



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: LH 132	Course Title: English for Special Purposes II	Academic Year/Level: 1st year / 2nd semester
Specialization: All Specializations	No. of Instructional Units 2Credits	Lectures 2hrs.
	Practical 2hrs.	Prerequisite ESP1 - LH 131

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:
 Enable learners to decode technical discourse in English with ease and precision. The course is also designed to enhance the learners' oral production and academic writing.

3- Intended Learning Outcomes

a- Knowledge and Understanding	<p>Through knowledge and understanding, students will acquire knowledge of::</p> <p>K1. Concepts and theories of mathematics and sciences, appropriate to the discipline.</p> <ul style="list-style-type: none"> • understanding the technical requirements • Suggesting ideas and solutions. • Notice the use of transition markers in listing. • Emphasizing the importance of precautions • Identify different parts of logical order • Identify different input computer devices and their functions. • Identify new terminologies related to computer input devices • Observe how definitions are written. • Be familiar with the different types of printers • Be familiar with the different types of display screens. • Know the aspects that should be considered when buying a display screen. • Identify grammatical structures • Identify a variety of technical terms • Discussing performance Discussing Physical Forces • Be familiar with a set of tips to avoid problems related to computer ergonomics and recycling. • Be familiar with some suggestions about electronic issues. • Learn about different word processing features and their functions <p>K10. Technical language and report writing</p> <ul style="list-style-type: none"> • Describing improvements and redesigns • Take down notes. • Conduct conversations. • understanding the definitions appropriately. • Recognize the use of parts of speech. • Working written instructions and notices
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	<ul style="list-style-type: none"> • Define different concepts Discussing trends (Giving approximate figures)
<p>b- Intellectual Skills</p>	<p>Through intellectual skills, students will be able to:</p> <p>I3. Think in a creative and innovative way in problem solving and design.</p> <ul style="list-style-type: none"> • Organizing ideas (Process writing) <ul style="list-style-type: none"> • Include in-text citations in technical reports <ul style="list-style-type: none"> • Document references in technical reports • Write well-structured summaries. <ul style="list-style-type: none"> • Recognize the use of different structures. • Narrow down a topic <ul style="list-style-type: none"> • Brainstorm using listing and clustering • Read a text using appropriate strategies. • Prepare for a structured interview • Learn various terms • Explaining tests and experiments • comparatives and super • Peer editing of the previous assignment (process) • Identify grammatical structures • Discussing relative performances <p>I14. Plan, conduct and write a report on a project or assignment.</p> <ul style="list-style-type: none"> • Discussing causes and effects
<p>c- Professional Skills</p>	<p>Through professional and practical skills, students will be able to:</p> <p>P11. Exchange knowledge and skills with engineering community and industry</p> <ul style="list-style-type: none"> • Research and documentation • Use different methods of defining and classifying. • Present a voice recognition system and discuss the advantages of such a system in education / special needs / everyday activities • Use the language of describing different tupes of input devices • Listen for specific information • Use a variety of technical terms • Write comments on different inventions expressing their opinion towards them. • 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 <p>P12. Prepare and present technical reports.</p> <ul style="list-style-type: none"> • understanding the concepts of new computer collocations and compounds in meaningful context. • Discuss and present the advantages and disadvantages of computers. • Supporting sentences -Practice • Supporting Sentences / Ending Sentences • Noun clauses Practice • Outline – The Essay- Beginning Sentences • Peer editing of the previous assignment (narration) • Use a variety of technical terms related to output devices. • Be able to decide which printer is needed according to the nature of the work. • Use a variety of technical terms related to performance • Describing Capabilities & Limitations

