



Fahad Bin Sultan University **Course: ENG 100**

Instructor:

Office:

Email:

Time:

Office Hours:

Lecture Room:

Course Description

English One

This 16-week Intensive English Program aims at developing students' ability to understand and use English confidently by improving their four language skills (listening, speaking, reading, and writing). The program provides students with language skills, functions, and structures that are essential for successful communication in both speech and writing. It is also meant to prepare students to pursue specialized courses taught through the medium of English. The program also provides instruction pertaining to the fundamentals of language skills, including reading, composition, and listening skills; grammar; and study skills.

To these ends, the course is divided into four modules: Listening & Speaking, Reading, Grammar and Writing. Students study in class/lab 12 contact hours weekly three hours each. However, these courses have a composite grade. That is, passing the course requires scoring a minimum grade of 60 out of 100 in all the sub-courses.

Course Resources

Textbooks

1. **Grammar:** Schoenberg, Irene. *Focus on English Grammar2 (Student Book & Workbook)*. 3rd ed. New York: Pearson Education Inc., 2012. Print.
2. **Listening and Speaking:** Merdinger, P. Barton, L. *NorthStar: Listening and Speaking 1*. 2nd Edition. Pearson: Longman. 2009. Print.
3. **Reading:** Douglas, Nancy. *Reading Explorer 11st*. ed. Australia: Heinle Cengage Learning, 2009.
4. Twain, Mark. (1876), *The Adventures of Tom Sawyer*. Retold by: Jacqueline Kehl. London, Penguin Books, 2000. Print.
5. **Writing:** Haugnes, Natasha. *Focus on Writing 1*. 3rd edition. New York: Pearson Education, Inc., 2012. Print.

References

1. Gilchrist, Alan. *Modern English Readings*. 2nd edition. Print.
2. Azar, Betty Schramper. *Understanding and Using English Grammar*. White Plains, NY: Pearson Education, 2001. Print.
3. Benz, Cheryl, and Kara Dworak. *Listening & Speaking 1*. Boston: Heinle & Heinle, 2000. Print.
4. Folse, Keith S., April Muchmore-Vokoun, and Elena Vestri. *Solomon. Great Sentences for Great Paragraphs: An Introduction to Basic Sentences and Paragraphs*. Boston: Houghton Mifflin, 2005. Print.

Intended Learning Outcomes

By the end of this course, student should be able to:

1. Learn some of the reading strategies such as scanning, skimming, making inferences, predicting.
2. Develop their abilities in making inferences, predictions from pictures, advertisements, short stories, etc..., patterns of organizing paragraphs, thinking skills and how to read for pleasure and to be aware of thinking skills



3. Learn word parts; verbs, nouns, adjectives, adverbs, and prepositions.
4. Learn different vocabulary and start to differentiate between confusing words that carry more than one meaning
5. Develop the understanding of the topic concept and its importance for reading as well as writing.
6. Use capital letters, commas, and contractions.
7. Write coherent basic sentences & Compose short, clear paragraphs
8. Connect sentences and ideas in a short paragraph.
9. Use *be* & *have*, (present & past), adverb of frequency.
10. Know the form of the simple present tense, the present progressive & future time with *be going to* (Statements negative and questions)
11. Use the Imperatives & Use of *can* and *can't* & identify different prepositions of time and place.
12. Differentiate between singular and plural nouns & count and non-count nouns.
13. Recognize formal and informal registers & Identify specific/ factual information from spoken discourse
14. Recognize linguistic clues e.g. discourse markers, signal words in spoken discourse
15. Identify specific/ factual information from spoken discourse
16. Demonstrate ability to identify aspects of spoken discourse e.g. setting, participants, topic, tone, etc.
17. Use contextual clues to understand meaning of spoken discourse
18. Demonstrate knowledge of sounds, stress and intonation & Recognize formal and informal registers
19. Converse in a clear participatory fashion in various academic and social settings
20. Recognize formal and informal registers

Homework and Projects

Homework Policy

One of the most effective means of learning is doing homework. A student should give serious attention to solving homework problems in due time as a farmer obeying the “law of the harvest,” affording the right care for his farm at the right moment. So, in this course, homework problems will be assigned in conjunction with lecture topics as incremental learning tool. Due dates of assignments will be announced at appropriate times. Each set of homework problems will be collected for grading. The solution of each problem in a set is a reflection of understanding of the subject topic. So, a solution must be logically organized and neatly presented. It must also include the problem statement, all pertinent solution steps, equations used, assumptions made, legible supporting graphs, and boxed answers with proper units. Use only one side of a sheet and start the solution of a new problem on a new page. Graded homework with comments will be returned a week after it is collected. Assignments are due at the beginning of class on the assigned due dates. Late submissions will result in substantially lower grades for assignments. Daily assignments will be given. Assignments are due at the beginning of class on the assigned due dates. Late submissions will result in substantially lower grades for assignments. Daily assignments will be given.

