

**Ibra College of Technology
English Language Center
General Foundation Program
Level 4 Course Outline**

Colleges of Technology Moto
"Where Technology is Invented"

Vision

To be at the forefront of higher education institutions in technological education nationally and internationally.

Mission

To provide high quality learning ,training and research environment towards developing technological, innovative and entrepreneurial capabilities to meet the ever evolving social and economic needs

General Foundation Program Aims to:

1. help students to gain effective command of the required skills in English Language, Mathematics and Information Technology
2. provide realistic learning opportunities for students to speak, listen to, read and write social, workplace and academic English confidently and effectively
3. provide a solid foundation in English, Mathematics, and Information Technology to allow them to perform successfully in a variety of academic programs at a higher level
4. equip students with the skills and attitudes to successfully participate in lifelong learning in their academic programs and future careers
5. develop social competence by helping students to acquire teamwork and decision making skills
6. develop academic competences which will include logical and abstract reasoning, problem solving, higher level cognitive and critical thinking.

Level: 4		Academic Year: 2019-2020
English	No. of hrs/week: 18	Sem: 2
Pre-requisite(s): Scoring between 71% - 85 % in the Placement Test / Level 3 Pass		

Level Course Objectives
At the end of the semester, this course should enable the students to:
1. understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation
2. interact with a degree of fluency and spontaneity that makes regular interaction with expert speakers quite possible without strain for either party
3. produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
4. manage time and accept responsibility according to OAAA GFP Standards 6.2.1. As part of the Level 4 Program, learners will acquire the research skills, note taking skills and presentation skills specified by the OAAA GFP Standards # 6.2.2, 6.2.3 and 6.2.4

Level	Skill	No. of hours/week
4	Reading and Writing	8

Learning Outcomes

Note:

1. It is **not** a requirement to cover these L.Os/descriptors **in the given order**.
2. These learning outcomes **are benchmarked** with Common European Framework of Reference for Languages (CEFR)
3. These learning outcomes are mapped with Oman Academic Standards (OAS) for GFP.
4. Some L.Os cannot be met with the current L4 materials. Teachers may have supplementary materials to meet some of them.

Learning Outcomes for Reading	
L4R1	Can understand reading purpose and adapt style of reading (e.g. skimming, scanning or close reading), and also speed of reading to fit the purpose when approaching texts in the region of 600 words
L4R2	Can select and locate appropriate reference sources in order to read and extract information as required to complete a specific task or project
L4R3	Can demonstrate possession of a broad range of actively understood vocabulary, even though some difficulty may still exist with low frequency idioms
L4R4	Can read and grasp the essential meaning of letters, emails and online and social- media- related texts and messages related to a general academic field of study, or to a work-related or news-related field
L4R5	Can obtain information, ideas and opinions from subject-specific sources consisting of several pages of paper or web-based text
L4R6	Can effectively use a paper, online or digital English to English dictionary to find meaning and pronunciation of unknown vocabulary in specialised articles and texts
L4R7	Can read critically to identify and understand main ideas, authorial point of view, stance and bias in articles, reports and texts dealing with contemporary and controversial issues
L4R8	Can read and understand more complex and lengthier instructions and warnings which may be met in the learners' educational and social life, and also those which might be feasibly encountered when the learner enters employment.
L4R9	Can use context clues to guess the meaning of unknown words in initially unfamiliar, specialised articles and texts in the region of 600 words
L4R10	Can use pre-reading strategies to preview, activate prior knowledge, predict content of a text and establish a purpose for reading

Learning Outcomes for Writing	
L4W1	Can write clear, detailed texts on a wide range of subjects related to personal interests and on topics which a student aiming to study at a college level ought to be familiar
L4W2	Can write an essay in support of or against a particular point of view with an introduction, a minimum of two body paragraphs and a conclusion of at least 250 words showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary
L4W3	Can write letters or essays highlighting the personal significance of events and experiences
L4W4	Can gather and synthesise information and arguments from a number of sources and write a report of a minimum of 500 words which conforms to academic conventions.(P&P)
L4W5	Can construct a reasoned argument and can speculate about causes, consequences and hypothetical situations while conforming to the stylistic conventions of academic discourse

