**Kuwait University**

**College of Business Administration**

**English Language Unit**

Course Syllabus

106 – English Language

Teacher’s Name

# Lecture Time and Location

**ENG 106 / section #:** Sun Mon Tue Wed Thu, 9:00 – 10:50 AM + 12:00 – 12:50 PM, Room #

# Contact Information

**Location**:English Language Unit – 2nd Floor – Office No. #

**Email**:

**Office Phone**:

**Office Hours**:

**Social Media:** MyU

# Course Description

This course is a general English credit course (4 credits) to prepare students for the next level of English which is a Research Writing course (126) at the college of Business Administration. You must pass the pre-requisite course English 096 or the placement exam with a grade between 60 – 69% to enter this course. After successfully completing English 106, you will move onto English 126, the Research Writing course.

Please note that once you have been placed into English 106, the only way to enter English 126 is by passing the course **(you may not retake the placement exam)**.

English 106 consists of three components:

1. Writing
2. Listening and Presentation
3. Reading

Each of these three components meet for 1 hour a day, 5 days a week, for a total of 15 hours of classroom English per week.

# Course Learning Objectives (CLOs)

Upon successful completion of the course, students will be able to:

1. **Listening:**

Students will listen and comprehend the following:

* + - 1. Various question types and give appropriate response
      2. Idioms
      3. Main idea
      4. Support details
      5. Patterns of organization
      6. Transition signals/sequence
      7. Inference
      8. Notetaking skills – organizing notes, omitting unnecessary words, and differentiate important from irrelevant information.

1. **Presentation:**
   * + 1. Students will understand the parts of a presentation: introduction, body, and conclusion.
       2. Students will learn to make eye contact, have correct posture and body language, and speak effectively with intonations.
       3. Students will learn strategies to control their nerves and overcome stage fright.
       4. Students will learn how to use visuals effectively and speak from note cards.
       5. Students will do an individual presentation including a PowerPoint to show understanding of the parts of a presentation.
       6. Students will present a Final group presentation with PowerPoint.
2. **Reading:**

Students will be able to:

* + - 1. Scan for specific information.
      2. Classify information.
      3. Use examples to support claims.
      4. Determine the main idea of paragraphs.
      5. Guess the meaning of unfamiliar words.
      6. Understand conditional relationships.
      7. Recognize metaphors.
      8. Understand transition signals.
      9. Understand compound words.
      10. Organize notes in a T-chart.
      11. Identify definitions.
      12. Identify lexical cohesion.
      13. Understand an author’s use of quotes.
      14. Infer information.

1. **Writing:**

Pre-midterm –students will be able to:

1. Identify Nouns and Verbs in word families.
2. Use capitalization and punctuation correctly.
3. Identify subject-verb agreement and make corrections to errors.
4. Identify sentence fragments and make corrections.
5. Identify and construct simple and compound sentences.
6. Identify, form, and use adjectives and adverbs correctly.
7. Identify and form topic sentences, supporting ideas, and concluding sentences.
8. Write a cohesive paragraph of several rhetorical structures.
9. Know the three parts of a paragraph and organize coherently –Topic sentence (2 parts), Supporting details, and Conclusion.
10. Identify and correct run-on and comma splice errors.
11. Identify and use pronouns correctly.
12. Write complex sentences using correct subordinators.

Post Midterm –students will be able to:

* + - 1. Use cohesive transition signals.
      2. Write an essay outline and a cohesive essay.

