

## Course Syllabus

<b>Institution:</b>	Northern Border University
<b>Department:</b>	Department of English Language Skills

### Course Identification and General Information

<b>Course title:</b>	English I, 1001-101 Regular Faculties & 101 ELCA/ELCS
<b>2. Credit hours:</b>	3 Credit Hours
<b>3. Program in which the course is offered:</b>	Preparatory Year Program
<b>4. Name of faculty member responsible for the course:</b>	Mr. Aimen Nefaa
<b>5. Year at which this course is offered:</b>	Preparatory Year
<b>6. Prerequisite for this course (if any):</b>	None
<b>7. Semester / Year:</b>	2018-2019
<b>8. Class Days:</b>	Sunday, Monday, Tuesday, Wednesday, Thursday
<b>9. Classroom No:</b>	
<b>10. Building No:</b>	
<b>11. Location</b>	All the General Campuses of the University

<b>Lecturer Information</b>	
<b>Lecturer's Name:</b>	
<b>Major:</b>	
<b>Location of Office:</b>	
<b>Office Telephone No:</b>	
<b>E-mail:</b>	

<b>Course Description</b>
This course enables the PY students to achieve an A2+ level of proficiency in the English Language as outlined in the Common European Framework of Reference for Languages (CEFR), and develop basic functional aspects of the language for social interaction. It is a fifteen-week module course with 15 hours of class room instruction each week.

### Course Goal

The course aims at helping students achieve an overall English language proficiency leading to A2+ on the Common European Framework of Reference for Languages (CEFR).

### Course Objectives

The course is intended to accomplish its goal in one full academic term of 15 weeks through developing students' language skills to:

1. Read and understand simple texts and a range of high frequency vocabulary in context.
2. Follow short spoken texts on familiar topics in which speech is slowly and carefully articulated.
3. Communicate in simple language about routine tasks requiring a simple and direct exchange of information on familiar matters.
4. Write simple cohesive sentences on familiar topics.
5. Demonstrate some control of everyday high frequency vocabulary and essential grammatical structures.

### Student Learning Outcomes

Student Learning Outcomes (SLOs) are descriptions of what students will know or be able to do with the language as a result of the 15 weeks of instruction:

1. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
2. Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
3. Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary, manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
4. Can write a series of simple phrases and sentences linked with simple connectors.

5. Can use some simple structures correctly, but still systematically make basic mistakes

### Pacing Schedule

(Note: General description in the form to be used for the Bulletin or Handbook should be attached.)

1. Units to be covered		
List of Units	No. of weeks	Contact hours
<b>Orientation Week</b>	<b>1</b>	<b>15</b>
New Headway Plus: Beginner, Units 1-3 (Level 1)	<b>1</b>	<b>15</b>
New Headway Plus: Beginner, Units 3-5 (Level 1)	<b>1</b>	<b>15</b>
New Headway Plus: Beginner, Units 6-8 (Level 1)	<b>1</b>	<b>15</b>
New Headway Plus: Beginner, Units 8-10 (Level 1)	<b>1</b>	<b>15</b>
New Headway Plus: Beginner, Units 11-13 (Level 1)	<b>1</b>	<b>15</b>
New Headway Plus: Beginner, Units 13-14 (Level 1)	<b>1</b>	<b>15</b>
<b>1st Unified Exam</b>	<b>1</b>	<b>-</b>
New Headway Plus: Elementary, Units 1-3 (Level 2)	<b>1</b>	<b>15</b>
New Headway Plus: Elementary, Units 3-6 (Level 2)	<b>1</b>	<b>15</b>
New Headway Plus: Elementary, Units 6-8 (Level 2)	<b>1</b>	<b>15</b>
New Headway Plus: Elementary, Units 8-10 (Level 2)	<b>1</b>	<b>15</b>
New Headway Plus: Elementary, Units 11-13 (Level 2)	<b>1</b>	<b>15</b>
New Headway Plus: Elementary, Units 13-14 (Level 2)	<b>1</b>	<b>15</b>
<b>2nd Unified Exam</b>	<b>1</b>	<b>-</b>

Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment Task (e.g., Essay, Test, Group Project, Examination, etc.)	Week Due	Proportion of Final Assessment
<b>1</b>	In-Class Quiz I	Week 4	10
<b>2</b>	In-Class Quiz II	Week 7	10
<b>3</b>	Unified Level I Exam	Week 8	15

4	In-Class Quiz III	Week 11	10
5	In-Class Quiz IV	Week 14	10
6	Unified Level II Exam	Week 15	15
7	Speaking Test	Week 14	5
8	Rosetta Stone Levels 1 & 2: Progress	Weeks 1-15	12
9	Rosetta Stone Levels 1 & 2: Exam	Week 14	8
10	In-Class Writing Assignments		
	Assignment 1	Week 5	1
	Assignment 2	Week 10	2
	Assignment 3	Week 12	2
<b>TOTAL</b>			<b>100</b>

### Student Support

#### Arrangements for availability of teaching staff for individual student consultations and academic advice.

Teachers are available in their offices for at least **5 hours per week (Office/Administrative Hours)**, and at least one hour per day, besides their teaching time. Teachers notify the students about their **Office/Administrative Hours**.

### Learning Resources

#### 1. Required Text(s)

- Soars, Liz & John Soars. *New Headway Plus: Beginner Student's Book*. Special Edition. OUP: Oxford, 2014  
Soars, Liz & John Soars. *New Headway Plus: Beginner Workbook*. Special Edition. OUP: Oxford, 2014  
Soars, Liz & John Soars. *New Headway Plus: Elementary Student's Book*. Special Edition. OUP: Oxford, 2014  
Soars, Liz & John Soars. *New Headway Plus: Elementary Workbook*. Special Edition. OUP: Oxford, 2014

#### 2. Other learning material such as computer-based programs/CD, professional standards/regulations

Rosetta Stone Online Program Levels 1 & 2