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 Ministry of Manpower

L4W6 Can analyse a problem and propose solutions
L4W7 Can review and evaluate a familiar film or book
L4W8 Can explain a viewpoint on a current, topical issue giving the advantages and disadvantages of various options
L4W9 Can write and take notes and messages, including salient and relevant points, related to issues that might be met in social or academic life, or when employed
L4W10 Can write questions when constructing a questionnaire as part of a piece of research (P&P)
L4W11 Can use prewriting strategies to generate and develop ideas and to plan before starting to write
L4W12 Can divide and classify information
L4W13 Can summarise and paraphrase when writing a report of at least 500 words following academic conventions to avoid plagiarism (P&P)
L4W14 Can describe and summarise visual data such as graphs, charts, tables, and processes and make comparison of at least 150 words (Writing and P&P)

Reading & Writing: 8 hours per week

Week	*Unit	Skill	Learning Outcomes	Comments
1	One	RD	1, 2, 3, 5, 6, 7, 9, 10	
		WR	11, 12, 14 (line graph)	L.Os 12 & 14 (line graph)= L4WSMLO12&14A
2	One	RD	1, 2, 3, 4, 5, 6, 7, 9, 10	L.O4= L4RSML04
		WR	11, 12, 14 (line graph)	
3	Three	RD	1, 2, 3, 5, 6, 7, 9, 10	
		WR	11, 12, 14 (line graph), 7 (film or book review)	L.O7= L4WSMLO7
4	Three	RD	1, 2, 3, 5, 6, 7, 9, 10	

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		WR	1, 2, 3 (essays), 8, 11	L.Os 2 & 8 = L4WSMLO2&8 L.O3=SM or use Unit 10 page 228-234
5	Five	RD	1, 2, 3, 5, 6, 7, 8, 9, 10	L.O8= L4RSMLO8
		WR	1, 2, 3 (essays), 8, 11	
6-PT	Five	RD	1, 2, 3, 5, 6, 7, 9, 10	
		WR	1, 2, 3 (essays), 8, 11	
7	Seven	RD	1, 2, 3, 5, 6, 7, 9, 10	
		WR	5, 6, 11	L.O6= L4WSMLO6
8	Seven	RD	1, 2, 3, 5, 6, 7, 9, 10	
		WR	5, 6, 11	
9	Nine	RD	1, 2, 3, 5, 6, 7, 9, 10	
		WR	11, 12, 14 (bar chart)	L.O14 (bar charts)= L4WSMLO12&14A L4WSMLO12&14B L4WSMLO12&14C
10	Nine	RD	1, 2, 3, 5, 6, 7, 9, 10	
		WR	11, 12, 14 (bar chart)	
11	Nine	RD	1, 2, 3, 5, 6, 7, 9, 10	
		WR	11, 12, 14 (bar chart)	
12 & 13	LEE			

Sources	
Text Books	Pathways 3 Reading and Writing,
Reference Books	N/A
Supplementary Materials	Common supplementary materials & In-house Materials
E-brary reference	N/A
Relevant Web Sites	lessonsonmovies.com; imbd; http://film-english.com/ ngl.cengage.com/pathwaysrw

Level	Skill	No. of hours/week
4	Listening/Speaking	7

Learning Outcomes

Note:

1. It is **not** a requirement to cover these L.Os/descriptors **in the given order**.
2. These learning outcomes **are benchmarked** with Common European Framework of Reference for Languages (CEFR)
3. These learning outcomes are mapped with Oman Academic Standards (OAS) for GFP.
4. Some L.Os cannot be met with the current L4 materials. Teachers may have supplementary materials to meet some of them.