# CLO Mapping to CBA Skill Based Competency Goals[[1]](#footnote-2)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CLO | Competency Goal | | | | | | | |
| Analytical | Communication | Information Technology | Business Ethics | Oral Communication | Written Communication | General Knowledge |
| A.1 | I |  |  |  |  |  |  |
| A.2 |  |  |  |  |  |  | I |
| A.3 | I |  |  |  |  |  |  |
| A.4 | I |  |  |  |  |  |  |
| A.5 | I |  |  |  |  |  |  |
| A.6 |  |  |  |  |  |  | I |
| A.7 | I |  |  |  |  |  |  |
| A.8 | I |  |  |  |  |  |  |
| B.1 |  |  |  |  |  | I |  |
| B.2 |  |  |  |  |  | I |  |
| B.3 |  |  |  |  |  | I |  |
| B.4 |  |  |  |  |  | I |  |
| B.5 |  |  |  |  |  | I |  |
| B.6 |  |  |  |  |  | I |  |
| C.1 |  |  |  |  |  |  | I |
| C.2 | I |  |  |  |  |  |  |
| C.3 |  |  |  |  |  |  | I |
| C.4 | I |  |  |  |  |  |  |
| C.5 | I |  |  |  |  |  |  |
| C.6 | I |  |  |  |  |  |  |
| C.7 | I |  |  |  |  |  |  |
| C.8 |  |  |  |  |  |  | I |
| C.9 | I |  |  |  |  |  |  |
| C.10 | I |  |  |  |  |  |  |
| C.11 |  |  |  |  |  |  | I |
| C.12 |  |  |  |  |  |  | I |
| C.13 | I |  |  |  |  |  |  |
| C.14 | I |  |  |  |  |  |  |
| D.1 | R |  |  |  |  |  |  |
| D.2 |  |  |  |  |  | R |  |
| D.3 | R |  |  |  |  |  |  |
| D.4 |  |  |  |  |  | I |  |
| D.5 |  |  |  |  |  | I |  |
| D.6 |  |  |  |  |  | R |  |
| D.7 | R |  |  |  |  | R |  |
| D.8 |  |  |  |  |  | R |  |
| D.9 |  |  |  |  |  | R |  |
| D.10 |  |  |  |  |  | I |  |
| D.11 |  |  |  |  |  | R |  |
| D.12 |  |  |  |  |  | I |  |
| D.13 |  |  |  |  |  | R |  |
| D.14 |  |  |  |  |  | I |  |

# Type of Emphases:

* **(I)ntroduce:** Students will be introduced to the skill and their grasp of it assessed in the course.
* **(A)pply:** The course will not cover the skill. Students should have a high-level grasp of the skill and are required to apply it in the course.
* **(R)einforce:** Students should have an introductory-level grasp of the skill and the course will improve their mastery to a higher level.

# Required Material

**Reading**:

**\*** *Longman Academic reading Series 3* (Judy L. Miller & Robert F. Cohen)

**Writing**:

**\*** *Longman Academic Writing Series 3: Paragraphs to Essays* (Alice Oshima & Ann Hogue), 4th Edition

**Listening and Presentation:**

**\****Listening* *Power 3* (Tammy LeRoi Gilbert and Bruce Rogers) blue

**Additional Material**: Other materials are available on MS Teams

**E-Learning System**: Microsoft Teams

**Course Website** : N/A

# Course Requirements and Policies

* **Attendance:** Attending all classes of all English 106 components is required. You are allowed up to 9 absences per component, for illness or other emergencies which **INCLUDES YOUR FAMILY AND MEDICAL APPOINTMENTS AND EMERGENCIES. Absences are excused only for two MAJOR reasons (a death in the family or hospitalization).** Any other absence will be counted toward the 9 allowed. 10 absences will result in an “FA” (Administrative Failure). This is not negotiable. You will receive the **first written warning** after 5 absences in any one component. Each component is separate. **The second (written and oral) warning** comes after 9 absences (4 more after the first warning) in any one component which states that you fail English 106 if you miss another class for an unexcused reason. However, **if you get an FA in one component, you will fail ALL 106 components.**
* **Punctuality:** you must come to class on time and be seated **before the class starts.** Coming late is recorded with your attendance, and **if you are late three times for class that will be counted as one absence.**
* **Behavior and Attitude:** Switch off your mobiles and take off your sunglasses **BEFORE** entering the classroom. Hats with visors need to be off or turned around. Wearing sunglasses in the classroom (without a valid medical reason) is rude and ringing phones disturb other students. **Phones** **are not allowed in class. They must be SILENT and PUT AWAY. If your phone rings during class, you WILL LEAVE AND BE MARKED ABSENT. It is unacceptable to take photos OR RECORD during class. Write information in your notebook – successful students take notes. They note everything written on the board and review it daily.**

