 4 hours. All students must come to exam on time and no excuses are accepted for la coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. Cheating: All students are required and expected to act and behave according to th University Academic Integrity Code of Conduct as explained and detailed in th student handbook. Punitive actions for any and all students not abiding by the rules is also outlined in the student handbook. 		• Upon the prudence and judgment of the instructor, a course grade of "F" may be				
 For students who exceed the specified number of unexcused absentees, an offici documented excuse from the Faculty Dean may be required. Once a student reaches approximately ten to fifteen percent of absentees in a clas he/she shall receive a warning. The Dean/Faculty Council have the right to permit a student's withdrawal from course, if presented with a suitable and acceptable explanation for excessive absentees. This will be coordinated with the consent of the Registrar. Tardy: Late arrival to class three times will be regarded as an absence. Each instructor responsible to define the rules for which a student is considered late to class. Exam Attendance/Punctuality: All students have to attend exam as specified. A student who fails to attend the exam has to hand on his/her excuse within 4 hours. All students must come to exam on time and no excuses are accepted for la coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. 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 the rules is also outlined in the student handbook. 	١	• No student shall neglect more than 25 % of their class attendance, whether excused				
 Once a student reaches approximately ten to fifteen percent of absentees in a class he/she shall receive a warning. The Dean/Faculty Council have the right to permit a student's withdrawal from course, if presented with a suitable and acceptable explanation for excessive absentees. This will be coordinated with the consent of the Registrar. Tardy: Late arrival to class three times will be regarded as an absence. Each instructor responsible to define the rules for which a student is considered late to class. Exam Attendance/Punctuality: All students have to attend exam as specified. A student who fails to attend the exam has to hand on his/her excuse within 4 hours. All students must come to exam on time and no excuses are accepted for la coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. 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 the rules is also outlined in the student handbook. 		• For students who exceed the specified number of unexcused absentees, an official				
 course, if presented with a suitable and acceptable explanation for excessive absentees. This will be coordinated with the consent of the Registrar. Tardy: Late arrival to class three times will be regarded as an absence. Each instructor responsible to define the rules for which a student is considered late to class. Exam Attendance/Punctuality: All students have to attend exam as specified. A student who fails to attend the exam has to hand on his/her excuse within 4 hours. All students must come to exam on time and no excuses are accepted for la coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. 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 the rules is also outlined in the student handbook. 		• Once a student reaches approximately ten to fifteen percent of absentees in a class,				
 absentees. This will be coordinated with the consent of the Registrar. Tardy: Late arrival to class three times will be regarded as an absence. Each instructor responsible to define the rules for which a student is considered late to class. Exam Attendance/Punctuality: All students have to attend exam as specified. A student who fails to attend the exam has to hand on his/her excuse within 4 hours. All students must come to exam on time and no excuses are accepted for la coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. 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 the rules is also outlined in the student handbook. 		• The Dean/Faculty Council have the right to permit a student's withdrawal from a				
 Tardy: Late arrival to class three times will be regarded as an absence. Each instructor responsible to define the rules for which a student is considered late to class. Exam Attendance/Punctuality: All students have to attend exam as specified. A student who fails to attend the exam has to hand on his/her excuse within 4 hours. All students must come to exam on time and no excuses are accepted for la coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. 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 the rules is also outlined in the student handbook. 		course, if presented with a suitable and acceptable explanation for excessive				
 * Late arrival to class three times will be regarded as an absence. Each instructor responsible to define the rules for which a student is considered late to class. Exam Attendance/Punctuality: All students have to attend exam as specified. * A student who fails to attend the exam has to hand on his/her excuse within 4 hours. All students must come to exam on time and no excuses are accepted for la coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. Cheating: All students are required and expected to act and behave according to th University Academic Integrity Code of Conduct as explained and detailed in th student handbook. Punitive actions for any and all students not abiding by the rules is also outlined in the student handbook. 		absentees. This will be coordinated with the consent of the Registrar.				
 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 th students not abid on the student and behave according to the university academic Integrity Code of Conduct as explained and detailed in the student handbook. 		Tardy:				
 Exam Attendance/Punctuality: All students have to attend exam as specified. A student who fails to attend the exam has to hand on his/her excuse within 4 hours. All students must come to exam on time and no excuses are accepted for la coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. Cheating: All students are required and expected to act and behave according to th University Academic Integrity Code of Conduct as explained and detailed in th student handbook. Punitive actions for any and all students not abiding by the rules is also outlined in the student handbook. 	۲	• Late arrival to class three times will be regarded as an absence. Each instructor is responsible to define the rules for which a student is considered late to class.				
 All students have to attend exam as specified. A student who fails to attend the exam has to hand on his/her excuse within 4 hours. All students must come to exam on time and no excuses are accepted for la coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. Cheating: All students are required and expected to act and behave according to th University Academic Integrity Code of Conduct as explained and detailed in th student handbook. Punitive actions for any and all students not abiding by the rules is also outlined in the student handbook. 	-					
 A student who fails to attend the exam has to hand on his/her excuse within 4 hours. All students must come to exam on time and no excuses are accepted for la coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. 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 the rules is also outlined in the student handbook. 		-				
 coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. 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 the 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 the student handbook. 	٣	• A student who fails to attend the exam has to hand on his/her excuse within 48				
 coming. Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. 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 the 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 the student handbook. 		• All students must come to exam on time and no excuses are accepted for late				
 Assignments & Projects: All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. 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 the 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 the student handbook. 		_				
 All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. 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 the rules is also outlined in the student handbook. Any student caught in the act of or is suspected of cheating will receive a grade 	╉					
 Late submission might result in deduction of marks. 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 the rules is also outlined in the student handbook. Any student caught in the act of or is suspected of cheating will receive a grade 						
 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 the 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 the student handbook. 		Late submission might result in deduction of marks.				
 University Academic Integrity Code of Conduct as explained and detailed in the student handbook. Punitive actions for any and all students not abiding by the 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 the student handbook. 		Cheating:				
 student handbook. Punitive actions for any and all students not abiding by the 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 the student handbook. 		• - All students are required and expected to act and behave according to the				
 student handbook. Punitive actions for any and all students not abiding by the 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 the student handbook. 	。	University Academic Integrity Code of Conduct as explained and detailed in the				
• Any student caught in the act of or is suspected of cheating will receive a grade		student handbook. Punitive actions for any and all students not abiding by these				
• Any student caught in the act of or is suspected of cheating will receive a grade		rules is also outlined in the student handbook.				
المقسع فائب المعيد لشئون البودة ععيد الكلية مركز التطوير الأكاديمي وضعان البودة رئيس اللجاء		Any student caught in the act of or is suspected of cheating will receive a grade of . من القسم نائب العدد للثنون الجودة عميد الكلية مركز التطوير الأكاديمي وضمان الجودة رئيس ا				