Learning Outcomes for Listening
L4L1 Can understand standard speech spoken at a normal rate and follow relatively complex lines of argument in social academic and work-related contexts, provided the topic is reasonably familiar
L4L2 Can understand the essentials of lectures and most TV and radio news and current affairs programmes where standard English is used, and can with effort understand scenes from the majority of films in standard English
L4L3 Can tolerate a degree of distracting noise, and remain focused on extracting meaning, when the listening purpose is clear
L4L4 Can understand the main ideas of complex speech delivered in standard language including technical discussions concerning both concrete and abstract topics which a student aiming to study at a college level ought to be familiar
L4L5 Can understand announcements and messages spoken in standard language at normal speed related to social life, which might include

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shopping, travelling or leisure, or be related to work or academic life
L4L6 Can follow extended speech and complex lines of argument when the topic is reasonably familiar, and the direction of the talk is clearly stated by the speaker
L4L7 Can take clear notes while listening to a lecture on a topic which a student aiming to study at a college level ought to be familiar and which might be more difficult than that encountered at the earlier level
L4L8 Can listen critically to identify a speaker's viewpoint, attitude, mood, tone and bias
L4L9 Can maintain comprehension when listening by recognising introductory phrases, linking phrases, repetition and restatement, and a degree of digression from the stated topic
L4L10 Can confidently understand phrases commonly encountered in academic speech
L4L11 Can understand both high-frequency and less common idioms and can grasp the meaning of a fair amount of colloquial language when it is encountered in a reasonably clear context
L4L12 Can demonstrate understanding of a talk or conversation of five to six minutes made up of a wide variety of grammatical forms, vocabulary, and language functions and notions expressed in a social, work-related or study-related context
L4L13 Can understand and respond to precise information and instructions which may be encountered in a social, work-related or study-related context

CoT's Learning Outcomes for Speaking
L4S1 Can use a mix of simple sentences and an increased range of more complex structures to keep going comprehensibly with only occasional pauses in speech in order to access required language
L4S2 Can with increasing confidence and success produce speech required to cope with both routine and less routine and unforeseen problems in everyday life, and when in employment or when studying
L4S3 Can explain a viewpoint on a topical issue and of issues of general academic interest giving the advantages and disadvantages of various options

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L4S4	Can successfully correct errors and mistakes if they have led to misunderstandings
L4S5	Can demonstrate an awareness of “favorite mistakes” and can consciously monitor speech for them with a view to eventually avoiding them
L4S6	Can use a sufficiently wide enough lexical and grammatical resource to discuss at some length topics with which a student aiming to study at a college level ought to be familiar
L4S7	Can interact with a sufficient degree of fluency and spontaneity so as to make regular interaction with expert users quite possible without imposing undue strain on either party
L4S8	Can present clear, detailed descriptions on a range of subjects with which a student aiming to study at a college level ought to be familiar
L4S9	Can produce a sufficient range of language to cope with unpredictable situations
L4S10	Can describe and explain the overview and the main stages of a process with reasonable precision
L4S11	Can give a clear, prepared presentation using appropriate eye contact and body language when describing an investigation or piece of research (P&P)
L4S12	Can describe and summarise statistical data from graphical material such as graphs charts and tables and make comparisons
L4S13	Can generally paraphrase successfully when engaged in discussion, where misunderstanding exists
L4S14	Can use pronunciation, intonation and stress sufficiently well to speak intelligibly so as to be easily understood by conversational partners or audience
L4S15	Can demonstrate a mastery of phonemes problematic for Arabic speakers, making errors only rarely
L4S16	Can interview a fellow student or a member of staff when conducting a piece of research, departing from scripted questions when necessary to obtain additional information
L4S17	Can produce thoughtful, coherent and well-developed answers when interviewed, either when being orally examined or when taking part in a mock interview for employment
L4S18	Can comment appropriately when talking to help the conversation develop
L4S19	Can confirm understanding by using questions when possible confusion or misunderstanding exists
L4S20	Can use idea and speech generating techniques such as brainstorming or planning devices such as a mind map before speaking

Listening & Speaking: 7 hours per week

Week	*Unit	Skill	Learning Outcomes	Comments
1	One	Lis	1,2,3,4,6,7,8,9,10,11,12,13	Viewing to be handled carefully
		Sp	1,2,4,5,6,7,8,9,11,12,13,14,15,20	