# Grading

In order to **Pass** English 106, you must have a **combined** grade of **at least 60%**. A student whose average in the three component is **below 60%** will receive a grade of **Fail (F)** and will have to **repeat the course**. If a student fails a second time, he or she will not be allowed to repeat English 106 a third time.

The grading system for English 106 is as follows:

|  |  |
| --- | --- |
| Weight | Description |
| 5% | Course work |
| 32.5% | Reading |
| 32.5% | Writing |
| 15% | Listening |
| 15% | Presentation |
| 100% | TOTAL |

# Grade Distribution

|  |  |
| --- | --- |
| Grade | Range |
| A | ≥ 95 |
| A- | ≥ 90 and < 95 |
| B+ | ≥ 87 and < 90 |
| B | ≥ 83 and < 87 |
| B- | ≥ 80 and < 83 |
| C+ | ≥ 77 and < 80 |
| C | ≥ 73 and < 77 |
| C- | ≥ 70 and < 73 |
| D+ | ≥ 65 and < 70 |
| D | ≥ 60 and < 65 |
| F | < 60 |

# Writing Course Outline

|  |  |  |
| --- | --- | --- |
| Title | Topics | Weeks |
| Sentence Structure: Part 1 | Word Families · Parts of Speech · Articles · Capitalization Rules · Simple Sentences · Prepositional Phrases · Subject-Verb Agreement · Fragments · Compound Sentences · Comma Rules | Week 1 - 2 |
| Introduction to Paragraph Writing | Analyzing Paragraph Format · Topic Sentence · Supporting Sentences · Concluding Sentence · Sequencing · Paragraph Outline | Week 3 - 5 |
| Sentence Structure: Part 2 | Nouns & Pronouns (Unity) · Transitions (Coherence) · Run ons & Comma Splices · Complex Sentences | Week 6 |
| Paragraph Writing | Analyzing Models · Practicing filling in outlines · Writing paragraphs · Editing paragraphs | Week 7 - 8 |
| Introduction to Essay Writing | Analyzing Essay Format · Analyzing Introductions · Analyzing Body of the Essay · Analyzing Conclusions · Using Transitions Between Paragraphs · Essay Outlines | Week 9 - 10 |
| Essay Writing | Analyzing Models · Practicing filling in outlines · Writing Essays · Editing Essays | Week 11 - 13 |

# Reading Course Outline

|  |  |  |
| --- | --- | --- |
| Title | Topics | Weeks |
| Introduction to Reading Skills | Scanning · Skimming · Vocabulary in Context · Inferences · Pronoun References · Main Idea · Supporting Details | Week 1 - 2 |
| Chapter 4 (Medicine) | Skimming & scanning for dates · finding the link between the title & the first paragraph · understanding the different usage of similar words | Week 3 - 5 |
| Chapter 5 (Literature) | Understanding the elements of fiction · scanning a text for compare & contrast words · understanding and using phrasal verbs · organizing study notes to compare and define writer’s style. | Week 6-8 |
| Chapter 6 (Art History) | Previewing a text using visuals · skimming letters for a quick overview of names/places/dates. | Week 9- 10 |
| Chapter 9 (Education) | Understanding the most important idea by reading the first and last paragraphs · skimming a text by reading the topic sentences · using dictionary entries to learn the meanings of words. | Week 11- 13 |

