



Arab Academy for Science, Technology & Maritime Transport  
College of Engineering & Technology  
Department of Languages

**University/Academy:** Arab Academy for Science, Technology & Maritime Transport  
**Faculty/Institute:** College of Engineering & Technology  
**Program:** B.Sc. Mechanical Engineering

**Form no. (12):  
Course Specification**

**1- Course Data**

Course Code: <b>LH 131</b>	Course Title: <b>ENGLISH FOR SPECIAL PURPOSES I</b>	Academic Year/Level: <b>1<sup>st</sup> year / 1<sup>st</sup> semester</b>
Specialization: <b>All Specializations</b>	No. of Instructional Units	Prerequisite
	2 Credit	<b>2hrs. 2hrs.</b> <b>Passing placement test with minimum score 50%</b>

**2- Course Aim**

This course is designed to help students to concentrate on grammatical structures especially those used in scientific language. Students will be introduced to vocabulary of scientific English and develop their understanding and application of it. The exercises used aim at teaching and understanding concepts, using lexical and cohesive devices, deducing contextual meaning of lexical items, and skimming and/or scanning to locate specific information.

**The course aims to:**

- Develop the vocabulary of students in their field of specialization.
- Develop understanding and application of reading skills.
- Enable students to practice the language functions commonly used in English.
- Develop students' mastery of such essential reading skills as using reference, locating information, distinguishing major and minor points, and finding main theme of a text.
- Develop students' ability to communicate information with their peers.

**3- Intended Learning Outcomes**

<b>a- Knowledge and Understanding</b>	<p><b>Through knowledge and understanding, students will acquire knowledge of:</b></p> <p>K1) Concepts and theories of mathematics and sciences, appropriate to the discipline.</p> <p>Understanding the concepts of new terminologies about different technological appliances.</p> <p>Identify different computer essentials.</p> <p>Identify the functions of computers studied earlier.</p> <p>Observe the descriptions of different types of computers.</p> <p>Observe the descriptions of different types of computers.</p> <p>Discussing Quality Issues</p> <p>Identify different input computer devices.</p> <p>Observe keys of a standard keyboard.</p> <p>Observe the different actions of the mouse of a computer.</p> <p>Identify different parts of logical order</p> <p>Identify different input computer devices and their functions.</p> <p>Identify new terminologies related to computer input devices.</p> <p>Observe how definitions are written.</p> <p>Know the aspects that should be considered when buying a display screen</p> <p>Identify a variety of technical terms related to computer hardware, the units of memory, disks and drives used for storage.</p> <p>Be familiar with the computer hardware and the function of each part.</p> <p>Be familiar with a set of tips to avoid problems related to computer ergonomics and recycling.</p> <ul style="list-style-type: none"> <li>• Be familiar with some suggestions about disposing electronic waste.</li> <li>• Be aware of the risk of using mobiles and watching DVDs while driving.</li> </ul>
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	<p>Learn new terminologies about Operating systems and Graphical User interface</p> <p>K2) Basics of information and communication technology (ICT)</p> <ul style="list-style-type: none"> <li>• Learn about different word processing features and their functions.</li> </ul> <p>Be familiar with new computer collocations</p> <p>K10. Technical language and report writing</p> <ul style="list-style-type: none"> <li>• Describing Specific Materials</li> <li>• Understanding the concepts of unity and coherence.</li> <li>• Be familiar with the different types of printers.</li> <li>• Identify grammatical structures</li> <li>• Be familiar with some abbreviations related to storage disks and drives</li> <li>• Learn new compound nouns and adjectives related to Computer Science</li> <li>• Get introduced to the right form of writing a letter</li> </ul>
<p><b>b- Intellectual Skills</b></p>	<p><b>Through intellectual skills, students will be able to:</b></p> <p>I3. Think in a creative and innovative way in problem solving and design.</p> <ul style="list-style-type: none"> <li>• Logical division of ideas</li> <li>• Discuss and present a technological process of at least 5 steps using the appropriate active / passive voice and the terminologies introduced earlier.</li> </ul> <p>Write unified, coherent and academic paragraphs Write a well structured academic paragraph</p> <p><b>Types of sentences</b> Write unified, coherent and academic paragraphs</p> <p><b>Ending Sentences</b> Concluding paragraph <u>Process writing about</u> Installing an antivirus on your laptop. Multi-storey garage.</p> <p><b>Peer editing of the previous assignment (process)</b> Apply general and specific reading strategies</p> <p>I14. Plan, conduct and write a report on a project or assignment.</p> <ul style="list-style-type: none"> <li>• Prepare an outline.</li> <li>• Edit drafts</li> </ul>
<p><b>c- Professional Skills</b></p>	<p><b>Through professional and practical skills, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• P11. Exchange knowledge and skills with engineering community and industry. Use different methods of defining and classifying.</li> </ul> <p>Present a voice recognition system and discuss the advantages of such a system in education / special needs / everyday activities Use the language of describing computer input devices. Present an input device and discuss the advantages and disadvantages of such a device.</p> <p>Use different methods of defining and classifying Use a variety of technical terms related to computer hardware and the units of memory. Discuss the different options of choosing different kinds of material. Use a variety of technical terms related to ergonomics and recycling. Discuss topics related to ergonomics and recycling.</p> <p>Discuss and compare the popularity of some OS and GUI.</p> <p>P12. Prepare and present technical reports. understanding the new computer collocations and compounds in meaningful context. Discuss and present the advantages and disadvantages of computers</p> <p style="text-align: center;"><b>Supporting Sentences / Ending Sentences)</b></p> <p><b>Unity and coherence</b> understanding the Key nouns - substitutes Practice</p> <p><b>Outline – The Essay- Beginning Sentences)</b></p> <p><b>Peer editing of the previous assignment (narration)</b> Use a variety of technical terms related to output devices.</p> <ul style="list-style-type: none"> <li>• Be able to decide which printer is needed according to the nature of the work</li> <li>• Use a variety of technical terms</li> <li>• Write comments on different inventions expressing their opinion towards them</li> </ul>