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2	One	Lis	1,2,3,4,5,6,7,8,9,10,11,12,13	L.O5= L4LSMLO5
		Sp	1,2,4,5,6,7,8,9,11,12,13,14,15,20	
3	Three	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,20	
4	Three	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,19,20	L.O19= use Unit 2 page 31
5	Five	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,17,18,20	
6-PT	Five	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,17,18,20	
7	Seven	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,4,5,6,7,8,9,10,11,12,13,14,15,17,20	
8	Seven	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,4,5,6,7,8,9,10,11,12,13,14,15,17,20	
9	Nine	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,20	
10	Nine	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,20	
11	Nine	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,20	

12 & 13	LEE
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Sources	
Text Books	Pathways 3 Listening and Speaking
Reference Books	N / A
Supplementary Materials	Common supplementary materials & In-house Materials
E-brary reference	N / A
Relevant Web Sites	ngl.cengage.com/pathways

Level	Skill	No. of hours/week
4	Study Skills	3

Learning Outcomes for Projects and Presentations/Communications Course
L4PP1 Work in pairs or groups and participate accordingly i.e. take turns, initiate a discussion, interrupt appropriately and express an opinion
L4PP2 Work to imposed deadlines.
L4PP3 List the key ideas to guide search for information.
L4PP4 Use the library system for finding, borrowing and returning library material.
L4PP5 Use an English-English dictionary for language learning.
L4PP6 Use a contents page and an index to locate information in a book.
L4PP7 Extract relevant information from a book or article using a battery of reading strategies (e.g. skimming, scanning, etc.).
L4PP8 Locate a book/journal in the library using the catalogue
L4PP9 Find topic-related information in a book/journal in the library using the catalogue.
L4PP10 Find specific information using internet search engines and electronic resources
L4PP11 Cite a source in accordance with academic conventions
L4PP12 Classify and sort new information
L4PP13 Select or reject a source based on difficulty level, relevance and accuracy
L4PP14 Assess the reliability, objectivity and authenticity of a source

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 Directorate of Technological Education
 Ministry of Manpower

L4PP15 Summarise and paraphrase information in one's own words
L4PP16 Recall and define main concepts.
L4PP17 Utilize abbreviations and symbols
L4PP18 Use English rather than Arabic for notes in margins and glossing vocabulary
L4PP19 Extract and record key information (the gist) from a written or spoken source based on own interpretation of information
L4PP20 Adopt a note-taking strategy (e.g. Cornell system; mind mapping)
L4PP21 Support key points with relevant additional details
L4PP22 Organise information to enable quick reference at a later date
L4PP23 Date one's notes
L4PP24 Use notes to create a summary
L4PP25 Reproduce key information and supporting details from notes in one's own words
L4PP26 Sort out information and reject irrelevant pieces
L4PP27 Outline and define main concepts
L4PP28 Address questions from the audience
L4PP29 Plan and conduct a presentation based on information from written material, interviews, surveys, etc
L4PP30 Speak in a clearly audible and well-paced voice
L4PP31 Follow a presentation format
L4PP32 Use presentation language (discourse markers, etc)
L4PP33 Achieve the key aim of informing the audience
L4PP34 Use of audio/visual aids when giving oral presentations
L4PP35 Tailor content and language to the level of the audience
L4PP36 Some eye contact with audience
L4PP37 Speak from notes in front of an audience using index cards
L4PP38 Observe time restrictions in presentations
L4PP39 Organise and present information in a logical order at a comprehensive speed
L4PP40 Invite constructive feedback

