



Course: FOUNDATION YEAR ENGLISH 2

Outline of the Foundation Year Program**Instructor:****Office:****Course, Levels: ENG 200****Email:****Office Hours:****Course Description****FY2****English Two**

This multi-skill intermediate course is a continuation of the first level English course (FYE1) in the sense that it aims at further consolidation of the four language skills through more sophisticated language texts and structures, with also a special focus on writing. The course requires a review and practice of the basic grammar, writing and reading skills needed for a college level writing course, and the study of rhetorical structures as applied to effective writing communication.

To these ends, the course is divided into four modules: Listening & Speaking, Reading, Grammar and Writing. This course has a composite grade. That is, passing the course requires passing all the sub-courses.

Listening

Students will learn how to predict content, listen to details, infer speakers attitude, recognize linguistic clues e.g. discourse markers, signal words in spoken discourse, identify specific/ factual information from spoken discourse and identify main ideas and details of connected discourse or extended listening text e.g. lecture, news, etc. They will learn how to interpret speaker's tone and attitude, listen and take notes, and compare and contrast sounds.

Speaking

Students will develop their knowledge of sounds, stress and intonation. They will also be trained to express and defend opinions, negotiate with classmates, politely make suggestions, accept or refuse suggestions, express agreement, and converse in a clear participatory fashion in various academic and social settings. They will use strategies of initiating, maintaining and bringing to closure in a wide range of communicative tasks and also employ a range of appropriate registers/functions for various communicative situations.

Grammar

This course aims at providing students with the grammatical items required for other productive skills. Students will learn the use of tenses, making questions, passive voice and connecting ideas. These grammatical items will be communicative in nature. The bulk of it will be authentic, meaningful oral and written communication. The course combines clear and understandable grammar information with variety of exercises and activities

Reading

This course is intended for students who are in the beginning and low- intermediate levels. It is assumed that students will be literate and have great input of English vocabulary while promoting through the levels. They are also assumed to be familiar with verb tenses. In addition, the reading course will allow students to build on their cognitive abilities and background knowledge, and teach them good reading habits. They will learn about reading comprehension skills and they will work on understanding sentences.

Writing

This course teaches low intermediate- level students the basic skills required for effective writing. It covers the following: writing different types of paragraphs such as basic, opinion, persuasive, narrative, problem – solution and compare-contrast paragraphs, organizational principle such as topic sentences, supporting examples, and signal



words, organizational principles to rhetorical forms such as description, narration, and instructions, learn the stages of the writing process, including pre-writing, drafting, revising, and editing. Students will be introduced to writing formal and informal emails

Course Resources

Textbooks

Grammar Component: Schoenberg, Irene. 2012. *Focus on Grammar 3*. 4th ed. New York: Pearson Education INC.

Listening and Speaking Component: Frazier, L. & Mills, R. 2005. *NorthStar: Listening and Speaking 2*. Pearson: Longman

Reading Component: MacIntyre, Paul. 2009. *Reading Explorer 2*. Heinle Cengage Learning.

Writing Component: Solórzano, Helen. 2012. *Focus on Writing 2*. Pearson Education Inc, New York

References

1. Raymond Murphy, *English Grammar In Use*. Cambridge University Press; 3 edition (2004).
2. Michael A. Rost, Munetsugu Uruno M. 2005. *Basics in Listening*. Pearson ESL.
3. Alan Gilchrist, 199. *Modern English Readings*. 2nd edition, Publisher :Prentice Hall Press.
4. Karen Blanchard , Christine Root , 2005. *Get ready to write*, Publisher: Addison Wesley Longman.
- 5 Betty. (1999). *Understanding and Using English Grammar*. 3rd ed. New York: Longman
- 6 Benz C. & Dworak K. 2005. *Tapestry, Listening & Speaking 3*. Canada: Thomson Heinle.
7. Azar, Betty. 2006. *Fundamentals of English Grammar*. 3rd ed. New York: Longman.

Educational Aims (Teaching intentions)

- Developing student's abilities to edit their common errors, identify and produce paragraphs of diverse styles and of various types, summarize short articles and take notes.
- Using the right punctuation for writing sentences and paragraph.
- Teaching students about contents, pattern of organization used in paragraphs, word parts, previewing and prediction, guessing meanings of words, scanning, skimming and making inferences.
- Teaching the students how to express opinions, make predictions, and recognize linguistics clues, specific / factual information. Discourse markers, signal words in spoken discourse, and main ideas and details of connected discourse or extended listening text.
- Enabling the students to demonstrate more knowledge of sounds, stress and intonation, converse in a clear participatory fashion, use strategies of initiating, maintaining and bringing to closure in a wide range of communicative tasks.
- Helping the students demonstrate the ability to identify aspects of spoken discourse e.g. setting, participants, topic, tone, etc.
- Teaching the students how to identify specific/ factual information from spoken discourse.
- Teaching the students the grammatical rules necessary for enhancing their language productive and receptive skills through their mastery of the use of simple and perfect tenses, making questions, proper use of adjectives and connecting ideas.
- Helping student use grammatical items correctly and appropriately.
- Teaching the students previewing and prediction in reading. They will also focus on increasing their own vocabulary and utilizing it in their daily speech.

Intended Learning Outcomes

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

1. Express and share opinions via writing and speaking.



2. Recognize linguistic clues e.g. discourse markers, signal words in spoken and written discourse
3. Identify specific/ factual information from spoken and written discourse
4. Identify main ideas and details of extended listening text e.g. lecture, news, etc, or of written material.
5. Employ prediction strategies, scanning, inferences and skimming to anticipate content of spoken or written material.
6. Demonstrate ability to identify aspects of spoken and written discourse e.g. setting, participants, topic, tone, etc.
7. Use contextual clues to understand meaning of spoken and written discourse.
8. Employ punctuation and editing markers, identify and activate writing strategies for specific audiences
9. Draft; rewrite from a first draft, revise and take notes.
10. Use grammar correctly and appropriately in both writing and speaking.
11. Write simple sentences in past, present, and future tense based on personal experiences or familiar material.
12. Use upper and lower case letters and basic punctuation correctly.
13. Write related sentences to form a paragraph on a given topic, with the use of future tense, adjectives and quantifiers.
14. Write and revise Opinion, Narrative and Persuasive paragraphs.
15. Write unified paragraphs with clear sentences, supporting sentences, and a conclusion.
16. Ss learn a variety of tenses (simple present, present progressive, simple past , past progressive, be going to, simple future...etc.)
17. Ss learn and use basic verbs such as (be, have and non-action verbs)
18. Ss learn and use modal verbs such as can, could, may might, should and ought to.
19. Ss learn how to use comparative and superlative cases of one- syllable and more than one syllable adjectives and adverbs.
20. Ss learn how to use prepositions of time and place.
21. Ss learn how to use gerunds and infinitives.
22. Ss learn how to use count and non-count along with some, any, many, much, a few and a little
23. Ss comprehend reading passages covering various topics related to the student life via answering information questions and Yes/ No questions
24. Be aware of main points and identify significant details in a reading passage.
25. Use word –building skills to interpret vocabulary used in familiar contexts.
26. Understand vocabulary in authentic materials on familiar topics, such as schedules, forms and advertisement.
27. Use vocabulary building strategies to facilitate reading comprehension.
28. Understand pronoun references in a reading passage.
29. Understand what is implied vs. what is stated.
30. Applying reading techniques such as scanning and skimming.
31. Introducing summaries of reading passages to show real comprehension of reading passages.

Performance Criteria and Measures

1. *Outcome 1:* Express and share opinions
Criterion: Students' ability to express and share opinions with others.
Measure: The correctness and accuracy of the words and utterances the students produce in response to the spoken language they listen to in class, Students' performance in conversations, listening quizzes and exams.
2. *Outcome 2:* Recognize linguistic clues e.g. discourse markers, signal words in spoken and written discourse



Criterion: Students' ability to recognize linguistic clues while listening or reading normal speed whether it is in the form of authentic or prepared dialogues, in the form of recorded or delivered live monologues, or in the form of a written article.

Measure: The correctness and accuracy of the students' production of discourse markers and signal words, Students' performance in listening and reading quizzes and exams.

3. *Outcome 3:* Identify specific/ factual information from spoken and written discourse

Criterion: Students' ability to recognize linguistic clues while listening or reading at normal speed whether it is in the form of authentic or prepared dialogues, in the form of recorded or delivered live monologues, or in the form of a written article.

Measure: The correctness and accuracy of the students' production of specific, factual information, Students' performance in listening, writing, and reading quizzes and exams.

4. *Outcome 4:* Identify main ideas and details of extended listening text e.g. lecture, news, etc, or of written material.

Criterion: Students' ability to identify main ideas and details of connected discourse or extended written or spoken material.

Measure: Students' performance in listening, writing, and reading quizzes and exams, Student's performance in other evaluation tools.

5. *Outcome 5:* Employ prediction strategies to anticipate content of spoken or written material.

Criterion: Students' ability to employ prediction strategies to anticipate content of written material or listening texts, such as authentic or prepared dialogues, recorded or delivered live monologues, or written texts and articles.

Measure: Students' performance in listening, writing, and reading quizzes and exams. Student's performance in other evaluation tools

6. *Outcome 6:* Demonstrate ability to identify aspects of spoken and written discourse e.g. setting, participants, topic, tone, etc.

Criterion: Students' ability to employ prediction strategies to anticipate content of written material or listening texts, such as authentic or prepared dialogues, recorded or delivered live monologues, or written texts and articles.

Measure: Students' performance in listening, writing, and reading quizzes and exams, Student's performance in other evaluation tools.

7. *Outcome 7:* Use contextual clues to understand meaning of spoken and written discourse

Criterion: Students' ability to employ prediction strategies to anticipate content of written material or listening texts, such as authentic or prepared dialogues, recorded or delivered live monologues, or written texts and articles.

Measure: Students' performance in listening, writing, and reading quizzes and exams, Student's performance in other evaluation tools.

8. *Outcome 8:* Employ punctuation and editing markers, identify and activate writing strategies for specific audiences

Criterion: Students should be able to integrate writing components to build coherent Compositions. This requires the use of skills they acquired in the different components of the course. Students should be able to read carefully, to extract the information from texts or spoken discourse, expand their knowledge in some specific topics, and then to organize the written text details.

Measure: 1) How well the student will perform to the intended task. 2) Using right tenses, related ideas, and grammar implementation 3) the correctness, completeness, and accuracy of the answers of questions and quizzes, different types of tests and questionnaires



9. *Outcome 9:* Draft; rewrite from a first draft, revise and take notes.
· Criterion: Students should be able to write cohesively and produce proper written work.
Measure: The correctness, completeness, and accuracy of their written work

10. *Outcome 10:* Ss will be able to use tenses such as present, past, future and perfect tenses such as present perfect and past perfect.
· Criterion: Students should be able to use sentences including these tenses correctly.
Measure: The correctness, completeness, and accuracy of their written work

11. *Outcome 11:* Students should be able to use sentences including types of count and non-count nouns correctly.
Criterion: Students should be able to use nouns properly in their spoken and written work.
Measure: The correctness, completeness, and accuracy of their written and spoken work

12. *Outcome 12:* Students should be able to apply and use adjectives in both comparative and superlative cases.
Criterion: Students should be aware of using adjectives correctly in their spoken and written work.
Measure: The correctness, completeness, and accuracy of their written and spoken work

13. *Outcome 13:* Students should be able to predict, scan, skim the reading passages, learn and use new vocabulary, and try to guess the meanings of these new words and expressions.
Criterion: Students should be aware of applying prediction, scanning, skimming and guessing the meanings.
Measure: The correctness, completeness, and accuracy of their written and spoken work

14. *Outcome 14:* Students should be able to infer the meaning directed by the author and spot the referent to which many pronouns are used in the passage.
Criterion: Students should be aware of the meanings and pronoun references used in the passage.
Measure: The appropriate and sound understanding of reading passages in assignments, classwork quizzes and exams.

15. *Outcome 15:* Students should be able to summarize reading passages.
Criterion: Students should be able to summarize these passages when asked.
Measure: The summary should cover the main ideas in the reading passage.

Homework and Projects

Homework Policy

One of the most effective means of learning is doing homework. A student giving serious attention to solving homework problems in due time is like a farmer obeying the “law of the harvest”; affording the right care for his farm at the right moment. And 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 matter. 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 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 make-up 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

Fall-2016-2017		
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: Units 1, 2, & 3 List & Speak: Unit 1: Offbeat Jobs Reading: Unit 1 On the Menu ; Black Beauty Introduction & Background ; Chapter 1 Writing: Unit 1 : Celebrations: Writing a Basic paragraph	
Week 3 9/10-13/9	Grammar: Units 4 & 5 List & Speak Unit 1: Offbeat Jobs Reading: Continuation of Unit 1 ; Black Beauty Chapter 2 Writing: cont. Unit1: Using collocations, Capital Letters, Writing paragraph titles	Quiz 1
Week 4 16/10-21/10	Grammar: Units 6 & 7 List & Speak unit 2: Building a better community Reading. Unit 2 Animals and Language ; Black Beauty Chapters 3 & 4 Writing Unit 2 :Everyday Heroes: Writing an Opinion paragraph	
Week 5 23/10-27/10	Grammar: Units 8 & 9 List & Speak Continuation of unit 2: Building a better community& start unit 3 Reading : Continuation of Unit 2 ; Black Beauty Chapters 5 & 6 Writing: con. Writing a Basic paragraph	Quiz 2
Weeks 6 30-10-3/11	Grammar: Units 10 & 11 List & Speak: Continuation of unit 3: A Penny Saved is a Penny Earned Reading: Unit 3 History Detective ; Black Beauty Chapter 7 Writing: Unit 3:Turning Points: Writing a Narrative paragraph	Test 1
Week 7 6/11- 10-11	Grammar: Units 12 & 13 List & Speak: Unit 4: Innocent or Guilty Reading: Continuation of Unit 3 ; Black Beauty Chapter 8 & 9 Writing: Writing concluding sentences, Using Concluding Connectors.	
13-11/17-11	Mid -term Break	



Week 8 20/11-24/11	Grammar: Units 14,15 &16 List & Speak: Unit 4: Innocent or Guilty. Reading: Unit 4 Great Destinations ; Black Beauty 10 Writing: Unit 4 : Too Much Information: Writing a Persuasive paragraph	Quiz 3
Week 9 27/11-1/12	Grammar: Units 17 & 18 List &Speak: Unit 5: Etiquette. Reading: Unit 5 Storms ; Black Beauty Chapter 11 & 12 Writing: cont. Unit 4	
Week 10 4/12-8/12	Grammar: Units 19, 20&21 List &Speak: Unit 5: Etiquette. Reading: Unit 6 Reef Encounters ; Black Beauty Chapter 13 Writing: Unit 5 : Business solutions: Writing a Problem – Solving Paragraph	Quiz 4
Week 11 11/12-15/12	Grammar: Units 22 & 23 List &Speak: Unit 6 Who’s Game for These Games? Reading: Continuation of Unit 6 ; Black Beauty 14 & 15 Writing: cont. Unit 5	Test 2
Week 12 18/12-22/12	Grammar: Units 24 & 25 List & Speak: Unit 6: Who’s Game for These Games? Reading: Unit 7 Sweet Scents ; Black Beauty Chapter 16 Writing: Unit 6:Alone Together?: Writing a Compare – Contrast Paragraph	
Week 13 25/12-29-12	Grammar: Units 26,27&28 List & Speak: Unit 7: Good-Mood Foods . Reading: Unit 8 Great Explorers ; Black Beauty Chapter 17 Writing: cont., Unit 6	
Week 14 1/1-5/1	Grammar: Units 29 & 30 List &Speak: Unit 7: Good-Mood Foods . Reading: Continuation of Unit 8 ; Black Beauty Chapter 18 Writing: cont., Unit 6&Composing emails, Language and formal abbreviations	Quiz 5
Week 15 8/5-12/5	Revision	
Final Exams		

Coordinators’ Signatures	Date
Group members’ Signatures	Date