<b>General Skills</b>	<p><b>Through general and transferable skills, students will be able to:</b> G7. Search for information and engage in life-long self learning discipline.</p> <p><b>Quotations in Body Paragraph</b> Quotations Practice Direct quot. Practice</p> <p><b>Suggested topic:</b> G9. Refer to relevant literature effectively Paragraph structure-Three parts-topic sentence</p> <p><b>Vocabulary and Terminology</b> <b>Paragraph Structure Beginning Sentences</b> Paragraph structure-Three parts-topic sentence</p> <p><b>Chapter 2 unity and coherence</b> Unity &amp; Coherence Practice 2 Conjunctions</p> <p><b>Peer editing of the previous assignment (Description)</b> Transition signals Practice</p> <p><b>Paragraph to essay</b> (Essay outline Three parts Practice Use transition signals effectively</p> <p><b>Writing</b> <b>Final copy of the previous assignment (narration)</b> <b>Types of Supporting Sentences</b> Statistics Using outside sources</p> <p><b>Suggested topic: Final copy of the previous assignment (Process)</b> Writing Practice Practice <b>Suggested topic: Overview of common mistakes in previous assignments</b></p>
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**4- Course Content**

<b>Detailed Course Description/15 weeks / four contact hours per week</b>		
<b>W</b>	<b>Cambridge for Engineering:</b>	<b>Academic Writing</b>
<b>W 1</b>	Orientation <b>Grammar (Supp):</b> Diagnostic Pre-test (25 minutes) (pp.89 – 93)	<b>Chapter 1: Paragraph Structure (Brainstorming + Outline) / Beginning Sentences</b> Paragraph structure-Three parts-topic sentence [p.2-6] Ex. 1+2+3 [p.6-11]- Simple Outline [p.57] <b>Appendix B</b> [280-283] Commas, periods <b>Suggested topic: (Simple outline)</b> <b>Definition:</b> 1. Social media 2. Computer programming languages
<b>W 2</b>	<b>Unit 1: Technology in Use (pp.6-13)</b> <b>Reading:</b> Describing Techn. Functions (ex 1-2b) Explaining Tech. (ex.6-9) <b>Vocabulary and Terminology:</b> (ex. 3-4-5-7) <b>Grammar(Supp):</b> <i>Skill 1: subject and a verb (pp. 98-9), Ex. 1</i> <i>Skill 2: objects of prepositions (pp.99-100), Ex.2</i>	<b>Chapter 1 (cont.) (Supporting Sentences / Ending Sentences)</b> Supporting sentences -Practice 4 [p.11-12] Concl. sentence [13-15]-Practice 5 [p.15-16] <b>Appendix B</b> [280-283] Semi colons <b>Suggested topic: Peer editing of the previous Assignment (Definition)</b>
<b>W 3</b>	<b>Unit1: Technology in Use (cont.)</b> <b>Reading:</b> Emphasis Techn. Advant. (ex. 10) <b>Vocabulary and Terminology:</b> (ex. 11-12-13-15d,e-16-17) <b>Grammar(Supp):</b> <i>Skill 3: appositives (pp. 101-2), Ex. 3</i> <i>Skill 4: present participles (pp.102-3), Ex.4</i>	<b>Chapter 1 (cont.)</b> Review [p. 16] Practice 6-7 [p.17] <b>Appendix B</b> [280-283] Colons <b>Suggested topic: Final copy of the previous Assignment (Definition)</b>

<p>W 4</p>	<p><b>Unit 2: Materials Technology (pp.14-21)</b>  <b>Reading:</b>Describing Specific Materials (ex. 1)                  Categorizing Materials (ex.4-5)  <b>Vocabulary and Terminology:</b>                  (ex. 2-5c,d-6-7)  <b>Grammar(Supp): Skill 5:</b> past participles (pp. 104-5), Ex. 5 (p.105)   <i>Skill 6: coordinate connectors (pp.107-8),Ex.6(p.108)</i></p>	<p><b>Chapter 2 unity and coherence</b>                  Unity [p. 18] Practice 1 [p.19-21]                  Coherence [p.21-22] Practice 2 [p.23]  <b>Appendix C</b>                  Conjunctions [p.291-294]  <b>Suggested topic: (First draft)</b>  <b>Description:</b>                  1. Traffic problems                  2. Alternative sources of energy</p>
<p>W 5</p>	<p><b>Unit 2: Materials Technology (cont.)</b>  <b>Reading:</b> Specifying Properties (ex 8)                  Discussing Quality Issues (ex 12)  <b>Vocabulary and Terminology</b>                  (ex. 8c-9b,c-14d-15-16)  <b>Grammar(Supp): Skill 7:</b> Use adverb time and cause (pp. 109-110), Ex. 7 (p.110)  <b>Skill 8:</b> adverb connectors (pp.110-1), Ex.8 (p. 111)</p>	<p><b>Chapter 2 (cont.)</b>                  Key nouns substitutes                  Practice 3-4 [p.24-25]  <b>Appendix C</b> [p295-296]                  Conjunctive adverbs  <b>Suggested topic: Peer editing of the previous assignment (Description)</b></p>
<p>W 6</p>	<p><b>Listening</b> Unit 1 : (ex.2-8-12b-14-15)                  Unit 2: (ex. 3-6d-9a-13-14)  <b>Grammar(Supp):</b>   <i>TOEFL Exercise (Skills 6-8), (p.112);</i>   <i>TOEFL Review Exercise (Skills 1-8) (pp. 113-14)</i>   <i>Skill 9: clause connectors (p. 114), Ex.9 (p115)</i></p>	<p><b>Chapter 2 (cont.)</b>                  Transition signals [p.25-27]                  Practice 5 to 10- Review [p36-38]  <b>Appendix C</b>                  Transition signals [p.296-297]  <b>Suggested topic: Final copy of the previous assignment (Description)</b></p>
<p><b>7<sup>th</sup> week Exam</b></p>		
<p>W 8</p>	<p><b>Unit 3:Components and Assemblies (pp.22-29)</b>  <b>Reading:</b>                  Describing Components (ex.1)                  Explaining Techniques (ex. 5-7a)  <b>Vocabulary and Terminology:</b>                  (ex 2d-3b,c-4b-6b,c-8)  <b>Grammar(Supp):</b>   <i>Skill 10: Noun clause (pp. 116-7), Ex. 10 (p.117)</i>  <b>Skill 11:</b> Use adjective clause (pp.117-8), Ex.11 (p.119)</p>	<p><b>Chapter 