Projects & Presentations

Week	In-house Material	GSS L.Os	L.Os from other Skills	Comments
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1	One & Two	6.2.1 a,c,d,e,f,g,h,i,j,k 6.2.2 a,c	WLO4, WLO9, WLO10 & WLO13	* Assign Project topic to the class
2	One & Two	6.2.1 a,c,d,e,f,g,h,i,j,k 6.2.2 a,c		* Teachers will receive the Activity Sheet
3	Two & Three	6.2.1 a,c,d,e,f,g,h,i,j,k 6.2.2 a,c,e,h,i,j,k,l 6.2.3 a,b,c,d,e,f,g,h,i,j,k		* Students begin work on questionnaire
4	Three & Four	6.2.1 a,c,d,e,f,h,i,j,k 6.2.2 a,c,e,h,i,j,k,l,m 6.2.3 a,b,c,d,e,f,g,h,i,j,k		* Students distribute questionnaires
5	Four	6.2.1 a,c,d,e,f,h,i,j,k 6.2.2 a,c,e,h,i,j,k,l,m 6.2.3 a,b,c,d,e,f,g,h,i,j,k		* Tally sheet completion * Analysis and completion of other sections of the Report
6-PT	Five	6.2.1 a,c,d,e,f,h,i,j,k 6.2.2 a,c,d,e,h,i,j,k,l,m 6.2.3 a,b,c,d,e,f,g,h,i,j,k		* Analysis and completion of other sections of the Report
7	Five	6.2.1 a,c,d,e,f,h,i,j,k 6.2.2 a,c,d,e,h,i,j,k,l,m 6.2.3 a,b,c,d,e,f,g,h,i,j,k		* Analysis and completion of other sections of the Report
8	Six	6.2.1 a,c,d,e,f,h,i,j,k 6.2.2 a,c,j 6.2.4 a,b,c,d,e,f,g,h,i,j,k,l,m,n	*Report Submission *Practice Presentations	
9	Presentations	6.2.4 a,b,c,d,e,f,g,h,i,j,k,l,m,n		
10	Presentations	6.2.4 a,b,c,d,e,f,g,h,i,j,k,l,m,n		
11	Presentations	6.2.4 a,b,c,d,e,f,g,h,i,j,k,l,m,n		
12 & 13 LEE				

¹ GT teachers have to check students' portfolios each fortnight. Vocabulary logs(3nos) have to be checked by the GTs and they have to put their signatures and the dates of checking.

Grammatical Enabling Descriptors

LO#	Learning Outcomes
	Grammatical Items and Verb Forms
L4G1.	Simple past (narrative)
L4G2.	Past continuous (narrative)
L4G3.	Used to (narrative)
L4G4.	Would expressing habit in the past
L4G5.	Past perfect continuous
L4G6.	Future continuous (Prediction)
L4G7.	Future perfect
L4G8.	Future perfect continuous
L4G9.	Present Perfect
L4G10.	Present perfect continuous
L4G11.	Mixed conditionals
L4G12.	Wish
L4G13.	Extended phrasal verbs

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L4G14.	All passive forms
L4G15.	Reported speech (range of tenses)
L4G16.	Relative clauses
L4G17.	Modals of deduction, speculation, possibility, necessity, obligation
	Discourse Markers
L4G18.	Linkers: sequential – past time
L4G19.	Connecting words expressing cause and effect, contrast etc.
L4G20.	Linkers: although, in spite of, despite
L4G21.	Discourse markers to structure formal speech
	Writing Conventions
L4G22.	Full range of punctuation

- Group advisors have to check students' portfolios each fortnight. Vocabulary log has to be checked on a weekly basis by listening and reading teachers and they have to put their signatures and the dates of checking students' work on every sheet. Marks should be sent to the Group advisors before the LEE.
- Note:

***RD: Reading, *WR: Writing, *Lis: Listening, *Sp: Speaking, *SM: Supplementary Material. *GSS: General Study Skills, PP: Project and Presentation GA: Group advisor**

***Unit: -All listening and speaking activities (including grammar exercises) to be covered**

- All reading activities to be covered
- Writing activities may be covered if time allows
- Teachers must use the common supplementary teaching materials as indicated

*** Writing L.Os # 4, 9, 10 and 13 are dealt with in Projects & Presentations (*P&P).**
For the mapped Learning Outcomes, please refer to the *Mapping of Teaching Materials to CoTs' GFP Level 4 Learning Outcomes (English)* document.