d- General Skills	<p>Through general and transferable skills, students will be able to:</p> <p>G7. Search for information and engage in life-long self learning discipline.</p> <ul style="list-style-type: none"> • Research and documentation <p>G9. Refer to relevant literature effectively;</p> <ul style="list-style-type: none"> • parallel structures • Chronological order • Thesis Statement [p.84] Practice 1 • Transition signals • essay Structure • writing practice • Cause and Effect Essay • Organization • Transition signals • Signal words + practice • Comparison and Contrast Essay • Organization • Adverb clauses • Practice • Signal words / practice 2,3[p.116-121] • Appendix F : (Editing check list • Writing • Final copy of the previous assignment (narration • Editing check list: • adverb clauses • Paraphrase and Summary • Paraphrase and plagiarism/ Practice • Write about a Suggested topic • editing and common mistakes (Argumentative • Argumentative Essay • Introductory paragraph Practice • final copy of the previous topic • Writing Practice • Practice Suggested topic: Overview of common mistakes in previous assignments
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4- Course Content

Detailed Course Description/15 weeks / four contact hours per week		
W	Cambridge for Engineering	Academic Writing
W 1	<p>Unit 6: Technical development (pp.46-53)</p> <p>Reading: Discussing technical requirements (ex 1-2c) Suggesting ideas and solutions. (ex.5 - 6a , b)</p> <p>Vocabulary and Terminology: (ex. 3c-6 d-6e)</p> <p>Grammar(Supp):</p> <p><i>Skill 16-17 Invert the subject and verb</i></p>	<p>Chapter 5: Chronological order Essay Process essay [p.81 to 84]</p> <p>Appendix D [p.300-302]</p> <p>Chapter 11 parallel structures [179-180] Practice 1[p.181-183]</p> <p>Suggested topic: (Simple outline)</p> <ol style="list-style-type: none"> 1. getting used to another culture (process) 2. launching a new computer program (process)
W2	<p>Unit 6: Technical development cont.</p> <p>Reading: Assessing feasibility (ex 8a, b-9 b) Describing improvements and redesigns. (ex.11 - 12a , d)</p> <p>Vocabulary and Terminology: (ex. 9 e, f- 10-12 f, g – 13 a ,b,c)</p> <p>Grammar(Supp): Skill 18-19 : subject and verb</p>	<p>Chapter 5 (cont.): Chronological order Essay Thesis Statement [p.84] Practice 1 [p.85-86] Transition signals[p.85] Practice 2</p> <p>Appendix D [p.300-302]</p> <p>Chapter 11 parallel structures</p> <p>Suggested topic: peer editing of the previous topic (process)</p>

