Course Specification of English (102)

توصيف مقرر: لغة إنجليزية (١٠٢)

Course Identification and General Information:						
١	Course Title:	English (102)				
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 II				
٥	Pre –requisite (if any):	English (1)				
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					

I. 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).

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أ.د.

نائب العميد لشئون الجودة
د. حسين أحمد الورد

عميد الكلية
أ.م.د. عبدالملك محمد عيسى

إشـــــــــــــــراف

عميد مركز التطوير الأكاديمي وضمن الجودة
أ.م.د. هدى العماد

رئيس الجامعة
أ.د. القاسم محمد عباس

II. Course Intended learning outcomes (CILOs) of the course (maximum 8CILOs)		Referenced PILOs (Only write code number o referenced Program Intended learning outcomes)
On successful completion of the course, students should be able to:		University General Requirements (English Requirements Program)
a.1	Show an awareness of the key linguistic features essential for academic reading and writing in different 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 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 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 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 information.	C3. Prepare scientific research and studies in their field 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 specialization.
d.2	Apply the acquired skills of English language in Information and Communication Technology.	

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(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 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 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 different texts and reading independently and	Lecture, Tutorials problem solving case study	Assignments, Quizzes, Tests, experimental write-ups, tech reports, project reports, Lab Practical Exercises

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intensively for specific information.	independent study lab sessions	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 lab sessions	Assignments Lab Practical Exercises project reports presentations

III. Course Content:

A – Theoretical 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, a2 b1, b2 c1, c2, d1, d2
3	**Topic (2):**	- Reading: Scanning	1		a1, a2

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	Select Subject-specific Topic	(Select subject-related passage) - Use of sequence words & phrases, Collocations, Some abbreviations, - Connected speech (1) -Topic Sentence		3	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) - Writing long reports	1	3	a1, a2 b1, b2 c1, c2 d1
8	**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
9	**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
10	**Topic (9): Select Subject-specific Topic**	- Reading: Learning to Read Faster (Select subject-related passage) - Indirect questions; question tags;	1	3	a1, a2 b1, b2 c1, c2

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		- Cause and result - Informal English; - Writing Data Commentary			d1
11	**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
12	**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
13	**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
14	**Presentations of Students Projects**	Open Presentations	1	3	c1, c2 d1, d2
Number of Weeks /and Units Per Semester					

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				

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IV. 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

V. 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

VI. 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

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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

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

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VIII. 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 (102)**				
2-	**Course Number & Code:**					
3-	**Credit hours:**	**C.H**				**Total**
		Th.	**Seminar**	**Pr.**	**F. Tr.**	
		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):**	**English (1)**				
6-	**Co –requisite (if any):**	**N/A**				
7-	**Program (s) in which the course is offered**	**All academic programs in all the faculties in 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**				

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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.

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I. Course Content:

A – Theoretical 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, 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,	1	3	a1, a2 b1, b2 c1, c2

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		- Time clauses, - If (conditional clauses) - Writing long reports			d1
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

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16	**Final Exam**	Written Test	1	2	a1, a2 b1, b2 c1, c2 d1, d2
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	a1, 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.

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