- "0" for that exam, quiz, project, or assignment.
 Any recurring attempt in cheating will be a matter for immediate dismissal from the University.
 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.
 Plagiarism:
 Sana'a University regulations will be pursued and enforced on any plagiarism attempts.
 - 7 Other policies:
 - As per the university regulations (Students Affairs Bylaws)

Template for Course Plan (Syllabus)

I Information about Faculty Member Responsible for the Course:							
Name of Faculty Member		Office Hours					
Location& Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							

II. Course Identification and General Information:

1-	Course Title:	English (2)				
2-	Course Number & Code:					
			C.	Н		Total
3-	Credit hours:	Th.	Seminar	Pr.	F. Tr.	Total
3-	Cicuit nours.	Theory 3	exercises	Practical	Field, training	3
4-	Study level/year at which this course is offered:	Level I Semester II				
5-	Pre –requisite (if any):	Englis	h (1)			
6-	Co –requisite (if any):	N/A				
7-	Program (s) in which the course is offered	All aca Univers	demic progra sity	ams in all t	he faculti	es in the
8-	Language of teaching the course:	English	l			
9-	System of Study:	Regular, Fulltime				
10-	Mode of delivery:	Regular interactive classes				
11-	Location of teaching the course:	Univers Univers	sity Campus sity	, different f	faculties in	n the

رئيس الجامعة د/القاسم محمد عميد الكلية د/مشعل الريفي نائب العميد لشئون الجودة د/ناصر الطويل رئيس القسم د/عدنان المقطري



III. Course Description:

This course is one of the University General Requirements. It is a prerequisite to other specialized courses which are offered in English. It is designed to provide students with the required knowledge and skills in English language related to their field of study. It provides students with the basic aspects of academic-oriented English to develop their academic language proficiency for university study by covering language areas and skills (listening, speaking, reading and writing) which enable them to understand and use English in settings and contexts related to their fields of study. It covers wide range of topics related to their fields of study with a view to introduce them to the required subject-related terminology. It also provides students with the opportunity to take part in interactive and communicative activities representing their future professional careers. By the end of the course, learners are expected to fulfill upper intermediate level (B2) on the Common European Framework of Reference for Languages (CEFR).