Class Policy

Attendance

Observing the effect of attending class on overall students' performance has indicated that students who attend regularly attain on average the highest grades. Therefore, attendance is required! Attendance will be taken at the beginning of each class period. If you must miss class for a valid reason, get in touch with me as soon as possible. In case you are not present when attendance is taken, you will be counted as absent. Please be in class on time. If you are more than 10 minutes late for class you will be asked not to attend due to the major class distraction it causes. A first warning will be issued after the student misses 10% of the total classes of the semester, a second after the 20% mark and a denial after the 25% absence



mark. These warnings will be documented and added to the course files (Two copies should printed out for each warning, one to be handed out to the student and another to be signed by the student and returned to the instructor).

Group Projects and Presentation

Students will work on team PowerPoint project or report. The group submits a more extended proposal, which includes the role of each team member. Each group will submit their presentations at the end or the beginning of the class.

IT usage

Online search / research and short presentations

Each student will be required to search the net for a new topic that relates to this course. A one-page summary of this topic is to be submitted along with a 10-minute presentation.

Selected Textbook Problems

Problems selected for in-class illustration of certain concepts and applications. Additional textbook problems assigned for students to practice and gain better understanding of the concepts discussed.

Class Discussion

Communication is very important in achieving the goals and objectives of our course. Try to discuss and ask questions anytime during a class period. Be an active participant in the classroom.

Help Sessions: Help sessions will be organised at convenient times as needed upon request from students.

Students support

Faculty member availability for individual student consultations and academic advice is the right of every student. Student support is manifested in different forms:

1. Office Hours
2. Learning Assistance Center
3. Problem solving sessions

Expected Behaviour

Students are expected to conduct themselves in an ethical and professional manner.

Make-up Tests

NO makeup test will be given unless the reason is beyond the student's control.

Assessment and Evaluation

Many aspects of the course will receive on-going, real-time assessments and feedback to help improve students' performance. This will be done by discussing performance in class and by arranging individual meetings.

Grade Distribution:

Assessment Item	Tentative Date	Marks
<i>Attendance & Participation</i>		10%
<i>Homework Assignments</i>		10%
<i>Drop quizzes</i>		10%
<i>Test 1</i>	By the end of the 6 th week	20%
<i>Test 2</i>	By the end the 12 th week	20%
<i>Final Exam</i>	Exams period	30%
Total		100%



Detailed Course Outline

Textbook: as listed in the resources section of this outline.		
Week 1 25/9-29/9	Introduction & Unit One	
Week 2 2/10-6/10	Grammar: Part One(Units 1&2: Present of Be: Statements &Yes/No questions L & S: Unit 1: Faraway Friends Reading: Unit 1 – Amazing Animals Background & Introduction : The Adventures of Tom Sawyer Writing: Unit 1: Understanding Simple Phrases and Sentence related to names	
Week 3 9/10-13/9	Grammar: Part One (Units 3) Part two(unit 4): Past of Be : statements, Yes/No questions ,Wh-questions & Count Nouns and Proper Nouns L & S: Unit 1: Faraway Friends (cont.) Reading: Unit 1 – Amazing Animals (Cont.) Chapter 1 of The Adventures of Tom Sawyer Writing: Unit 1 (Cont.) & Start Unit 2:Writing sentences on topics of personal interests	Quiz 1
Week 4 16/10-21/10	Grammar: Part Two (continued: units 5&6: Descriptive & prepositions of place L & S: Unit 2 Recycled Fashion Reading: Unit 2 – Travel and Adventure+ Chapter 2of The Adventures of Tom Sawyer Writing: Unit 2	
Week 5 23/10-27/10	Grammar: Part Three (units 7&8: Imperatives; Suggestions 7 Simple Present (Affirmative & Negative Statements) L & S: Unit 3:Rap Music Reading: Unit 2 – Travel and Adventure (Cont.) + Chapters 3&4of The Adventures of Tom Sawyer Writing Unit 3: Connecting sentences in short paragraphs.	Quiz 2
Weeks 6 30-10-3/11	Grammar: Part Three (units 9&10: simple present: Yes/No questions , Short Answers & Wh-questions L & S: <i>Unit 3 (Contd)</i> Reading: Unit 3 – Music Festivals+ Chapter 5 of The Adventures of Tom Sawyer Writing: Continuation of Unit 3	Test 1
Week 7 6/11- 10-11	Grammar: Part Four(units11&12): There is/ There are – Possessives: Nouns, Adjectives, Pronouns; Object pronouns questions with whose L & S: <i>Unit 4 (Something Valuable</i> Reading: Unit 3 – Music Festivals (Cont.) + Chapter 6 of The Adventures of Tom Sawyer Writing: Unit 4: Connecting ideas in a Paragraph describing an amazing experience and describing clothing	
13-11/17-11	Mid-term Break	



<p>Week 8 20/11-24/11</p>	<p>Grammar: Part Four (units13,14): Ability: can & could – Permission: can & may L & S: Unit 5 Together is Better Reading: Unit 4 – Other Worlds + Chapter 9 of The Adventures of Tom Sawyer Writing: Unit 4 (Cont.)</p>	<p>Quiz 3</p>
<p>Week 9 27/11-1/12</p>	<p>Grammar: Part Five(units15,&16): Present Progressive: 1- Affirmative & Negative statements 2- Yes/No questions 3- Wh-questions 4- Simple present and present progressive; Non-action verbs List & Speak: continue unit5 and start Unit 6 Thinking Young: Creativity in Business. Reading: Unit 4 – Other Worlds (Cont.) + Chapters 7 of The Adventures of Tom Sawyer Writing: Unit 5: Writing a short paragraph describing an amazing experience in the past and impressions of the experience</p>	
<p>Week 10 4/12-8/12</p>	<p>Grammar: Part Four (units17,&18): Ability: can & could – Permission: can & may L & S: continue unit 6 Reading: Unit 5 – City Living Chapter 8 The Adventures of Tom Sawyer Writing: Continuation of Unit 5</p>	<p>Quiz 4</p>
<p>Week 11 11/12-15/12</p>	<p>Grammar: Part Five(units19, &20): Present Progressive: 1- Affirmative & Negative statements 2- Yes/No questions 3- Wh-questions 4- Simple present and present progressive; Non-action verbs List & Speak: Unit 7: Planting Trees for Peace Reading: Unit 5 – City Living(Cont.) and Start Unit 6 – Clothing Fashion (Cont.)+ Chapters9 of The Adventures of Tom Sawyer Writing: Unit 6</p>	<p>Test 2</p>
<p>Week 12 18/12-22/12</p>	<p>Grammar: Parts Six & Seven (units21&22): Simple past: Yes/No and Wh-questions – Simple past : Review List & Speak: Unit 7 Planting Trees for Peace (Contd) Reading: Unit 6 (Cont.) + Unit 7 –Dinosaurs Come Alive Chapter 10 of The Adventures of Tom Sawyer Writing: Continuation of Unit 6 and Start unit 7</p>	
<p>Week 13 25/12-29/12</p>	<p>Grammar: Part Seven (units23,24)Gerunds and infinitives – Simple present, Present Progressive and Simple past L & S: Unit 8: Driving You Crazy Reading Unit 7 – Dinosaurs Come Alive Writing: Unit 7: Writing a short ,clear paragraph that supports and gives reasons for an opinion</p>	
<p>Week 14 1/1-5/1</p>	<p>Grammar: Part 8(units25,26&27):The Future: Be going to/ will – Future markers – May and Might for possibility List & Speak: unit 9 Only Child – Lonely Child? Reading: Unit 8- Stories & Storytellers Chapters 11 & 12 of The Adventures of Tom Sawyer Writing: Unit 7 (Cont.) & Start Unit 8: Writing a short ,clear paragraph that tells a story about a lucky event</p>	<p>Quiz 5</p>
<p>Week 15 8/1-12/1</p>	<p>Grammar: Part 9 (units 28 &29): Nouns and Adjective Modifiers - Count &Non-count Nouns, quantifiers &articles – How much/many, quantifiers, enough adverbs of frequency L & S: revision Reading: Unit 8 – Stories and Storytellers Chapter 13 of The Adventures of Tom Sawyer Writing: Continuation of Unit 8 &</p> <p style="text-align: center;">Revision</p>	



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Coordinators' Signatures	Date
Group members' Signatures	Date