

# ELC Courses/Regular & Qualifying Program

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## **Course Description ELCS 102**

**(Sciences Faculties )**

**Course Title: ELCS**

**Course Number: 102**

**Number of Credits: 3 Hours**

**Prerequisite: ELCS 101**

### **Course Details:**

#### **1. Course Description & Objectives**

##### **Interactions 2: Listening & Speaking:**

##### **Course Chapters: (1-10)**

This course takes the students from the Low Intermediate to Intermediate levels of this series. The 5 chapters present conversations and focus on the rhythm and intonation of natural language through stress and reduction activities. This course lays solid foundations for the higher level. It aims to provide learners with both extensive and intensive practice in the effective listening & speaking practice. It helps the students with use of the actual classroom situation for the specific listening and speaking skills related to the content of the course books. Some of the important features of these chapters are Listening for main ideas, listening for specific information, identifying stressed words and reductions, getting meaning from the context. Materials and tasks based on academic content and experiences give learning real purpose. Students explore real world issues, discuss social issues and study content-based materials.

##### **Interactions 2: Reading & Writing**

##### **Total Course Chapters: (1-10)**

The reading course helps & develops 101 science students' abilities to recognize reading structure in a textbook, main ideas, supporting details, meanings from the context, cause and effect, titles & paragraphs topics, questions for paragraph topics, one-or two-sentence statements, matching paragraph titles with topics, using punctuation to recognize supporting details, identifying words with similar meanings, guessing words from context, researching and discussing family structures in different cultures. The overall aim of the writing component in this course is to develop the students' understanding of the strategies required, firstly for writing in general and, secondly for writing in specifically scientific contexts. Students are guided to write controlled paragraphs in the beginning. Gradually they are introduced to free writing or composition writing.

##### **Interactions 2: Grammar**

##### **Total Course Chapters: (1-10)**

The course aims to provide learners with both extensive and intensive practice in the effective and proper use of the grammatical structures with focus on both form and meaning. Important components of grammar are included in this course. Students are supposed to do different kinds of exercises inside the classroom and as homework. Exercises are simple and interesting for those who love to do grammatical exercises.

#### **EAP Now**

##### **Total Course Units: (6-10)**

The general aim of this EAP course is to equip the students with the academic skills needed to at the tertiary level of education. It assists students to comprehend, question, and produce a range of discourses which relevant to academic contexts.

The general aim of this EAP course is to equip science students with the scientific vocabulary and language. It stresses the explanation of scientific terminology. The aim of the course is therefore to give an analysis of scientific words with their Latin and Greek roots, including prefixes, suffixes and combining forms.

## **2. Mode(s) of instructions:**

Teacher presentation. Pair work. Group work, Role-play. Small group discussion

## **3. Learning Outcomes:**

### **Academic Skills:**

Upon completion of the course students are expected to be able to:

- use introduction to predict lecture content
- use indenting
- identify key words
- use abbreviations and symbols
- take notes on statistics
- take notes on transitions
- use outlining
- take notes on causes and effects
- take notes on examples
- summarize
- take notes on similarities and differences
- use classifying

### **Listening Skill:**

Upon completion of the course students are expected to be able to:

- listen to main ideas,
- listen for specific information,
- identify stressed words and reductions; and
- get meaning from context.
- drawing inferences

### **Reading Skill:**

Upon completion of the course students are expected to :

Be able to guess meaning of words from context

Identify main ideas.

Make predictions.

Follow text directions.

Identify essay organization.

### **Speaking Skill:**

Upon completion of the course students are expected to be able to :

show interest,

accept and refuse invitations,

ask for repetition,

open and close conversations,

express frustration,

request and give directions,

request and give advice,

accept and reject advice,

apologize reconcile,

answer affirmative tag questions,

ask for help or favor,

express and opinion

agree and disagree

interrupt an action or speaker politely,

generalize

contradict politely

guess meaning

### **Writing Skill:**

Upon completion of the course students are expected to :

appreciate the structure of the English sentence

understand the importance of the topic sentence

organize one's ideas in an orderly manner

acquire the habit of correction by using drafts

ensure that logical cohesion is maintained

observe the special stylistic expressions in medical writing

write an English essay

write a summary

### **Grammatical Competency:**

Upon completion of the course students are expected to use the following grammatical structures

with focus on both form and meaning:

the simple present tense

the present continuous tense

the simple past and past continuous tenses

count and non-count nouns

how much versus how many

non-count nouns versus count nouns

non-count nouns with there + be

the with locations and other special uses

modal auxiliaries

the perfect tenses

phrasal verbs

participles and adjectives followed by prepositions

compound sentences

complex sentences

clauses of time and condition in the present

clause of time and condition in the future  
 compound sentences and transitions  
 connectors of contrast: concession  
 connectors of reason, result, and purpose  
 time clauses

#### 4. Course Syllabus:

Weeks	EAP	Grammar	Writing	Reading	Listening/Speaking
<b>Week 1</b>	Registration & Book Acquisition	Registration & Book Acquisition	Registration & Book Acquisition	Registration & Book Acquisition	Registration & Book Acquisition
<b>Week 2:</b>	Pre-test+ Chapter 1	Pre-test+ Chapter 1	Pre-test+ Chapter 1	Pre-test+ Chapter 1	Pre-test+ Chapter 1
<b>Week 3</b>	Chapter 2	Chapter 2	Chapter 2	Chapter 2	Chapter 2
<b>Week 4:</b>	Chapter 3	Chapter 3	Chapter 3	Chapter 3	Chapter 3
<b>Week 5</b>	Revision	Revision	Revision	Revision	Revision
<b>Week 6:</b>	Revision +Test 1	Revision +Test 1	Revision +Test 1	Revision +Test 1	Revision +Test 1
<b>Week 7:</b>	Chapter 4	Chapter 4	Chapter 4	Chapter 4	Chapter 4
<b>Week 8:</b>	Chapter 5	Chapter 5	Chapter 5	Chapter 5	Chapter 5
<b>Week 9:</b>	Chapter 6	Chapter 6	Chapter 6	Chapter 6	Chapter 6
<b>Week 10:</b>	Chapter 7	Chapter 7	Chapter 7	Chapter 7	Chapter 7
<b>Week 11:</b>	Chapter 8	Chapter 8	Chapter 8	Chapter 8	Chapter 8
<b>Week 12:</b>	Revision + Test 2	Revision + Test 2	Revision + Test 2	Revision + Test 2	Revision + Test 2
<b>Week 13</b>	Chapter 9	Chapter 9	Chapter 9	Chapter 9	Chapter 9
<b>Week 14</b>	Chapter 10	Chapter 10	Chapter 10	Chapter 10	Chapter 10
<b>Week 15</b>	Post-test+Final Exam	Post-test+Final Exam	Post-test+Final Exam	Post-test+Final Exam	Post-test+Final Exam

#### 5. Class Assessment Methodologies & Marks:

Please refer to Dr. Hamza's Memo dated Aug. 31<sup>st</sup>, 2008 included in your orientation file

#### 6. Learning & Information Resources:

Interactions 2 Listening and Speaking, 4/Gold Ed,2008  
 Interactions 2 Reading and Writing , 4/Gold Ed. 2008  
 Interactions 2 Grammar, 4/Gold Ed. 2008  
 EAP 2 (Scinece), 1<sup>st</sup> Ed. 2008

#### On-line Resources:

Online Learning Center: [www.mhhe.com/interactionsmosaic](http://www.mhhe.com/interactionsmosaic)

#### Supplementary:

Work sheets. Xeroxed material  
 Revision exercises

#### Educational Aids :

Audio tapes and CDs  
 Data Show  
 Computer connected to Internet