4 Paragraph to essay (Outline – The Essay- Beginning Sentences)</b>                  Essay outline [p.57]-Three parts [p.56-61]                  Practice 1-2 [p.62-64]  <b>Chapter 10 types of sentences</b>                  Practice 1 [p.162-163]  <b>Suggested topic: (first draft)</b>  <b>Narration:</b>                  1. My parents were right.                  2. An industrial accident</p>
<p>W 9</p>	<p><b>Unit 3:Components and Assemblies (cont.)</b>  <b>Reading:</b> Explaining Jointing Techniques (ex.9)                  Describing Positions (ex. 13)  <b>Vocabulary and Terminology:</b>                  (ex 10b,c,d-11-12-14-15)  <b>Grammar(Supp):</b>   <i>Skill 12: Use adj. clause (pp. 119-20), Ex. 12 (p.120)</i>  <b>Skill 11:</b> adjective clause (pp.117-8), Ex.11 (p. 119)</p>	<p><b>Chapter 4 (cont.)</b>  <b>Thesis Statement / Body Paragraphs</b>                  Body paragraphs [p.64-65] Practice 3 [p.66-67]                  Thesis statement [p.67-68] Practice 4-5 [p.68-71]  <b>Chapter 10 (cont.)</b> Kinds of sent. [p.164-166]                  Practice 3-6 [p.167-171]  <b>Suggested topic: Peer editing of the previous assignment (narration)</b></p>
<p>W 10</p>	<p><b>Unit 4: Engineering Design (pp. 30-37)</b>  <b>Reading:</b> Working with Drawing (ex. 1-4-5)                  Discussing Dimensions (ex. 6a,b,c,f)  <b>Vocabulary and Terminology:</b>                  (ex. 2b,c,d-6c,d,e-7b,c,d-8)  <b>Grammar(Supp):</b>                  TOEFL Exercise (Skills 9-12) (pp.121-122);                  TOEFL Review Exercise (Skills 1-12) (pp.122-3)</p>	<p><b>Chapter 4 (cont.) Ending Sentences</b>                  Concluding paragraph [p.72] Practice 6-8 [p.73-77]  <b>Review</b>                  Practice 9-10 [p.77-80]  <b>Chapter 10 (cont.)</b>  <b>Final copy of the previous assignment (narration)</b></p>
<p>W 11</p>	<p><b>Unit 4 Engineering Design (cont.)</b>  <b>Reading:</b> Describing Design (ex. 9-10-12-13)  <b>Vocabulary and Terminology:</b>                  (ex. 10c,d,e-11a-13c-14)  <b>Grammar(Supp):</b>                  Skill 13: reduced adj. cl. (pp. 123-5), Ex. 13</p>	<p><b>Chapter 3 (cont.)</b>  <b>Quotations in Body Paragraph</b>                  Quotations [p.42-46] - Practice 2 [p.46]                  Direct quot. [p.47-48]-Practice 3-4 <b>Suggested topic:</b>  <b>Process:</b>1. Installing an antivirus on your laptop. 2. Multi-storey garage.</p>