<p>W 3</p>	<p>Unit 7 : Procedures and Precautions Reading: Describing health and safety precautions. Emphasizing the importance of precautions Vocabulary and Terminology: Grammar (Supp): <i>TOEFL Exercise (Skills 15-19) (pp. 140-1);</i> <i>TOEFL Review Exercise (Skills 1-19)</i> <i>Skill 20: S-V agreement (p. 144)</i></p>	<p>Chapter 5 (cont.): Chronological order Essay Review [p. 88] + writing practice [p.89-93] Appendix D [p.300-302] Chapter 11 parallel structures Practice 5 + review [p.190-193] Suggested topic: final copy of the previous topic (process)</p>
<p>W 4</p>	<p>Unit 7 : Procedures and Precautions (Cont.) Reading: Discussing Regulations and Standards. (ex. 8 – 9 a, c, 10b - 11) Working written instructions and notices (ex. 12 a, 13a, b -14 a -15 a, b) Vocabulary and Terminology: (ex 9 c, 10 a) Grammar(Supp): Skill 21-22: verb agreement</p>	<p>Chapter 6: Cause and Effect Essay [p. 94-98] Organization - Practice 1 [p.98] Appendix E Research and documentation [p.303-306] Chapter 12 Noun clauses Practice 1-3 [p.194-200] Suggested topic: (First draft) 1. Being always stressed out. (causes and effects) 2.Regular maintenance in factory (causes and effects)</p>
<p>W 5</p>	<p>Unit 8: Monitoring and Control (pp 62 -69) Reading: Describing automated systems (ex 1 ,3b) Referring to measurable Param. (ex 4 ,5b ,6c ,7a) Vocabulary and Terminology(ex. 2c,d,e -5a -6b) Grammar(Supp): Skill 23: V. agreement (p.48), TOEFL Exercise (Skills 20-23) (pp.149-50), TOEFL Review Exercise (Skills 1-23) (pp.150-1)</p>	<p>Chapter 6 (cont.): Cause and Effect Essay Organization - Practice 2 [p.99-100] Signal words + practice 3to5 [p.101-104] Appendix E [p306-309] Chapter 12(cont.) Practice 2-5 [p.200-205] Suggested topic: peer editing of the previous topic (causes and effects)</p>
<p>W 6</p>	<p>Listening: Unit 6: 2a,b – 3 a, b – 6 c-9a, c, d – 12 b, c ,e Unit 7: 2 b, c – 3b,c – 5 b, c – 6d – 9 b- 14 b Grammar(Supp): <i>Skill 24-25: parallel structures</i></p>	<p>Chapter 6 (cont.): Cause and Effect Essay Review + practice 6,7 [p.105-109] Appendix E [p.310-311] Chapter 12 (cont.) Review [p.206-209] Suggested topic: final copy of the previous topic (causes and effects)</p>
7th Exam		
<p>W 8</p>	<p>Unit 8: Monitoring and Control (Cont.) Reading: Discussing trends (ex 8a,f ,9a,b -10a) Giving approximate figures (ex 11a,b,e ,13) Vocabulary and Terminology (ex. 8c,e -10c -11d -12b,c) Grammar(Supp): <i>Skill 26: parallel structures</i> TOEFL Exercise (Skills 24-26) (pp.156-57), TOEFL Review Ex. (Skills 1-26) (pp.157-8)</p>	<p>Chapter 7: Comparison and Contrast Essay Organization [p.111-114]+ Outline [p.115-116] Appendix F:Editing [p.313-330] Chapter 13 Adverb clauses Practice 1+2 [210-214] Suggested topic: (First draft) 1. Two ways of weight loss (Compare and contrast) 2. two dangerous engineering activities (e.g., using hazardous substances, electrical installations, explosives, etc.). (Compare and contrast)</p>
<p>W 9</p>	<p>Unit 9: Theory and Practice (Pp 70 - 77.) Reading: Explaining tests and experiments (ex.1 – 2a -3) Exchanging views on predications and theories (ex. 4a,b -5d -6a) Vocabulary and Term.(ex 2d,e -5a,b,c) Grammar(Supp): <i>Skill 27-28: comparatives and super.</i></p>	<p>Chapter 7 (cont.): Comparison and Contrast Essay Signal words / practice 2,3[p.116-121] Appendix F : (Editing check list) [p. 313-330] Chapter 13 adverb clauses Practice 3-4 [p.215-218] Suggested topic: peer editing of the previous topic (Compare and contrast)</p>
<p>W10</p>	<p>Unit 9: Theory and Practice (Cont.) Reading: Comparing results with expectations</p>	<p>Chapter 7 (cont.): Comparison and Contrast Essay Review + Practice 5 [p.122-123]</p>

