Course Specification of English (101)

I. Course Identification and General Information:

١	**Course Title:**	**English (1)**				
٢	**Course Code & Number:**					
٣	**Credit hours:**	C.H				TOTAL
		Th.	Seminar	Pr	Tr.	
		Theory 3	Seminars, exercises.	Practical	Field, training	**3**
٤	**Study level/ semester at which this course is offered:**	**Level I Semester I**				
٥	**Pre –requisite (if any):**	**N/A**				
٦	**Co –requisite (if any):**	**N/A**				
٨	**Program (s) in which the course is offered:**	**All academic programs in all the faculties in the University**				
٩	**Language of teaching the course:**	**English**				
١٠	**Location of teaching the course:**	**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. The course is designed to provide students with basic knowledge and skills in English language related to their field of study. The course covers language areas and skills (listening, speaking, reading and writing) which enable students to understand and use English in settings and contexts related to their fields of study. It covers wide range of topics with a view to introduce students to the required terminology in their various fields of study. It also provides students with the opportunity to take part in interactive and communicative activities representing their future professional careers.

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عميد الكلية
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أ.م.د. هدى العماد

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III. Course Intended learning outcomes (CILOs) of the course (maximum 8CILOs)		Referenced PILOs (University General Requirements Program)
On successful completion of the course, students should be able to:		**On successful completion of the course, student should be able to:**
a.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.	A4. Demonstrate knowledge and understanding of the English language, its teaching, 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.
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.	
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

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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 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 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,	Lecture, Tutorials problem solving case study	Assignments, Quizzes, Tests, experimental write-ups, tech reports, project reports, Lab Practical Exercises

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reports, CVs, cover letters, advertisements, specifications, emails, text messages, posts to forums, etc.	independent study lab sessions	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) Nouns, Types of Nouns, Plural Forms of Nouns, Pronouns, Articles	1	3	a1, a2, b1 c2, d2
2	**My Favourites (Personal Preferences)**	-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	**Leisure Activities & Shopping**	- Reading: Scanning for key words (Select subject-related passage)	1		a1, a2 b1, b2

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		- Asking about Time, social expressions - Parts of Speech (3): Action and linking verbs, Intransitive verbs and transitive (indirect object, direct objects), adverbs and types of adverbs - Writing Task		3	c1, c2, d1, d2
4	**Where I Live (Rooms and Furniture), Town and Country;**	- Reading: Scanning for Information (Select subject-related passage) - Polite Requests, Directions - Types of Sentences 1- Declarative sentences: a. Affirmative: b. Negative: 2- Interrogative sentences a. wh-questions b. yes / no Questions 3- *Imperative* sentences 4- Phrases and Clauses Time clauses - Writing Task	1	3	a1, a2 b1, b2 c1, c2, d1, d2
5	**The Way I Live (Lifestyle)**	- Reading: Making inferences (Select subject-related passage) - Time and Tenses (1) Present simple, present continuous, present perfect, and present perfect continuous - Writing Task	1	3	a1, a2 b1, b2 c1, c2, d1, d2
6	**Special Occasions and Events**	-Reading: Understanding sentences (Select subject-related passage) - Time and Tenses (2) Past simple, past continuous, - Writing Task	1	3	a1, a2 b1, b2 c1, c2, d2
7	**The Weather**	-Reading: Learning about Context (Select subject-related passage) - Making Suggestions - Time and Tenses (3): Future Simple, Future Continuos, and Future Perfect - Writing Task	1	3	a1, a2 b1, b2 c1, c2,
8	**Traveling Around**	-Reading: Guessing Word Meanings (Select subject-related passage) - Writing: Short Sequence - Present Passive - Writing Task	1	3	a1, a2 b1, b2 c1, c2, d2
9	**I Can Do That! (Everyday Problems**	-Reading: Learning New Words in Categories (Select subject-related	1	3	a1, a2 b1, b2

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	and Issues)	passage) - Auxiliary Verbs of prediction (will, may, might), abilities, permissions, etc. - Writing Task			c1, c2, d1, d2
10	**Describing Feelings**	-Reading: Comprehending Paragraphs (Select subject-related passage) -Giving advice, commands - Writing paragraphs	1	3	a1, a2 b1, b2 c1, c2, d2
11	**A Change for the Better!**	-Reading: looking for topics (Select subject-related passage) - Past Perfect, Past Perfect Continuous, Past Simple vs. Present Perfect - Writing short letters	1	3	a1, a2 b1, b2 c1, c2 d1,
12	**Technology and Society**	-Reading: looking for topics (Select subject-related passage) - Telephoning & Social Media - Past tense passive - Writing e-mails	1	3	a1, a2 b1, b2 c1, c2 d1,
13	**Jobs and Careers, the World of Work**	- Reading: looking for details (Select subject-related passage) - Job descriptions, interview and requirements -Modal verbs, should, must, will shouldn't, must not Writing CV	1	3	a1, a2 b1, b2 c1, c2 d2
14	**It's a Wonderful World!**	- Saying Goodbye - Predictions & Future Developments - Affixes, Prefixes, Suffixes - Writing reports (1)	1	3	a1, a2 b1, b2 c1, c2 d1, d2
Number of Weeks /and Units Per Semester			14	42	

B - Practical Aspect: (if any)

Order	Tasks/ Experiments	Number of Weeks	contact hours	Learning Outcomes
1				
2				
3				
4				
5				
6				
7				
8				
9				

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10				
Number of Weeks /and Units Per Semester				

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

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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

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 P USA; UK 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.
- Gleldinning 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

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2. BBC English Language Learning Webpage 3. www.headwayplusonline.com 4- Blackboard online Activities 5- CNN Learning Resources	

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IX. Course Policies:

١	**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 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.
٢	**Tardy:** • 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.
٣	**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 48 hours. • All students must come to exam on time and no excuses are accepted for late coming.
٤	**Assignments & Projects:** - All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks.
٥	**Cheating**: • - All students are required and expected to act and behave according to the university Academic Integrity Code of Conduct as explained and detailed in the student handbook. Punitive actions for any and all students not abiding by these rules is also outlined in the student handbook. • Any student caught in the act of or is suspected of cheating will receive a grade of "0" for that exam, quiz, project, or assignment. • Any recurring attempt in cheating will be a matter for immediate dismissal from the University.

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	• Any student who assists, contributes, or in any way is found to be involved in helping another student cheat will receive an equivalent and equal penalty.
6	**Plagiarism**: • Sana'a University regulations will be pursued and enforced on any plagiarism attempts.
7	**Other policies:** • As per the university regulations (Students Affairs Bylaws)

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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 (101)**				
2-	**Course Number & Code:**					
3-	**Credit hours:**	**C.H**				**Total**
		Th.	**Seminar**	**Pr.**	**F. Tr.**	
		Theory 3	Seminars, exercises.	Practical	Field, training	**3**
4-	**Study level/year at which this course is offered:**	**Level I Semester I**				
5-	**Pre –requisite (if any):**	**N/A**				
6-	**Co –requisite (if any):**	**N/A**				
7-	**Program (s) in which the course is offered**	**All academic programs in all the faculties of the University**				
8-	**Language of teaching the course:**	**English**				
9-	**System of Study:**	**Regular, Fulltime**				
10-	**Mode of delivery:**	**Regular interactive classes**				
11-	**Location of teaching the course:**	**University Campus, different faculties in the University**				

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. The course is designed to provide students with basic knowledge and skills in English language related to their field of study. The course covers language areas and skills (listening, speaking, reading and writing) which enable students to understand and use English in settings and contexts related to their fields of study. It covers wide range of topics with a view to introduce students to the required terminology in their various fields of study. It also provides students with the opportunity to take part in interactive and

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communicative activities representing their future professional careers.

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	**Introduction**	- 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	**My Favourites (Personal Preferences)**	-Reading: (Select subject-related passage) - Likes & Dislikes, Requests and Functions	1	3	a1, a2 b1, b2 c1, c2,

