

Course Syllabus

Institution:	Northern Border University
Department:	Department of English Language Skills

Course Identification and General Information

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

Lecturer's Information	
Lecturer's Name:	
Major:	
Location of Office:	
Office Telephone No:	
E-mail:	

Course Description

The aim of this course is to help PY IEP students to achieve an English language proficiency of an Independent User of language for social interaction defined as B1 level on the Common European Framework of Reference for Languages (CEFR). 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 B1 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 the main ideas of a variety of texts.
2. Understand the main points and straightforward factual details on a range of familiar matters given in clear and relatively slow speech.
3. Discuss, converse, and express personal opinions and exchange information on familiar topics.
4. Produce short connected texts divided into paragraphs on familiar topics using appropriate vocabulary in an adequately developed response.
5. Demonstrate control of a range of grammatical structures with minor inconsistencies.

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 read straightforward factual texts on subjects related to his/her field of interest with a satisfactory level of comprehension.
2. Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling, and enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life.

3. Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
4. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
5. Can exhibit a reasonable mastery of a wide range of grammatical structures with few inconsistencies.

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
Orientation Week	1	15
New Headway Plus: Elementary, Units 1-3 (Level 2)	1	15
New Headway Plus: Elementary, Units 3-5 (Level 2)	1	15
New Headway Plus: Elementary, Units 6-7 (Level 2)	1	15
New Headway Plus: Elementary, Units 8-10 (Level 2)	1	15
New Headway Plus: Elementary, Units 10-12 (Level 2)	1	15
New Headway Plus: Elementary, Units 13-14 (Level 2)	1	15
1st Unified Exam	1	-
New Headway Plus: Pre-Intermediate, Units 1-3 (Level 3)	1	15
New Headway Plus: Pre-Intermediate, Units 3-5 (Level 3)	1	15
New Headway Plus: Pre-Intermediate, Units 5-7 (Level 3)	1	15
New Headway Plus: Pre-Intermediate, Units 8-10 (Level 3)	1	15
New Headway Plus: Pre-Intermediate, Units 10-12 (Level 3)	1	15
New Headway Plus: Pre-Intermediate, Units 13-14 (Level 3)	1	15
2nd Unified Exam	1	-

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
1	In-Class Quiz I	Week 4	10
2	In-Class Quiz II	Week 7	10
3	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 2 & 3 : Progress	Weeks 1-15	12
9	Rosetta Stone Levels 2 & 3: Exam	Week 14	8
10	In-Class Writing Assignments		
	Assignment 1	week 5	1
	Assignment 2	week 10	2
	Assignment 3	week 12	2
TOTAL			100

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: Elementary Student's Book*. Special Edition. OUP: Oxford, 2014

Soars, Liz & John Soars. *New Headway Plus: Elementary Workbook*. Special Edition. OUP: Oxford, 2014

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

Soars, Liz & John Soars. *New Headway Plus: Pre-Intermediate Workbook*. Special Edition. OUP: Oxford, 2014

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

Rosetta Stone Online Program Levels 2 & 3

Prepared by: The Department of English Language Skills