	(ex.7a,b,c -9a-10a,d -11) Discussing causes and effects (ex. 12 -13a,b,c -14a,c) <u>Voc.and Terminology:</u> (ex 8b -10c -13d,e) <u>Grammar(Supp):</u> <i>Skill 29: Use the irregular -er structure</i> TOEFL Ex. (Skills 27-29) (pp.162-3), TOEFL Review Ex. (Skills 1-29) (pp.163-4)	Application [p.124-126] <u>Appendix F:</u> Editing check list [p. 313-330] <u>Chapter 13 adverb clauses</u> Practice 5-8 + review [p.219-229] <u>Suggested topic: final copy of the previous topic</u> (Compare and contrast)
W11	<u>Listening</u> <u>Unit 8:</u> (ex.2a,b -3a-6a-8b,d-10b-11c-12a) <u>Unit 9:</u> (ex. 2b,c-4c-8a-9b,c-10b-14b) <u>Grammar(Supp):</u> <i>Skill 30: After have, use the past participle</i> (pp.164-5), Ex. 30 (p.165) <i>Skill 31: After be, use the Present participle or the past participle</i> (pp.165-66), Ex.31 (p.166)	<u>Chapter 8: Paraphrase and Summary</u> Paraphrase and plagiarism/ Practice 1-2 [p.127-136] Summarizing +practice 4-6 [p.136-141] <u>Chapter 14 adjective clause</u> Practice 1-7+ review [p.230-249] <u>Chapter 10 types of sentences</u> Prac. 1 [p.162-163] <u>Suggested topic: first draft</u> 1. Recycling is important to protect the environment and save money.(Argumentative) 2. Burying waste in remote areas (Argumentative)
12th week quiz		
W13	<u>Unit 10 Pushing the boundaries (pp. 78-85)</u> <u>Reading:</u> Discussing performance (ex.1a,b-3a,b) Discussing Physical Forces (ex. 4a,b,d) <u>Vocabulary and Terminology:</u> (ex. 2b,c) <u>Grammar(Supp): Skill 32:</u> After <i>will, would,</i> .. TOEFL Ex. (Skills 30-32) (pp.167-8), TOEFL Review Ex. (Skills 1-32) (pp.168-9)	<u>Chapter 9: Argumentative essay</u> organization[p.142] Practice 1 [p.142-146] <u>Chapter 15: participle phrases</u> Practice 1-3+ review [p.250-256] <u>Suggested topic: final copy of the previous topic</u> (Argumentative)
W14	<u>Unit 10 Pushing the boundaries (cont)</u> <u>Reading:</u> Discussing relat. performance (ex.5a,b,c-6a,b) Describing Cap.& Limit.(ex. 8a,c -9 a, b, d, e) <u>Vocabulary and Terminology:</u> (ex. 6e,f -8e,f) <u>Grammar(Supp):</u> <u>Skill 33:</u> present & past uses	<u>Chapter 9 (cont.): Argumentative Essay</u> Introductory paragraph Practice 2-3 [p.147-149] Review+ Application [p.150-160] <u>Chapter 15 (cont.): participle phrases</u> Practice 4-5+review [p.257-264] <u>Suggested topic: editing and common mistakes</u> (Argumentative)
W15	<u>Listening:</u> Unit 10: (ex.2a,d-4c,e-6c,d-8b,d-9c)	<u>Submission of final essay draft</u>

5- Teaching and Learning Methods

<p>The course comprises a combination of:</p> <ul style="list-style-type: none"> • Lectures • Individual and group coursework • Writing workshops
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6-Teaching and Learning Methods for Students with Special Needs

<ul style="list-style-type: none"> • Consulting with lecturer during office hours. • Consulting with teaching assistant during office hours. • Private sessions for redelivering the lecture contents. • For handicapped accessibility, please refer to program specification.
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7- Student Assessment

Asses No.	Procedures used	Start Week No.	Subm. Week No.	Weighting of Asses.
	Type			
1	Written examination to assess the Intended learning outcomes.		7	30%
2	Written examination to assess the Intended learning outcomes.		12	20%
3	Class activities (reports, discussions, etc) to assess the Intellectual & General skills.	1	15	10%
4	Written examination to assess the Intended learning outcomes.		16	40%
Total				100%

8- List of References:

a- Course Notes	N/A
b- Required Books (Textbooks)	Cambridge English for Engineering by Mark Ibboston Cambridge, 2008 Writing Academic English by Alice Oshima, Ann Hogue, Languar 1999
c- Recommended Books	• Longman Preparation Course for the TOEFL Test by Deborah Phillips, Pearson Corporation, 2003
d- Periodicals, Web Sites, etc.	www.cambridge.org/elt/ict

Course coordinator:

Program Manager: