

## FOUNDATION PROGRAM

### FPE 101A, English Level 1

#### Course Syllabus 1<sup>st</sup> Term (Fall) 2016-2017

<b>Days and Times</b>	: Sunday -Thursday	8:00-10:00, 10:00-12:00,1:00-3:00 / 16:00-18:00, 18:00-20:00
<b>No. of Sections</b>	: <b>18 + Evening + Law</b>	
<b>Coordinator</b>	: Paul Pearce	<b>Office:</b> 210 D Tel. 23237170

#### Course Description:

FPE 101A is an Elementary Level Intensive English course that provides students with the opportunity to engage in the development of the English language skills, reading, writing, listening and speaking as well as good study skills and habits. By completing this course, the students are expected to have a smooth transfer into Level 2, the Pre-Intermediate Level.

#### Learning Outcomes (in line with Oman Academic Standards)

**(R= Reading; W=Writing; L=Listening; S=Speaking; SS=Study Skills)**

- R1** Use title to predict main idea and content
- R2** Identify main idea in a short text
- R3** Scan for specific information
- R4** Read and demonstrate understanding of short, simplified narrative texts on familiar topics and sequence of events
- R5** Respond to reading texts by answering different types of questions (true, false, yes-no, short answer, multiple choice and WH-)
- R6** Use a simple chart to answer questions
- R7** Use personal experience to respond to a reading
- W1** Write complete simple sentences
- W2** Use basic grammatical structures (e.g. the simple present, common singular and plural nouns)
- W3** Fill out simplified forms with expanded personal identification information
- W4** Write affirmative sentences, formulaic questions (yes/no, Wh)
- W6** Respond to simple visual information in writing
- W7** Write short paragraphs/ letters on a familiar topic using correct grammar and spelling

- S1** Make simple statements/questions in the present or past tenses related to basic needs and common activities
- S2** Communicate using vocabulary for personal and social purposes
- S3** Initiate simple conversation
- S5** Discuss familiar topics of interest
- S6** Ask and respond to WH-questions
- S7** Exchange information about personal events, experiences with peers
- S8** Say vowels and consonants in an appropriate Standard English pronunciation
- L1** Activate schema with visual or textual clues to predict content
- L2** 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)
- L3** Listen for main ideas
- L4** Listen for specific information
- L5** Take slow simple dictation
- L6** Recognize signpost phrases
- L7** Distinguish between statements and questions
- L8** Identify important information by word stress
- L9** Comprehend simple directions (places and tasks)
- SS1** Use an English-English dictionary
- SS2** Maintain a vocabulary log
- SS3** Maintain a student portfolio that reflects student's progress
- SS4** Maintain vocabulary log
- SS5** Create a timetable for study
- SS6** Reflect on their learning and leaning styles
- SS7** Adopt a note taking strategy
- SS8** Work to imposed deadlines

### **Course Expectations:**

In order to achieve success, students need to shoulder the responsibility for their learning and education. They should rely on themselves when completing assignments or doing tests. The reading teacher is the section's home teacher and can be contacted for any guidance.

### **General Requirements:**

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

- be punctual 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 throughout the course.

**Assessment Policy** Assessment of student performance in the course is based on testing and alternative assessment schemes, namely, student portfolio and continuous assessment.

### **Mark Scheme**

<b>Track</b>	<b>Midterm Test</b>	<b>Reading- Review Tests Writing- Portfolio + Class Writing Tasks Listening- Quizzes Speaking- Class Presentations</b>	<b>Continuous Assessment</b>	<b>Final Exam</b>	<b>Total</b>	<b>Actual Weighting</b>
<b>Reading</b>	40	10	10	40	<b>100%</b>	<b>30 %</b>
<b>Writing</b>	30	20	10	40	<b>100%</b>	<b>30 %</b>
<b>Listening</b>	40	10	10	40	<b>100%</b>	<b>20 %</b>
<b>Speaking</b>	40	10	10	40	<b>100%</b>	<b>20 %</b>

### **Attendance Policy**

- 1<sup>st</sup> Warning 5%
- 2<sup>nd</sup> Warning 15%
- 3<sup>rd</sup> Warning/Dropped 25%
- Notice that warnings are generated by the DU. System.

### **Notes**

- Mobile phones must be switched off in class; otherwise there can be penalties.
- There will be punitive measures against students who violate the DU Examination laws and regulations.

## **Dhofar University Vision, Mission, Objectives, and Values**

### **Vision:**

Dhofar University aspires to occupy a recognized position among institutions of quality higher education.

### **Mission:**

Dhofar University strives to achieve excellence in teaching, research and community service, in an open learning environment conducive to creativity and innovation and to the acquisition of cutting edge professional knowledge.

### **Objectives:**

- To ensure academic excellence in all fields of study offered at the University.
- To enable students to explore their capabilities and take full advantage of the educational opportunities offered at Dhofar University in order to develop to their full intellectual potential.
- To produce morally responsible individuals who are highly competent in their fields of specialization and well prepared to succeed in life.
- To produce life-long self-learners committed to serve their society.

### **Values**

*The core values of Dhofar University are:*

- Academic excellence
- Individual responsibility
- Life-long learning
- Quality
- Continuous improvement