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		Parts of Speech (2) Adjectives, Order of Adjectives, Predicate Adjectives, Comparatives and Superlatives - Writing Exercise**:** simple sentences about yourself and others and objects around.			d1, d2
3	**Leisure Activities & Shopping**	- 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 objects), adverbs and types of adverbs - Writing Task	1	3	a1, a2 b1, b2 c1, c2, d1, d2
4	**Where I Live (Rooms and Furniture), Town and Country;**	- Reading: Scanning for Information (Select subject-related passage) - Polite Requests, Directions - Types of Sentences 1- Declarative sentences: a. Affirmative: b. Negative: 2- Interrogative sentences a. wh-questions b. yes / no Questions 3- *Imperative* sentences 4- Phrases and Clauses Time clauses - Writing Task	1	3	a1, a2 b1, b2 c1, c2, d1, d2
5	**The Way I Live (Lifestyle)**	- Reading: Making inferences (Select subject-related passage) - Time and Tenses (1) Present simple, present continuous, present perfect, and present perfect continuous - Writing Task	1	3	a1, a2 b1, b2 c1, c2, d1, d2
6	**Special Occasions and Events**	-Reading: Understanding sentences (Select subject-related passage) - Time and Tenses (2) Past simple, past continuous, - Writing Task	1	3	a1, a2 b1, b2 c1, c2, d2
7	**The Weather**	-Reading: Learning about Context (Select subject-related passage) - Making Suggestions - Time and Tenses (3): Future Simple, Future Continuos, and Future Perfect	1	3	a1, a2 b1, b2 c1, c2,

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		- Writing Task			
8	**Mid-Term Test**	Oral test Written Test	1	3	a1, a2 b1, b2 c1, c2, d1, d2
9	**Traveling Around**	-Reading: Guessing Word Meanings (Select subject-related passage) - Writing: Short Sequence - Present Passive - Writing Task	1	3	a1, a2 b1, b2 c1, c2, d2
10	**I Can Do That! (Everyday Problems and Issues)**	-Reading: Learning New Words in Categories (Select subject-related passage) - Auxiliary Verbs of prediction (will, may, might), abilities, permissions, etc. - Writing Task	1	3	a1, a2 b1, b2 c1, c2, d1, d2
11	**Describing Feelings**	-Reading: Comprehending Paragraphs (Select subject-related passage) -Giving advice, commands - Writing paragraphs	1	3	a1, a2 b1, b2 c1, c2, d2
12	**A Change for the Better!**	-Reading: looking for topics (Select subject-related passage) - Past Perfect, Past Perfect Continuous, Past Simple vs. Present Perfect - Writing short letters	1	3	a1, a2 b1, b2 c1, c2 d1,
13	**Technology and Society**	-Reading: looking for topics (Select subject-related passage) - Telephoning & Social Media - Grammar: past tense passive - Writing e-mails	1	3	a1, a2 b1, b2 c1, c2 d1,
14	**Jobs and Careers, the World of Work**	- Reading: looking for details (Select subject-related passage) - Job descriptions, interview and requirements -Modal verbs, should, must, will shouldn't, must not Writing CV	1	3	a1, a2 b1, b2 c1, c2 d2
15	**It's a Wonderful World!**	- Saying Goodbye - Predictions & Future Developments - Affixes, Prefixes, Suffixes - Writing reports (1)	1	3	a1, a2 b1, b2 c1, c2 d1
16	**Final Exam**	Written Test	1	2	a1, a2 b1, b2 c1, c2, d1, d2

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Number of Weeks /and Units Per Semester	16	47	

B - Practical Aspect: (if any)

Order	Tasks/ Experiments	Number of Weeks	contact hours	Learning Outcomes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
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

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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	a2, c1, c2, d1	13	5
Total				20

VIII. 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
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

IX. 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 P

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	USA; UK 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. • Gleldinning 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 2. BBC English Language Learning Webpage 3. www.headwayplusonline.com 4- Blackboard online Activities 5- CNN Learning Resources

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I. Course Policies:

١	**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 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.
٢	**Tardy:** • 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.
٣	**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 48 hours. • All students must come to exam on time and no excuses are accepted for late coming.
٤	**Assignments & Projects:** - All assignment and projects have to be submitted, as scheduled, on time. Late submission might result in deduction of marks.
٥	**Cheating**: • - All students are required and expected to act and behave according to the university Academic Integrity Code of Conduct as explained and detailed in the student handbook. Punitive actions for any and all students not abiding by these rules is also outlined in the student handbook. • Any student caught in the act of or is suspected of cheating will receive a grade of "0" for that exam, quiz, project, or assignment. • Any 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.
6	**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)

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