





	contexts related to their fields of study.	dissemination and development, and use it for scientific and educational purposes in various fields of science and knowledge.
a.2	Demonstrate knowledge of wide range of vocabulary and basic technical terms 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 information from them.	B1. Use various thinking skills systematically and positively in diagnosing problems and issues that they face while working and propose appropriate solutions to them.
b.2	Apply critical, analytical, and evaluative thinking to their own writing about issues and problems related to their fields of study.	
c.1	Effectively use a variety of reading strategies for analyzing a variety of texts and reading independently and intensively for specific information.	C3. Prepare scientific research and studies in their field of specialization in Arabic and English.
c.2	Write simple texts and documents related to their fields of study, including summaries, reports, CVs, cover letters, advertisements, specifications, emails, text messages, posts to forums, etc.	
d.1	Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	D3. Communicate fluently and effectively in both Arabic and English in their field of specialization.
d.2	Apply the acquired skills of English 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 and grammar rules essential for speaking and writing in contexts related to their fields of study.	Lectures Tutorials Group discussion	Assignments, Quizzes, Tests, Technical reports and oral presentations
a2. Demonstrate knowledge of wide range of vocabulary and basic technical terms related to their fields of study.	Lectures Tutorials Group discussion	Assignments, Quizzes, Tests, Technical reports and oral presentations

**(B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and 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	Lectures Tutorials Problem solving Group discussion	Assignments, Quizzes, Tests, Technical reports and oral presentations

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them.		
b2. Apply critical, analytical, and evaluative thinking to their own writing about issues and problems related to their fields of study.	Lectures Tutorials Problem solving Group discussion	Assignments, Quizzes, Tests, Technical reports and oral presentations

**(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 a variety of 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 simple texts and documents related to their fields of study, including summaries, reports, CVs, cover letters, advertisements, specifications, emails, text messages, posts to forums, etc.	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 in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	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 lab sessions	Assignments Lab Practical Exercises project reports presentations

**IV. Course Content:**

- Distribution of Semester Weekly Plan of Course Topics/Items and Activities.

**A – Theoretical Aspect:**

No.	Units/Topics List	Sub Topics List	No. of Weeks	contact hours	CILOs
1	Introduction	- Introducing ESP (Field of Study) - Introducing yourself and Others, - Everyday Objects; Numbers; Greetings - Parts of Speech (1)	1	3	a1, a2, b1 c2, d2

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Number of Weeks /and Units Per Semester		
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### V. 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

### VI. 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	a2, c1, c2, d1	13	5
Total				20

### VII. 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
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

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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

## VIII. Learning Resources:

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

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

- Murphy, Raymond. *Essential Grammar in Use*. Cambridge University Press
- Harrison, Richard. *Keep Writing (Book 1)* Longman Group UK.
- Richards, Jack C & David Bohlke. *Speak Now 1 and 2* (Series) SB and WB. Oxford University Press, USA ed. edition (June 28, 2012)
- Liz and John Soars. *New Headway Plus* (Series), Oxford University Press.

### 2- Essential References.

- Arnavelete, M.& Barrel.( 1981). *Paragraph Development*. New Jersey: Prentice Hall.
- Azar, B.S. (2003). *Fundamentals of English Grammar* (3rd• Edition). New York: London.
- Eastwood, J. (2006). *Oxford Practice Grammar – Intermediate*. OUP.
- Glendinning, Eric H. (2007). *Technology 1 (Oxford English for Careers)*, New York: Oxford University Press.
- Ibboston, Mark. (2009). *Professional English in Use (Engineering)*. Cambridge: Cambridge University Press.
- Gledinning and Mc Ewan. (2006). *Oxford English for Information Technology*. OUP.
- Glendinning. E. and N. Glendinning. (2006). *Oxford English for Electrical and Mechanical Engineering*. OUP.

### 3- Electronic Materials and Web Sites etc.

1. [www.cambridge.org/elt](http://www.cambridge.org/elt)
2. BBC English Language Learning Webpage
3. [www.headwayplusonline.com](http://www.headwayplusonline.com)
- 4- Blackboard online Activities
- 5- CNN Learning Resources

## IX. 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

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	<p>exceeds 25% of absentees in a semester.</p> <ul style="list-style-type: none"> <li>No student shall neglect more than 25 % of their class attendance, whether excused or unexcused, in a given semester.</li> <li>For students who exceed the specified number of unexcused absentees, an official documented excuse from the Faculty Dean may be required.</li> <li>Once a student reaches approximately ten to fifteen percent of absentees in a class, he/she shall receive a warning.</li> <li>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.</li> </ul>
٢	<p><b>Tardy:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
٣	<p><b>Exam Attendance/Punctuality:</b></p> <ul style="list-style-type: none"> <li>All students have to attend exam as specified.</li> <li>A student who fails to attend the exam has to hand on his/her excuse within 48 hours.</li> <li>All students must come to exam on time and no excuses are accepted for late coming.</li> </ul>
٤	<p><b>Assignments &amp; Projects:</b></p> <ul style="list-style-type: none"> <li>- All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks.</li> </ul>
٥	<p><b>Cheating:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>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.</li> <li>Any recurring attempt in cheating will be a matter for immediate dismissal from the University.</li> <li>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.</li> </ul>
6	<p><b>Plagiarism:</b></p> <ul style="list-style-type: none"> <li>Sana'a University regulations will be pursued and enforced on any plagiarism attempts.</li> </ul>
7	<p><b>Other policies:</b></p> <ul style="list-style-type: none"> <li>As per the university regulations (Students Affairs Bylaws)</li> </ul>

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#### 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 and grammar rules essential for speaking and writing in contexts related to their fields of study.
2. Demonstrate knowledge of wide range of vocabulary and basic technical terms 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 and problems related to their fields of study.
5. Effectively use a variety of reading strategies for analyzing a variety of texts and reading independently and intensively for specific information.
6. Write simple texts and documents related to their fields of study, including summaries, reports, CVs, cover letters, advertisements, specifications, emails, text messages, posts to forums, etc.
7. Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
8. Apply the acquired skills of English language in Information and Communication Technology.

#### V. Course Content:

- Distribution of Semester Weekly Plan of Course Topics/Items and Activities.

##### A – Theoretical Aspect:

No.	Units/Topics List	Sub Topics List	No. of Weeks	contact hours	CILOs
1	<b>Introduction</b>	- Introducing ESP (Field of Study) - Introducing yourself and Others, Everyday Objects; Numbers; Greetings - Parts of Speech (1) Nouns, Types of Nouns, Plural Forms of Nouns, Pronouns, Articles	1	3	a1, a2, b1 c2, d2
2	<b>My Favourites (Personal Preferences)</b>	-Reading: (Select subject-related passage) - Likes & Dislikes, Requests and Functions Parts of Speech (2) Adjectives, Order of Adjectives, Predicate Adjectives, Comparatives and Superlatives - Writing Exercise: simple sentences about yourself and others and objects around.	1	3	a1, a2 b1, b2 c1, c2, d1, d2
3	<b>Leisure Activities &amp; Shopping</b>	- Reading: Scanning for key words (Select subject-related passage) - Asking about Time, social expressions - Parts of Speech (3): Action and linking verbs, Intransitive verbs and transitive (indirect object, direct	1	3	a1, a2 b1, b2 c1, c2, d1, d2

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