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

Brief summary of the knowledge or skill the course is intended to develop: On successful completion of the course, students should be able to:

- 1. Show an awareness of the key linguistic features essential for academic reading and writing in different contexts related to their fields of study.
- 2. Demonstrate knowledge and understanding of the formation and use of the common terminology related to their fields of study.
- 3. Adopt critical thinking within the subject paradigm to evaluate different texts, determine their intended functions and extract specific information from them.
- 4. Apply critical, analytical, and evaluative thinking to their own writing about issues related to their fields of study.
- 5. Effectively use a variety of reading strategies for analyzing different texts and reading independently and intensively for specific information.
- 6. Write comprehensive paragraphs, reports and effective summaries of long texts on topics related to their fields of study.
- 7. Communicate successfully in English speaking environments, both academic/professional and social and interact with others in a positive and productive manner.
- 8. Apply the acquired skills of English language in Information and Communication Technology.

I. Course Content:

A – Theoretical Aspect:

رئيس القسم نائب العميد لشئون الجودة عميد الكلية مركز التطوير الأكاديمي وضمان الجودة رئيس الجامعة د/عدنان المقطري د/ناصر الطويل د/مشعل الريفي د/هدى العماد د/ناصر

•



No.	Units/Topics List	Sub Topics List	No of Weeks	contact hours	Learning Outcomes
1	Introduction	 Introducing the course Introduction to subject-specific terminology Tenses Revision, Voiced & unvoiced sounds 	1	3	a1, a2, c1, c2 d1, d2
2	Topic (1): Select Subject-specific Topic	 Reading: Previewing (Select subject-related passage) Collocations, Some abbreviations, Passive voice (2) Pronunciation of '-s' & '-ed' Writing Task 	1	3	a1, a2 b1, b2 c1, c2, d1, d2
3	Topic (2): Select Subject-specific Topic	 Reading: Scanning (Select subject-related passage) Use of sequence words & phrases, Collocations, Some abbreviations, Connected speech (1) Topic Sentence 	1	3	a1, a2 b1, b2 c1, c2 d1, d2
4	Topic (3): Select Subject-specific Topic	 Reading: Skimming (Select subject-related passage) prepositions of time and location Writing paragraphs 	1	3	a1, a2 b1, b2 c1, c2 d2
5	Topic (4): Select Subject-specific Topic	 Reading: Using Vocabulary Knowledge for Effective Reading (Select subject-related passage) Collocations, Some abbreviations Giving warnings & Instructions Double comparatives, Sentence stress (1) Writing letters and memos 	1	3	a1, a2 b1, b2 c1, c2 d2
6	Topic (5): Select Subject-specific Topic	Reading: Summarizing (Select subject-related passage) - Collocations , Some abbreviations - Gerund & infinitive uses, - Connected speech (2) - Writing reports (2)	1	3	a1, a2 b1, b2 c1, c2 d1, d2
7	Topic (6): Select Subject-specific Topic	 Reading: Summarizing (Select subject-related passage) Some abbreviations Conjunctions, Time clauses, If (conditional clauses) 	1	3	a1, a2 b1, b2 c1, c2 d1

رئيس القسم نائب العميد لشئون الجودة عميد الكلية مركز التطوير الأكاديمي وضمان الجودة رئيس الجامعة د/عدنان المقطري د/ناصر الطويل د/مشعل الريفي د/هدى العماد د/القاسم محمد



		- Writing long reports			
8	Mid-Term Test	Written Test Oral Test	1	3	a1, a2 b1, b2 c1, c2 d1, d2
9	Topic (7): Select Subject-specific Topic	 Reading: Specific information (Select subject-related passage) Collocations, Some abbreviations Subjunctive introduction to short essay writing 	1	3	a1, a2 b1, b2 c1, c2 d1
10	Topic (8): Select Subject-specific Topic	 Reading: Learning to Read Faster (Select subject-related passage) Indirect Speech, reported speech; reporting verbs, Collocations, Word stress Writing General-Specific Texts 	1	3	a1, a2 b1, b2 c1, c2, d1, d2
11	Topic (9): Select Subject-specific Topic	 Reading: Learning to Read Faster (Select subject-related passage) Indirect questions; question tags; Cause and result Informal English; Writing Data Commentary 	1	3	a1, a2 b1, b2 c1, c2 d1
12	Topic (10): Select Subject-specific Topic	 Reading: for pleasure (Select subject-related passage) Phrasal verbs, Idiomatic expressions, Time expressions Possibility & probability Writing Long Summaries & Critiques 	1	3	a1, a2 b1, b2 c1, c2 d1
13	Topic (11): Select Subject-specific Topic	 Reading: inferring and making reference (Select subject-related passage) Collocations, Some abbreviations Relative clauses Writing Task 	1	3	a1, a2 b1, b2 c1, c2 d2
14	Topic (12): Select Subject-specific Topic	 Reading: long texts,/narratives (Select subject-related passage) Hypothesizing; word pairs; articles; determiners; linking and commenting. How to prepare and deliver a presentation? Writing Task 	1	3	a1, a2 b1, b2 c1, c2 d1, d2
15	Presentations of Students Projects	Open Presentations	1	3	c1, c2 d1, d2
16	Final Exam	Written Test	1	2	a1, a2

رئيس القسم نائب العميد لشئون الجودة عميد الكلية مركز التطوير الأكاديمي وضمان الجودة رئيس الجامعة د/عدنان المقطري د/ناصر الطويل د/مشعل الريفي د/هدى العماد د/القاسم محمد



					b1, b2
					c1, c2
					d1, d2
Numb	Number of Weeks /and Units Per Semester		16	47	

B - Pra	B - Practical Aspect: (if any)							
Order	Tasks/ Experiments	Number of Weeks	contact hours	Learning Outcomes				
1								
2								
3								
4								
5								
6								
7	7							
1	Number of Weeks /and Units Per Semester							

VI. Teaching strategies of the course:

The main focus is put on students' activity during classes, their interaction with each other and teacher. Communicative method of language teaching is to be used. Exercises are prepared so that they facilitate the understanding of the text and practice the vocabulary and other characteristics of the language related to the profession. Some of the exercises are prepared so that they inspire students to practice their language skills by using their wider knowledge of the subject matter. In short, instructors should use a variety of teaching strategies, in-class activities and teaching aids that can create an interesting and motivating learning environment. This includes:

Lecture Tutorials problem solving case study independent study practical lab sessions (listening and pronunciation exercises) Individual and group work Mini-writing projects Presentations Role-plays Seminars and workshops

VII.	VII. Assignments & Activities:							
No	Assignments	Aligned CILOs (symbols)	Week Due	Mark				
1	Reading Assignments	a1, a2	1, 3, 4, 9, 12	5				
2	Workbook in-class activities	b1,b2,c1,c2,	Every class	5				
3	Writing a summary of a text	c1, c2, d1	7	5				
4	Mini-project	a1, a2, c1, c2, d1	13	5				
	Total							

رئيس الجامعة د/القاسم محمد



VII	VIII. Schedule of Assessment Tasks for Students during the Semester:								
No.Assessment MethodWeek Due		Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes					
1	Assignments	Every class	10	10%	a1, a2, c1,c2				
2	Activities	Every class	10	10%	a1, a2, c1,c2, d1,d2				
3	Class Quizzes	5 & 12	5	5 %	a1, a2, b1, c1, c2, d1				
4	Mid-term (written)	8	10	10%	a1, a2. B1, b2, c1,c2				
5	Mid-term (oral)	8	5	5%	a1, a2. b1, b2, c1,c2, d1, d2				
6	Final Exam (written)	16	60	60%	a1, a2. b1, b2, c1,c2, d1, d2				