Speaking L.O#16 is dealt with in P&P.

Sources	
Text Books	Pathways 3: Reading & Writing, Listening & Speaking, In-house Materials
Reference Books	N / A
E-brary reference	N / A
Relevant Web Sites	ngl.cengage.com/pathways

Assessment Pattern:

Level 4							
Details	PT- Marks	Time	%	CA	Level Exit Exam- Marks	Time	%
Listening	25	45 min approximately	10	-	25	45 min approximately	12.5
Reading	25	60 min	10	-	25	60 min	12.5
Writing	25	70 min	10	5	25	70 min	12.5
Speaking	-	-	-	-	25	9 -12 min approximately	12.5
Book/ film review				2			
Student Portfolio				3			
Project Report				5			
Project Presentation	Not Applicable	-	-	5	Not Applicable	-	-
Total		175 min approximately	30%	20%		185 min approximately	50%

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- All the exams will be timed as per the specifications given in the table above.
- On completion of the allotted time for all skills, the answer sheet / booklet has to be collected back from the students.
- To avoid /monitor/control students from cheating and committing fraudulent act, the Group advisor will assign seat number to the student along with the seating plan.
- All the units covered before the Progress Test will be included in the test and the Level Exit Exam will include all the units covered during the semester.
- If a student fails in the CA but, passes aggregate (LEE & CA) the student is considered as 'passed'.

Essential Information to students on policies

Attendance Rules

- The General Foundation Program at English Language Centre applies the following attendance system:

Attendance:

- Attendance is taken on a regular basis at the beginning of each lecture and absence is recorded for all the courses.
- A student is suspended from the GFP, ELC if s/he does not show up for two consecutive weeks (ten working days) in all the registered courses without a valid reason.

Late Procedure

- Students must attend all classes on time.
- students coming late to class after 5 minutes will be marked "**late**".
- After 10 minutes, the student will not be allowed to enter the classroom and will be marked "**absent**". Being LATE for THREE times in a class will be considered as ONE class absence.
- If the student attempts to enter the classroom by force, he /she will be liable to disciplinary sanctions in accordance with the college rules and regulations.

Accepting Excuses Policy:

- Excuses must be submitted to the administration within 5 days from the date of issuance.
- The absence with valid excuses will not be deleted. These excuses will only be used to allow the student to take the assessed work.
- Students should not exceed the absence percentage allowed by the college to avoid being debarred from the exam.
- The College Council shall consider the excuses justifying the students' absence. The list of debarred students shall be determined.

Warning Counts:

Foundation- Total Hours of Warnings in Semester 2 (2019-2020)

حساب إنذارات الغياب في الفصل الدراسي الثاني للعام الأكاديمي 2020-2019 م

Debarred الحرمان		Second Warning الإنذار الثاني		First Warning الإنذار الأول		Total English Hours	Number of Weeks	English Hours per Week
Hours	Percentage	Hours	Percentage	Hours	Percentage			
27	15 %	18	10%	9	5%	180	10	18

Note: Each warning notice is issued after excluding the hours of absence with valid excuses.

Valid Excuses

The following are accepted as valid excuses:

- Official sick leave issued and stamped by government hospitals and health centers.
- Sick leaves from private clinics must be authorized by the government Health Centers.
- An official letter from the Wali, after it is authorized by the Head of Section (English Language Programs), regarding death of first degree relatives only.

Note: Other types of excuses will not be accepted.

- Excuses should be submitted to the Student Affairs staff (Registrar's office) within one week from the date of absence.
- If submitted later, valid excuses will not be accepted by Student Affairs unless approved by HoS, ELP.