	(p.125) <b>Skill 14:</b> reduced adv. cl.(pp.126-7), Ex.14 (p.127)	
<b>W</b> <b>12</b>	<b>30 min. quiz</b> <b>Listening</b> Unit 3 (ex.2a,b,e-3a-4a-6a-7b-10a-15) Unit 4 (ex. 2a-3-7a-11b,c,d,e-14c)	<b>30 min. quiz</b> <b>Suggested topic: Peer editing of the previous assignment (process)</b>
<b>W</b> <b>13</b>	<b>Unit 5 Breaking Point (pp. 38-45)</b> <b>Reading:</b> Describing Types (ex.1-4) Assessing Faults (ex. 5) <b>Vocabulary and Terminology:</b> (ex. 6b,c,d,e,f-7) <b>Grammar(Supp):</b> <b>TOEFL Exercise (Skills 13-14)</b> (pp.128-129); <b>TOEFL Review Exercise (Skills 1-14)</b> (pp.129-30)	<b>Chapter 3 Facts vs. Opinions</b> <b>Types of Supporting Sentences</b> Statistics [p.51] & Practice 1 [p.40-41] Using outside sources [p.41-42] <b>Suggested topic: Final copy of the previous assignment (Process)</b>
<b>W</b> <b>14</b>	<b>Unit 5 Breaking Point (cont.)</b> <b>Reading:</b> Describing Causes (ex.8-9-14-15) <b>Vocabulary and Terminology :</b> (ex.9c,d-10b,c-11-12) <b>Grammar(Supp): Skill 15: Invert sub.&amp; verb</b> <b>(pp.131-2), Ex.15 (p.132)</b>	<b>Chapter 3 (cont.)</b> Practice 7-10 [p.171-177] Practice 5-6 review [p.52-54] <b>Suggested topic: Overview of common mistakes in previous assignments</b>
<b>W</b> <b>15</b>	<b>Listening</b> Unit 5: (ex.2-3-6a-10a-13)	<b>Revision</b>

**5- Teaching and Learning Methods**

Enhance class interaction in terms of speaking, reading, and writing.  
 Personalize the learning experience by offering students interesting topics relevant to their interests and experiences.  
 Employ tasks which encourage students to take an active role in learning new vocabulary, related to their field of specialization.  
 Use TOEFL Grammar material to groom students' skills.

**6-Teaching and Learning Methods for Students with Special Needs**

Write paragraphs / essays and peer edit them using error detection and error analysis techniques.  
 Brainstorm ideas for homework writing.  
 Use punctuation marks.  
 Make an outline.  
 Improve specialist language knowledge of engineers.  
 Describe technical functions and applications.  
 Understand terminology related to the engineering fields.  
 Use English in an engineering environment.

**7- Student Assessment**

Procedures used	Start Week No.	Subm. Week No.	Weighting of Asses.
Type			
Written examination to assess the Intended learning outcomes.		7	30%
Written examination to assess the Intended learning outcomes.		12	15%
Oral examination		12	5%
Class activities (reports, discussions, etc) to assess the Intellectual & General skills.	1	15	10%
Written examination to assess the Intended learning outcomes.		16	40%
<b>Total</b>			100%

**8- List of References:**

<b>Course Notes</b>	N/A
<b>Required Textbooks</b>	<i>Cambridge English for Engineering</i> by Mark Ibboston Cambridge, 2008 <i>Writing Academic English</i> by Alice Oshima, Ann Hogue, Languar 1999
<b>Recommended Books</b>	• <i>Longman Preparation Course for the TOEFL Test</i> by Deborah Phillips, Pearson Corporation, 2003
<b>Periodicals, Web Sites, etc.</b>	<a href="http://www.cambridge.org/elt/ict">www.cambridge.org/elt/ict</a>

Course coordinator:

Program Manager: