



FOUNDATION PROGRAM
FPE 101 A – English Level 1
Course Syllabus
2020-21 – TERM 1

Days: Sunday to Thursday	Morning Timing: 10 -11 a.m. 12-1 p.m. 2-3 p.m.
	Evening Timing: 4-5 p.m. 5:30-6:30 p.m. 7-8 p.m.
No. of Sections : 23	
Coordinator : Dr. Rama Devi. S	Office: 235 D Tel: Ext.7510

MISSION, VISION AND VALUES

MISSION

The Foundation Program aspires to occupy a distinctive position amongst the Sultanate's GFPs by imparting quality education.

VISION

The Foundation Program strives to equip students with quality, outcome-based education in a rich teacher-learner environment conducive to academic excellence and life-long learning.

VALUES

- Academic excellence
- Individual responsibility
- Continuous improvement
- Active citizenship
- Life-long learning

□ رؤية البرنامج :

يتطلع البرنامج التأسيسي إلى احتلال مكانة مرموقة بين البرامج التأسيسية في السلطنة من خلال توفير تعليم ذي جودة عالية

□ رسالة البرنامج :

يسعى البرنامج التأسيسي لتزويد الطلبة بتعليم ذي جودة عالية يستند إلى معايير المخرجات التعليمية في بيئة تشجع على التميز و التعلم المستمر.

□ قيم البرنامج :

- التميز الأكاديمي
- تحمل المسؤولية الفردية
- تحسين القدرات الذاتية باستمرار
- المواطنة الفاعلة
- التعلم المستمر

Course Description

FPE 101A is the Foundation Program's pre-intermediate intensive English course. It equips students with an A2 level of English ability and provides them with the opportunity to engage in the development of both their English language skills and good study habits. All four skills are taught, with Reading & Writing and Listening & Speaking more closely integrated and receptive skills scaffolding receptive skills. In completing this course, students are expected to transition smoothly to FPE 102B.

Learning Outcomes (in line with Oman Academic Standards)

Speaking

- S1:** Speak in simple, complete and correct sentences.
- S2:** Make simple statements and questions in the present, past, or future tenses related to basic needs and common activities, using previously learned phrases or simple sentences.
- S3:** Participate in face-to-face conversations on familiar topics such as personal and current local events.
- S4:** Communicate using vocabulary for personal, social, and academic purposes.
- S5:** Paraphrase information from a simple written text.
- S6:** Paraphrase information from a spoken text or from graphically presented data.
- S7:** Prepare and deliver a talk of at least 2 minutes.
- S8:** Give instructions and make requests.

Listening

- L1:** Identify the main point in short, clear, simple messages and announcement.
- L2:** Activate schema with visual or textual clues to predict content.
- L3:** Identify essential information relating to familiar/everyday topics using a variety of appropriate resources (e.g. media and/or face-to-face conversations)
- L4:** Differentiate between the use of formal and informal language.
- L5:** Recognize signpost phrases.
- L6:** Distinguish between statements and questions.
- L7:** Identify important information by word stress.
- L8:** State in their own words essential information from very short recorded passages dealing with familiar everyday matters.
- L9:** Take notes and respond to questions about the topic, main idea, from a brief listening (e.g. lecture, news broadcast).

L10: Follow spoken instructions in order to carry out a task with a number of stages.

L11: Listen to a conversation between two or more speakers and be able to answer questions in relation to context, relationship between speakers, register (e.g. formal or informal).

L12: Listen for main idea.

Reading

R1: Interpret information from phone books, schedules, labels, newspapers and forms.

R2: Predict the content of a text using the title and given visual prompts.

R3: Identify main idea, supporting details, sequence, and common transitions (e.g. first, next) in simplified or adapted short texts on a familiar topic.

R4: Skim a text for main ideas.

R5: Scan a text for specific information from a short text.

R6: Identify ideas expressed as true or false.

R7: Guess the meaning of words from context.

R8: Use a graphic organizer to organize information, ideas, words (e.g. word web, Venn diagram, timeline, K-W-L chart)

R9: Extract basic information from various forms of charts, graphs, illustration and photographs.

R10: Reflect on the passages they have read and write in a journal entry

R11: Read an extensive text broadly relevant to the student's area of study (minimum three pages) and respond to questions that require analytical skills, e.g. prediction, deduction, inference.

Vocabulary Strategies

V1: Extend vocabulary through specific strategies - word-formation with prefixes and suffixes, core element of words - to determine meaning from context.

V2: Use context clues to derive meaning of words.

V3: Identify vocabulary including common antonyms and synonyms (e.g. open/close, wash/clean) as well as common roots and prefixes/suffixes, and transition words.

V4: Record new vocabulary in organized form (e.g. personal dictionary, index cards) and use as a resource when writing.

Writing

W1: Reflect on the passages they have read and write in a journal entry.

W2: Write about what the author said in their own words

W3: Construct sentences using a variety of dependent clauses (e.g. I know where he lives; When I eat too much, I get sick.)

- W4:** Use basic grammatical structures (e.g. simple present, past and simple future verb tenses, past and present continuous; common singular and plural)
- W5:** Develop ideas through pre-writing activities (e.g. free writing, mind mapping).
- W6:** Use commas, and apostrophes and other basic punctuation marks.
- W7:** Connect several related sentences (e.g. using transition words, conjunctions and pronouns)
- W8:** Edit a series of sentences for capitalization, punctuation, and spelling.
- W9:** Write affirmative sentences, formulaic questions (yes/no, WH)
- W10:** Sequence steps or events, to give instructions, tell a story, or explain a process
- W11:** Write a simple letter or message for formal or informal purposes. (e.g. email message)
- W12:** Write a simple paragraph based on personal experience or a simple theme with questions. (100 – 125 words)
- W13:** Write a descriptive/Process/narrative paragraph.
- W14:** Use correct spelling.

Study Skills

- SS1:** Work in pairs or groups and participate accordingly i.e. take turns, initiate a discussion, interrupt appropriately, express an opinion.
- SS2:** Describe learning experiences, challenges, insights in a daily journal.
- SS3:** Organise and maintain a system of recording vocabulary (keep a vocabulary log).
- SS4:** Organise and maintain a portfolio of one's work.
- SS5:** Use an English-English dictionary.
- SS6:** Make decisions about their priorities, time, and resources.
- SS7:** Set realistic and manageable goals.
- SS8:** Create a timetable for their study.
- SS9:** Maintain a language portfolio that reflects progress.

Research Skills

- RS1.** List the key ideas to guide search for information.
- RS2.** Find specific information using internet search engines and electronic resources.
- RS3.** Cite a source in accordance with academic conventions.
- RS4.** Summarize and paraphrase information in one's own words.
- RS5.** Differentiate paraphrases from summaries.
- RS6.** Paraphrase main ideas, events, or themes.
- RS7.** Show a mastery of the paper's correct, keyboarded physical format as specified by APA.

RS8. Write a research paper with a prescribed documentation style.

RS9. Summarize information from both print and electronic sources.

RS10. Write a research paper with a prescribed documentation style.

RS11. Recognize and avoid plagiarism through proper crediting.

1. General Requirements

For the benefits of the group, all class students are asked to participate actively in all aspects of the course. Those wishing to receive credit must:

- Arrive on time and attend all classes.
- Complete all readings on assigned dates.
- Complete all writing assignments on assigned dates.
- Take part in oral discussion and make presentations as assigned.
- Participate in class on a regular basis.

Note: Mobile phones should be switched off in class as a courtesy to the teacher and fellow students.

2. Assessment Policy

Assessment of student performance in the course relies on tests and alternative assessment schemes (such as Portfolios, Continuous Assessment).

Assessment: Distribution of grades for Level 1

Mid-Term	Final	Portfolio	Formative Writing	Formative Speaking	Total
30	40	10	10	10	100

* All exams are marked by two teachers other than the section teachers (double blind marking), according to set rubrics, to ensure fair grading.

3. Attendance Policy and Regulations

a) Attendance is taken in the beginning of each session.

First warning	7.15%
Second warning	14.29%
Final Warning	21.43%
Withdrawal	25%

b) Students are expected to familiarize themselves with the university regulations found in the DU Catalogue and the Student Handbook.

4. Academic Honesty

Students are expected to complete all work with the highest standard of honesty and integrity. Plagiarism, forgery, cheating or any form of academic misconduct will not be tolerated. Any of the above may cause a student's final course grade to be lowered significantly or the student may receive a failing grade, depending on the severity of the offence.

Plagiarism is the presentation of the work of another as one's own work. (Refer to DU catalogue 2009-2010 p. 35)

5. Important Information to Note

Promotion from Level 1 to Level 2: If your **Cumulative Final Grade is 50 or above**, you are **promoted to Level 2**.

If you miss any test, you will only be given a make-up test if you have a valid excuse approved by the Director Mr. Faisal Hamadi.

All tests and other assessed assignments are kept in your Portfolio with your instructor as evidence of your progress.

6. Teaching Resources

READING & WRITING: Unlock – Reading & Writing – 2, Second Edition by Richard O'Neill, and Michele Lewis with Chris Sowton, Cambridge University Press.

LISTENING & SPEAKING: Unlock – Reading & Writing – 2, Second Edition by Stephanie Dimond – Bayi, Cambridge University Press.