Plagiarism
<p>1. Policy Statement</p> <p>The Colleges of Technology are committed to keeping up with high standards of academic honesty and integrity among its staff and students by dealing pro-actively with cases of all forms of plagiarism. Staff and students are encouraged to use proper citations and acknowledgements to the work of others in respect of the principle of intellectual property.</p> <p>4. a Instances of Plagiarism</p> <p>Plagiarism occurs when other's work such as print material, images, audio-visual creations, computer programs, electronic materials, etc. are used without appropriate acknowledgement.</p> <p>Plagiarism includes, but not limited to, the following:</p> <ul style="list-style-type: none">• Copying full or part (paragraphs, sentences or significant part of a sentence) of other's work directly• Copying from other's work with an end reference to the original source but without putting the copied text between quotation marks paraphrasing, summarising or rearranging words, phrases or ideas of other's work or / in-text citations.• Copy-Paste of statements from multiple sources (electronic or print material)• Presenting a work, done in collaboration with others, as independent work• Using one's own work presented previously• Borrowing Statistics from another person• Fabricating data <p>Source: Direct quote from QD_ Plagiarism Policy_V2.1 pages 4 & 5</p>
Examination Rules:
<ul style="list-style-type: none">• Students without the college ID are NOT allowed to take the exam.• Use of mobile phones and any other electronic gadgets inside the examination hall is NOT allowed.• Copying, cheating, and any kind of malpractices on the examination are strictly prohibited. Immediate actions will be taken against violators.






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- A small water bottle is allowed inside the exam hall.
- Students are not allowed to go out from the examination hall except in emergency situations (medical reasons).
- Students should not be allowed to leave the exam hall during the first 30 minutes of the actual time of the exam.
- Students who come after the listening track has started will NOT be admitted to the exam room. They will be admitted for the Reading and the Writing Exams. They need to submit a valid excuse in order to get the Listening exam later.

Source: ICT\ELC\Exam Rules And Guidelines For Students\Sem. 2 AY 2018-2019 Version 1.0

Other Rules

1. Homework must be submitted on time. Teachers should write their feedback on the students' writing assignments.
2. Participation: Active participation in class is required.

Prepared & Agreed by:			
	Lecturers	Signature	Designation
Prepared by:	Benny Pallipadan Ouseph		L4 Course Coordinator
Reviewed by:	Joseph Arakkal Chacko		GFP Unit Coordinator
Agreed by:	Hamdoon Khalfan Saeed Al Handhali		HOS,C&TM
	Salem Nasser Saif Al Saadi		HOS,ELP
Date	5 th January, 2020		
Approved by:			
Designation	Name	Signature	Date
HOC	Dr. Thuraya Khallifa Salim Al Riyami		5 th January, 2020

Colleges of Technology
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Document History:

Revision	Date	Author/s	Approval	Amendments	Circulated to
2	21.04.2012	Joseph Arakkal Chacko (JAC) L4 - Coordinator	ELCC	Revised template to accommodate all the skill DPs in one document. Los are listed above the DP table.	Teachers, students and ELC administration
2.1	9.09.12	Dr. Don Anton Robles Balida L4 - Coordinator	ELCC	Added two weeks to DP	Teachers, students and ELC administration
2.2	30.12.12	Dr. Don Anton Robles Balida L4 – Coordinator and Flordeliza M. Dumalagan Lecturer, ELC	ELCC	Revised Sequencing of Topics and integrated Quiz/Midterm weeks to remarks column/ Integrated Revised Midterm and LEE Test Specifications	Teachers, students and ELC administration
2.3	11.03.13	Dr. Don Anton Robles Balida L4 - Coordinator	ELCC	Rearranged topics to match the length of teaching weeks, Added the cheating policy	Teachers, students and ELC administration
Draft V – 2.4	09/09/2014	Mr Abdul Rahaman Mohammad Course coordinator Level 4 ELC	ELCC	Draft Version 2.4 Authorized Revised according to semester plan and the suggestions from the CQAC	ELC Council members Level 42 Coordinator L-4 Teachers and Students
Draft V – 2.5	05/01/2015	Mr Abdul Rahaman Mohammad Course coordinator Level 4 ELC	ELCC	Draft Version 2.5 Authorized Revised according to semester plan and the suggestions from the CQAC	ELC Council members Level 4 Coordinator L-4 Teachers and Students
Draft V-2.6	15/04/2015	Mr Abdul Rahaman Mohammad Course coordinator	ELCC	Draft Version 2.6 Authorized Revised according to	ELC Council members Level 4 Coordinator

Colleges of Technology
 Directorate of Technological Education
 Ministry of Manpower

		Level 4 ELC		semester plan and the suggestions from the CQAC	L-4 Teachers and Students
Draft V-2.7	10/09/2015	Mr Abdul Rahaman Mohammad Course coordinator Level 4 ELC & Ms. Salma Al-Saifi, HoS CTM & Other GFP Level Coordinators	ELCC	Draft Version 2.7 Authorized Revised according to semester plan and the suggestions from the CQAC	ELC Council members Level 4 Coordinator L-4 Teachers and Students
Draft V-2.8	10/01/2016	Mr Abdul Rahaman Mohammad Course coordinator	ELCC	Draft Version 2.8 Authorized Revised according to semester plan and the suggestions from the CQAC	ELC Council members Level 4 Coordinator L-4 Teachers and Students
Draft V-2.9	12/04/2016	Mr Abdul Rahaman Mohammad Course coordinator	ELCC	Draft Version 2.9 Authorized Revised according to semester plan and the suggestions from the CQAC	ELC Council members Level 4 Coordinator L-4 Teachers and Students
Draft V-2.10	7/09/2016	Mr Abdul Rahaman Mohammad Course coordinator	ELCC	Draft Version 2.10 Authorized Revised according to semester plan and the suggestions from the CQAC	ELC Council members Level 4 Coordinator L-4 Teachers and Students
Draft V-2.11	9/01/2017	Mr Abdul Rahaman Mohammad	ELCC	Draft Version 2.11 Authorized	ELC Council members

Colleges of Technology
 Directorate of Technological Education
 Ministry of Manpower

		Course coordinator		Revised according to semester plan and the suggestions from the CQAC	Level 4 Coordinator L-4 Teachers and Students
Draft V-2.12	12/04/2017	Mr Abdul Rahaman Mohammad Course coordinator	ELCC	Draft Version 2.12 Authorized Revised according to semester plan and the suggestions from the CQAC	ELC Council members Level 4 Coordinator L-4 Teachers and Students
Draft V-2.13	15/09/2017	Mr Abdul Rahaman Mohammad Course coordinator	ELCC	Draft Version 2.13 Authorized Revised according to semester plan and the suggestions from the CQAC	ELC Council members Level 4 Coordinator L-4 Teachers and Students
V-2.14	18/01/2018	Mr Benny Pallipadan Ouseph Course coordinator	ELCC	Version V 2.14 Authorized Revised according to semester plan	ELC administration Level 4 coordinator, teachers, students & file copy
V-2.15	21/04/2018	Mr Benny Pallipadan Ouseph Course coordinator	ELCC	Version V 2.15 Authorized Revised according to semester plan	ELC administration Level 4 coordinator, teachers, students & file copy
V-2.16	30/09/2018	Mr Benny Pallipadan Ouseph Course coordinator	ELCC	Version V 2.16 Authorized Revised according to semester plan	ELC administration Level 4 coordinator, teachers, students & file copy
V-2.17	09/01/2019	Mr Benny Pallipadan Ouseph Course coordinator	ELCC	Version V 2.17 Authorized Revised according to semester plan	ELC administration

Colleges of Technology
 Directorate of Technological Education
 Ministry of Manpower

					Level 4 coordinator, teachers, students & file copy
V-2.18	21/04/2019	Mr Benny Pallipadan Ouseph Course coordinator	ELCC	Version V 2.18 Authorized Revised according to semester plan	ELC administration Level 4 coordinator, teachers, students & file copy
V-2.19	15/09/2019	Mr Benny Pallipadan Ouseph Course coordinator	ELCC	Version V 2.19 Authorized Revised according to semester plan	ELC administration Level 4 coordinator, teachers, students & file copy
V-2.20	05/01/2020	Mr Benny Pallipadan Ouseph Course coordinator	ELCC	Version V 2.20 Authorized Revised according to semester plan	ELC administration Level 4 coordinator, teachers, students & file copy