-	ublication – Publisher). equired Textbook(s) (maximum two).
	- Murphy, Raymond. <i>Essential Grammar in Use</i> . Cambridge University Press
	- Harrison, Richard. <i>Keep Writing</i> (Book 1) Longman Group UK.
	- Richards, Jack C & David Bohlke. Speak Now 1 and 2 (Series) SB and WB. Oxford
	University Press, USA; UK ed. edition (June 28, 2012)
	- Liz and John Soars. <i>New Headway Plus</i> (Series), Oxford University Press.
2- E	Essential References.
	1. Arnavelete, M.& Barrel.(1981). <i>Paragraph Development</i> . New Jersey: Prentice Hall.
	2. Azar, B.S. (2003). Fundamentals of English Grammar (3rd• Edition). New Yor London.
	3. Eastwood, J. (2006). Oxford Practice Grammar – Intermediate. OUP.
	4. Glendinning, Eric H. (2007). <i>Technology 1 (Oxford English for Careers)</i> , Ne York: Oxford University Press.
	5. Ibboston, Mark. (2009). <i>Professional English in Use (Engineering)</i> . Cambridge University Press.
	6. Gleldinning and Mc Ewan. (2006). Oxford English for Information Technolog OUP.
	7. Glendinning. E. and N. Glendinning. (2006). Oxford English for Electrical an Mechanical Engineering. OUP.
	8. Graff, G. (2014). They Say / I Say: The Moves That Matter in Academic Writin (Third Edition).
	9. McCarthy, Michael. (2003). English Vocabulary in Use, Pr Intermediate & intermediate, UK, University of Cambridge.
	10. Murphy, R. (2012). English Grammar in Use. (4th edition).



11. Smoke, T. (1998). A Writer's Workbook: An Interactive Writing Text for ESL
Students. Cambridge: Cambridge University Press.
12. Straus, J. (2014). The Blue Book of Grammar and Punctuation (11th Edition), An
online version of this book is available through the Dalarna University library website - http://dalbib.du.se/record=b1436269*eng
13. Esteras, S. R. (2012) Infotech: English for Computer Users (Student's Book).
Cambridge: Cambridge University Press.
14. Esteras, S. R. (2003) Infotech: English for Computer Users (Work Book).
Cambridge: Cambridge University Press.
15. British Council (2012) English for Skills (Vocational English for ICT). Albania:
British Council
16. Liz and John Soars. New Headway Plus, Oxford University Press.
17. Chabner, Davi-Ellen, Medical Terminology: A short Course
18. Leech Geoffrey & Savartivik Jan. (2000). A Communicative Grammar of English.
Pearson Education Ltd,
19. Donald, Robert. Moore James and Morrow (1987)Betty. Writing Clear
Paragraphs. New Jersey: Prentice Hall, Inc,
20. Chabner, Davi-Ellen, <i>Medical Terminology: A Short Course</i> (US, Saunders, 2014)
2014) 21. Venes, Donald (ed.), <i>Taber's cyclopedic medical dictionary</i> (USA: F. A. DAVIS
COMPANY, 2005)
22. David, Edward Marcinko, Dictionary of Health Information Technology And
Security (New York: Springer, 2007)
3- Electronic Materials and Web Sites <i>etc</i> .
1. www.cambridge.org/elt
2. BBC English Language Learning Webpage
3. <u>www.headwayplusonline.com</u>
4- Blackboard online Activities
5- CNN Learning Resources

رئيس القسم نائب العميد لشئون الجودة عميد الكلية مركز التطوير الأكاديمي وضمان الجودة رئيس الجامعة د/عدنان المقطري د/ناصر الطويل د/مشعل الريفي د/هدى العماد د/القاسم محمد



رئيس القسد

II. **Course Policies: Class Attendance:** Students are allowed one absence without a required written excuse for every semester credit hour taken. It is the student's responsibility and entitlement to meet and discuss all absences or planned absences with their instructors. Upon the prudence and judgment of the instructor, a course grade of "F" may be given to any student who exceeds 25% of absentees in a semester. • No student shall neglect more than 25 % of their class attendance, whether excused or unexcused, in a given ۱ semester. For students who exceed the specified number of unexcused absentees, an official documented excuse from the Faculty Dean may be required. Once a student reaches approximately ten to fifteen percent of absentees in a class, he/she shall receive a warning. The Dean/Faculty Council have the right to permit a student's withdrawal from a course, if presented with a suitable and acceptable explanation for excessive absentees. This will be coordinated with the consent of the Registrar. Tardy: ۲ • Late arrival to class three times will be regarded as an absence. Each instructor is responsible to define the rules for which a student is considered late to class. **Exam Attendance/Punctuality:** • All students have to attend exam as specified. ٣ A student who fails to attend the exam has to hand on his/her excuse within 48 hours. All students must come to exam on time and no excuses are accepted for late coming. **Assignments & Projects:** ź - All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks. 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. ٥ • 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 recurring attempt in cheating will be a matter for immediate dismissal from the University. 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. **Plagiarism**: 6 • Sana'a University regulations will be pursued and enforced on any plagiarism attempts. **Other policies:** 7 • As per the university regulations (Students Affairs Bylaws)