



**FOUNDATION PROGRAM
FPE 102 B – English Level 2
Course Syllabus
2020-21 – TERM I**

Days and Times	: Section 1 - 10:00am-11:00am, 2:00pm-3:00pm		
No. of Sections	: 1		
Coordinator	: David Williams	Office: 215 D	Tel: Ext.7520

MISSION, VISION AND VALUES

VISION

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

MISSION

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

1. Academic excellence
2. Individual responsibility
3. Continuous improvement
4. Active citizenship
5. 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 الى 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 102 B is an Intermediate Level Intensive English course that provides students with an opportunity to engage in the development of English language skills as well as good study habits. The main skills are taught in integration. Reading and writing are integrated. Similarly, listening and speaking are integrated. Both the books lead to productive skills writing and speaking.

LEARNING OUTCOMES (in line with Oman Academic Standards)

SPEAKING

S1: Provide organized and complete answers to questions.

S2: Participate in a discussion by initiating, clarifying and concluding a conversation.

S3: Participate in face-to-face conversations on familiar topics such as personal and current local and world events.

S4: Speak in complex sentences using adjective and noun clauses (e.g. I liked the story we read yesterday; I don't know what you mean by that)

S5: Use a variety of language functional strategies (e.g. ask for and give clarification, ask relevant questions) by participating in formal and informal class discussions and group activities.

S6: Initiate simple conversation using appropriate forms of address and register (formal or informal)

S7: Paraphrase information from a simple written text/a spoken text/ various graphic materials (pie chart, line graph, complex tables).

S8: Prepare and deliver an organized presentation based on a variety of sources for 5 minutes (lectures, readings, library, TV or personal experience).

LISTENING

- L1:** Activate schema with visual or textual clues to predict content.
- L2:** Vary listening strategies for different tasks and purposes (e.g. guessing, predicting, relating new information to prior knowledge, using imagery)
- L3:** Use contextual clues to make inferences.
- L4:** Identify the opinions of speakers.
- L5:** Distinguish fact from opinion.
- L6:** Recognize signpost phrases.
- L7:** State in their own words essential information from a short recorded lecture.
- L8:** Transfer specific information from a listening text to a table / diagram.
- L9:** Use speaker's facial expressions, body language, and intonation to identify context of message (e.g. a question, frustration).
- L10:** Take notes and respond to questions about the topic, main idea, details and opinions from a brief listening (e.g. lecture, news broadcast).
- L11:** Follow moderately complex instructions.
- L12:** 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).

READING VOCABULARY

- R1:** Use text features to predict general idea of a text (e.g. visuals, title, headings)
- R2:** Scan a text to identify and explain specific information.
- R3:** Skim a passage to determine the organization, general ideas, and scan the passage for relevant details.
- R4:** Draw conclusions from authentic materials and reading passages on familiar topics.
- R5:** Reflect on a text in order to give brief explanations (prediction/deduction/inference), make associations (from personal experience) and comparisons.
- R6:** Identify organizational features of written texts (e.g. sequence of points, sentences, and paragraphs) and their purpose, fact and opinion.
- R7:** Identify main idea, supporting details, sequence, and common transitions (e.g. first, next) in simplified or adapted short texts on a familiar topic
- R8:** Read and interpret data in line/bar graphs, pie /flow charts.
- R9:** Organize information in charts.
- R10:** Recall important points and interpret text by answering factual questions.
- R11:** Compare and contrast relationships/summarize/paraphrase information from text.
- R12:** Recognize the format and purposes of various types of texts (genres); (narrative, informational text, request and complaint)
- R13:** Reflect on the passages they have read and write in a journal entry. (Portfolio)
- R14:** 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.
- R15:** Identify vocabulary including common roots and prefixes/suffixes, transition words.
- R16:** Use context clues to derive meaning of words.
- R17:** 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. (Portfolio)
- W2:** Identify main idea, supporting details, sequence, and common transitions (e.g. first, next) in simplified or adapted short texts on a familiar topic
- W3:** Interpret graphic data in line graphs/pie charts/tables; write short reports
- W4:** Develop ideas through pre-writing activities (e.g. free writing, mind mapping)
- W5:** Analyze paragraphs as models for writing
- W6:** Create well developed and unified paragraphs that support topic sentences.
- W7:** Sequence steps or events, to give instructions, tell a story, or explain a process (L1)
- W8:** Write a process (L1)/opinion paragraph with a topic sentence, supporting details, and a conclusion. (up to 250 words)
- W9:** Write appropriate topic, supporting and concluding sentences in paragraphs and introduction, body and conclusion in compare/contrast as well as cause/effect essays.
- W10:** Use correct spelling.
- W11:** Use simple revision strategies to monitor effectively during the writing process
- W12:** Write argumentative essays.
- W13:** Write cause/effect and comparison/contrast (L1) essays.
- W14:** Produce a written report of a minimum of 500 words showing evidence of research, note taking, review and revision of work, paraphrasing, summarising, use of quotations and use of references (Research Booklet).

STUDY SKILLS AND OTHERS

- 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:** Use an English-English dictionary;
- SS5:** Make decisions about their priorities, time, and resources;
- SS6:** Set realistic and manageable goals;
- SS7:** Create a timetable for their study.
- SS8:** Maintain a language portfolio that reflects progress.

1. General Requirements

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

- Arrive on time and attend all classes.
- Participate in class on a regular basis.
- Complete all formative assessments (writing and speaking tasks), listening Practice, role plays and other alternative assessments as they prepare you for your midterm and final exams.

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 2

Summative Assessment		Formative Assessment			Total
Midterm	Final	Portfolio	Essays	Presentations	Grade
40	30	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.

Portfolio Assessment Rubric is provided in the portfolio.

3. 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.

Level 1	Verbal warning and the student is asked to resubmit assignment, course work or project
Level 2	Written Warning and student is asked to submit an additional assignment, course work or project
Level 3	Failing grade on assignment, course work or project
Level 4	Expulsion from University and action as per Omani Law

Du Academic Integrity Policy – V-3 – October 2017

4. Important Information to Note

You are promoted to Level 3 if your Cumulative Final Grade is 50 or above

If you miss any test (mid-term/final), 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 as evidence of your progress.

5. Teaching Resources

READING & WRITING: Unlock – Reading & Writing Skills – 3, Second Edition by Westbrook, Baker, & Sowton - Cambridge University Press.

LISTENING & SPEAKING: Unlock – Listening and Speaking – 3, Second Edition by Ostrowska, Jordan, & Sowton - Cambridge University Press.

Portfolio (in-house)

6. University Policies

Please refer to DU website, student handbook or DU catalogue for all the policies of the University.