# Listening Course Outline

|  |  |  |
| --- | --- | --- |
| Title | Topics | Weeks |
| Idioms | Understanding Idioms · Idioms in the Workplace · Practicing Idioms | Week 1 |
| Main Ideas and Supporting Details | Main Ideas & Purpose · Supporting Ideas & Details · Signal Words & Phrases · Practicing Finding Main Ideas & Supporting Details | Week 2 |
| Making Inferences | Making Inferences · Practicing Inferences · Vocabulary Practice | Week 3 |
| Understanding Patterns of Organization | The Comparison & Contrast Pattern · The Cause & Effect Pattern · Definition · Chronological Order | Week 3-4 |
| Organizing Your Notes | Organizing Your Notes · Practicing Organizing Your Notes | Week 4-5 |
| Omitting Unnecessary Words | Omitting Unnecessary Words · Practicing Omitting Unnecessary Words · Vocabulary Practice | Week 6 |
| Determining What’s Important | Determining What’s Important · Other Types of Topic Signals · Practicing Determining What’s Important | Week 7 |

# Presentation Course Outline

|  |  |  |
| --- | --- | --- |
| Title | Topics | Weeks |
| Introduction to Presentation | What is Expected in a Presentation · How a Presentation is Performed · Inflection, Tone, & Eye Contact during Presentation · Practice | Week 1 - 2 |
| In-Depth Look at the Structure of a Presentation | Analyzing Parts of a Presentation · Break-down of Sections Including Introduction, Body and Conclusion · The Use of Outlines to Help Organize the Information Presented | Week 3 - 4 |
| Tools to Use in a Presentation | Visuals Used in Presentations · PowerPoint, Graphs, Charts & other Visual Aids · Notecards Usage without Reading · Practice Filling Outlines | Week 5 - 6 |
| Methods of Presentation | Viewing Professional Presentations · Analyzing Examples of Presentation · Practicing in Front of Students | Week 7 - 8 |
| Putting It All Together | Practice Creating Visuals · Practice Writing Outlines · Practice Filling Notecards · Practice Presenting with Confidence · Practice in Front of Students | Week 9 - 10 |
| Group Presentation | How to Manage Presentations within a Group · How to Delegate Information and Workload · How to Present in a Group Setting | Week 11 - 13 |

# Important Dates

|  |  |
| --- | --- |
| Date | Event |
| 29/4/2021 | Last day to drop a course |
| 23-26/5/2021 | Midterm week |
| 28/6 – 1/7/2021 | Final Exam week |
| 1/7/2021 | Last day of classes |

# CBA Competency Goals

1. **Analytical Competency:** A CBA graduate will be able to use analytical skills to solve business problems and make a well-supported business decision.

**Student Learning Objectives:**

* 1. Use appropriate analytical techniques to solve a given business problem.
  2. Critically evaluate multiple solutions to a business problem.
  3. Make well-supported business decisions.

1. **Communication Competency:** A CBA graduate will be able to communicate effectively in a wide variety of business settings.

**Student Learning Objectives:**

* 1. Deliver clear, concise, and audience-centered presentations.
  2. Write clear, concise, and audience-centered business documents.

1. **Information Technology Competency:** A CBA graduate will be able to utilize Information Technology for the completion of business tasks.

**Student Learning Objectives:**

* 1. Use data-processing tools to analyze or solve business problems.

1. **Ethical Competency:** A CBA graduate will be able to recognize ethical issues present in business environment, analyze the tradeoffs between different ethical perspectives, and make a well-supported ethical decision.

**Student Learning Objectives:**

* 1. Identify the ethical dimensions of a business decision.
  2. Recognize and analyze the tradeoffs created by application of competing ethical perspectives.
  3. Formulate and defend a well-supported recommendation for the resolution of an ethical issue.

1. **General Business Knowledge:** A CBA graduate will be able to demonstrate a basic understanding of the main business disciplines’ concepts and theories.

**Student Learning Objectives:**

* 1. Acquire a fundamental understanding of knowledge from the main business disciplines (e.g. finance, accounting, marketing, and management information systems, among others).

1. CBA Competency Goals can be found at the end of this document [↑](#footnote-ref-2)