Prince Mohammad Bin Fahd University

PREPARATORY PROGRAM DESIGN

PREFACE

PMU Preparatory Program is the one to four-semester academic preparatory training program designed for students admitted to Prince Mohammad Bin Fahd University (PMU) who do not have the requisite skills in English to gain direct entry to the first-year Core Curriculum university courses. The Preparatory Program initiates the transformation of these students into members of an energetic, goal-oriented, intellectual community. This community is comprised of self-directed, analytical learners who use a variety of effective academic skills and strategies and are committed to the learning process. Although it carries no academic credit, this intensive program establishes a crucial academic foundation – especially in English, mathematics, and study skills – necessary for students to succeed in the intellectually rigorous degree programs at PMU. Essentially, this program lays the groundwork for students' ultimate achievement of the PMU core competencies in communication, technical competence, critical thinking and problem solving, professional competence, leadership, teamwork, as well as global connectedness and conflict resolution.

Classrooms are student-centered, highly interactive, and communicative. A well-trained, English-speaking faculty function as supportive organizers and facilitators as students learn EFL, mathematics, and Theories and Applications of Learning I and II. All courses incorporate the use of technology; the study skills courses provide instruction in specific Microsoft Office software programs and in technology skills that are important to learning, such as Internet searching.

The environment of the entire program is infused with the PMU's unique "learning outcomes approach" to education. This approach is manifested in non-traditional pedagogy, methodology, techniques, and classroom management style. The result is student-learners and teacher-facilitators who share a commitment to developing higher order intellectual abilities. These students mature intellectually into university graduates who are life-long learners and who are able to function and adapt in an ever-changing, technologically interconnected, global community.

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I. INTRODUCTION

During the intensive, highly structured Preparatory Program, students are required to attend both daily classes and, staffing permitting, workshops, where they will complete out-of-class assignments. Each of these environments will be an experience in new ways to learn. In the workshops, faculty and staff will oversee sessions to ensure that students understand the content, employ appropriate learning skills and strategies, and complete all assignments. These experiences will be vital to accomplishing the goals of the Preparatory Program.

II. PROGRAM DEFINITION

A. PURPOSE

The Preparatory Program of Prince Mohammad Bin Fahd University (PMU) is a comprehensive, one to four-semester academic preparatory program, comprised of sequenced classes in English as a Foreign Language (EFL), Mathematics, and Theories and Applications of Learning (Study Skills). The program carries no academic credit, yet it is fundamental to the nature of PMU. In these intensive semesters of study, students receive the solid academic grounding – especially in English, mathematics and study skills – that enables them to succeed in the intellectually rigorous atmosphere that PMU will create in its degree programs. More importantly, it is during these semesters that the foundation will be laid for the distinguishing set of core competencies that all PMU graduates are expected to exhibit.

B. VISION

The Preparatory Program of PMU strives to be a unique, preeminent post-secondary academic preparatory program, producing first-year university students who assume responsibility for their own successful learning. The Preparatory Program provides identical programs for male and female students. It strives to prepare academically capable secondary graduates to participate in university studies using the essential principles of critical thinking, reasoning, and problem solving. PMU students use these principles as both a means of discovery and as a tool for increased understanding in academic and personal contexts. PMU graduates recognize these principles as broad, extra-academic and life-enhancing abilities.

C. MISSION

The mission of the Preparatory Program is to equip male and female secondary school graduates with the academic and personal skills necessary to succeed in a university based on the principles of personal responsibility and accountability; analytical/critical thought; attainment of communicative, technological, and professional competence; and strength in both teamwork and leadership. The mission is to produce a uniquely positive addition to the culture of the Eastern Province, the Kingdom of Saudi Arabia, and the world.

D. STUDENT BENEFITS

Though it is possible to bypass the Preparatory Program and enter degree studies at PMU directly from high school, it is expected that most applicants will attend and benefit from the program. (For a detailed discussion of the university's admissions policies, procedures, and standards, see the report *PMU Admissions Plan* and the pages on PMU undergraduate admissions on the PMU website.) The Preparatory Program is seen as the first step in transforming entering students who have chiefly received rote instruction in their secondary education into mature, life-long learners skilled in communication, technical competence, critical thinking and problem solving, professional competence, leadership, and teamwork as well as global connectedness and conflict resolution.

E. PERFORMANCE EXPECTATIONS

Students who enter the program with placement into the intermediate level of English language proficiency should be able to complete the Preparatory Program, including mathematics courses, in two semesters. However, academic attainment in these subjects will only partially satisfy the requirements for successful completion of the Preparatory Program. Another integral requirement is that students learn, understand, and implement specific study skills and learning strategies. During their studies, students will be expected to internalize the cognitive, meta-cognitive, and affective skills necessary to achieve the motivation, goals, and high level of personal responsibility for learning that will make them academically and professionally successful.

Students who do not meet the performance expectations of the program and fail a course are allowed to repeat the course. However, PMU policy states, "Prep courses repeats will be limited to 6 with a maximum duration of study of 5 semesters in the Prep after which the student is automatically dismissed. Prep dismissed students will be allowed to re-apply again after one regular semester. Readmission is subject to a proof of external English proficiency course or exam." (Meeting Degree Requirements: Academic Performance and Standing Policy. Policy Number II B.6 Academic Affairs 10/05/2016)

Students who demonstrate borderline skills during the PMU Preparatory Program may be given a chance with the regular program of university courses if an organized program exists to assist in their transition to college. Acceptance of these borderline students would be contingent upon their participation in such a program. (See TIEC LRC document, page 19.)

III. PMU COMPETENCIES AND LEARNING OUTCOMES

Throughout the Preparatory Program, students are led to assume responsibility for their own learning and to think critically with a purpose beyond the classroom. Many learning activities inherently incorporate teamwork and leadership training. In striving to attain competency in communication, technology, and professional skills, students engage in goal-oriented learning activities in which they are active participants.

The academic content of the PMU Preparatory Program is not unique. Other universities also provide pre-university instruction in EFL, mathematics, and study skills. The uniqueness derives from the "learning outcomes approach" that will be used to lead PMU students to achieve eight university-defined core competencies. This approach and the resulting methodology permeate and define the curriculum throughout the Preparatory Program, building a community of student-learners and teacher-facilitators with a shared commitment to understanding and intellectual growth. Progressively, students develop higher order intellectual abilities that will make them life-long learners. These abilities will enable them to function and adapt in a changing, technologically interconnected, global community.

With its focus on communication and writing, mathematics, and learning skills, the Preparatory Program principally addresses the original competencies of Communication, Critical Thinking and Problem Solving. Group projects aid in meeting the original competencies for Teamwork and Leadership as well as the new competency for Conflict Resolution. Coursework in English supports the new Globally Connected competency.

A. COMMUNICATION

In the Preparatory Program's highly interactive, student-centered classrooms, students develop English language skills to an advanced level in reading, writing, listening, and speaking. Since the medium of instruction at PMU is English, highly developed EFL communication skills are crucial for students' immediate academic success and future professional success.

In mathematics, the constructivist pedagogical approach requires students to work in groups to define problems and reflect on the problems and their solutions orally and in writing.

In Study Skills I and II courses, students can practice applying their newly acquired study techniques to their academic classes. Effective communication is taught as a useful skill and practiced in group activities, individual presentations, interactive writing and listening activities, computer tasks, and reading skills training.

B. TECHNOLOGICAL COMPETENCE

The effective use of technology to accomplish academic goals is required of all students in all Preparatory Program classes – EFL, mathematics, and study skills. Students in all Preparatory Program classes are required to use the following technology tools, with individualized or group training provided by the teacher, as needed:

- Word processing (including composing, formatting, editing, and printing a document)
- Electronic mail (e-mail)
- Internet research, including E-library
- Accessing a class Web site (Blackboard) for assignments, test-taking, communication with classmates and the instructor, and other purposes
- Specified educational software including apps for mobile phones
- PowerPoint for presentations

Specific technology tools will be used in some classes, with individualized or group training provided by the teacher, as required:

- Math: Excel spreadsheets for composing, formatting, basic data analysis and graphing results. Graphing calculators also will be used.
- Theories and Applications of Learning (study kills): Microsoft Excel for spreadsheets, Microsoft Outlook with its features that support time-management skills, Microsoft OneNote, Microsoft Publisher, and Microsoft Access.

In English and math courses, computer-based learning activities are seamlessly integrated into instructional techniques without altering the course content. Computer-based activities enhance learning and make it more effective in the same manner that they enhance degree studies courses in the PMU's Core Curriculum and academic majors.

Study skills courses, by contrast, have distinct components dedicated to the learning of computer skills. With the goal of enhancing achievement in all of their Preparatory Program courses and later studies at the PMU, students will receive instruction in the Microsoft Office suite of programs (Outlook, Word, Access, Excel, PowerPoint, OneNote, and Publisher) as well as instruction in how to use electronic resources on the Internet and in PMU's Learning Resources Center (E-Library).

C. CRITICAL THINKING AND PROBLEM SOLVING

The pedagogical approach used by teachers in PMU's EFL, math, and study skills classes teaches and requires students to implement progressively more complex levels of reasoning, analysis, critical thinking, and problem-solving.

- In EFL classes, students will progress step-by-step in listening, reading, and speaking skills from differentiating between the main idea and supporting detail to predicting, inferencing, and evaluating a writer's opinion. In writing, students will learn to write organized paragraphs with reasoned details and examples and logical ordering of ideas and arguments.
- In math classes, students work in small groups on investigations and explorations, which are a means of constructing, analyzing, and reflecting on mathematical concepts and problem situations. Analysis and understanding, rather than memorization, will be the pedagogical core in Preparatory Program mathematics courses. The result is active student participation.
- In Study Skills I and II, students first learn and then demonstrate through the quality of work they produce that they have applied the basic principles of self-management, learning strategies, and a variety of critical thinking techniques to assignments in all their classes.

D. PROFESSIONAL COMPETENCE

The content of the Preparatory Program lays the foundation for a student's success in his or her PMU Core and major courses. The ability to read, write, listen, and speak with accuracy and critical astuteness will benefit a student throughout his or her academic and professional career. The real-life implementation of effective communication, mathematical concepts, and learning skills and strategies in every academic or professional undertaking will facilitate a student's achievement of competence in all academic and professional areas.

E. LEADERSHIP

Project work in English classes and the study skills classes in the Preparatory Program lead students to develop the personal qualities that characterize effective leaders: a strong work ethic, self-discipline, integrity, the ability to set reasonable goals, self-motivation, the acceptance of responsibility and accountability, and an understanding of teamwork skills.

The positive practice in the controlled environment of the Preparatory Program gives students confidence to employ these qualities in broader academic, professional, social, and community situations.

F. TEAMWORK

The Preparatory Program's highly interactive, student-centered community of learners demands, encourages, and rewards effective, synergetic teamwork in all classes. Small and large group work will be absolutely basic to the instructional methodology that will be used in the Preparatory Program. (Examples include math investigations and EFL skills class discussions, presentations, and project work.) The common use of small and large group activities is designed to develop academic and personal skills such as courtesy, respect for diverse opinions, skill in critical discussion and in consensus building, and the ability to clearly and precisely state or write one's opinion.

G. GLOBALLY CONNECTED

By contact with foreign instructors and use of National Geographic Learning textbooks that highlight other places and cultures, students will acquire the skills to respect all cultures and begin to be aware of the religious and ethnic customs that shape the opinions and actions of others from different backgrounds, respect and recognize global relationships, see the link between global and local issues, as well as respect the importance of each, and learn from others' ideas, knowledge and practices, and accept change as inherent to a globalized world.

H. CONFLICT RESOLUTION

In Study Skills and Communication Skills classes students will acquire some of the skills to manage and relieve their own stress so as to remain relaxed and focused in tense situations. In addition to becoming aware of and respectful of differences, they will focus on healthy responses to conflict such as recognizing and responding to important matters, a readiness to forgive, and a belief that resolution can support the interest and needs of both parties.

IV. GATEWAY TO THE CORE CURRICULUM

From the Preparatory Program, students enter degree studies in one of PMU's six colleges, Architecture, Business Administration, Computer Engineering and Science, Engineering, Law, and Sciences and Human Studies. During their first year in the university and before beginning their major course work, however, students will pursue work principally in a series of core courses.

The courses in the PMU Core Curriculum are the logical extension of work that begins in the Preparatory Program. It is therefore vital that the Chair, the Associate Chair and the faculty of the Preparatory Program understand the direction their students will take once they enter degree studies and work closely with their counterparts in the Core Curriculum. It is also important to coordinate all their efforts with the Director of the Preparatory Program working in tandem with the Dean of Core Curriculum and, ultimately, through the Vice Rector for Academic Affairs.

The PMU University Core courses, which are required of all students, include University Core and Assessment Capstone courses.

The University Core will include the following:

- Written Communication
- Writing and Research
- Oral Communication
- Technical and Professional Communication
- Critical Thinking and Problem Solving
- Professional Development and Competencies
- Leadership and Teamwork

The Assessment Capstone series will contain three courses designed to measure students' success in achieving the designated PMU learning outcomes.

- First semester, second year – an orientation to learning outcomes expectations, the development of a learning portfolio, and the assessment process.
- First semester, third year – a more intensive treatment of learning outcomes, the portfolio, and assessment leading students to the final capstone experience.
- First or second semester, fourth year – a comprehensive project covering all PMU learning outcomes under the direction of the student's college faculty.

As noted in the report *Core Curriculum Design*, the faculty of the Preparatory Program must be fully aware of the objectives and expectations of the Core Curriculum.

V. PREPARATORY PROGRAM STRUCTURE

A. ADMISSION CRITERIA

The majority of students entering the PMU Preparatory Program are graduates of the secondary school Science Stream in the Kingdom of Saudi Arabia. However, students of other nationalities and from other countries also are admitted if they have received equivalent secondary school preparation. The typical class in the PMU Preparatory Program is expected to enroll approximately 1,100 students, 600 of whom will be male and 510 of whom will be female.

All students applying for admission must submit a satisfactory overall average on the General Secondary Education Certificate and satisfactory scores on standardized tests. (For further details, see the report *PMU Admissions Plan.*)

The Director, Chair and Associate Chair of the Preparatory Program work closely with the university's Director of Enrollment Management and the PMU Admissions Committee to establish the criteria to be used in placing students into the correct English course level.

B. EXIT CRITERIA

At the end of the Preparatory Program, students must successfully pass their courses with a grade of 70% in each of the program's three components of EFL, mathematics, and study skills. Students also must achieve a satisfactory score on the International English Language Testing System (IELTS) or an equivalent standardized test such as Aptis that assesses speaking, listening, reading, and writing in English. An overall IELTS score of 5.5, with a minimum score of 5 in writing (or equivalent score from another test), is required.

IELTS is considered to be superior to the Test of English as a Foreign Language (TOEFL) in measuring student achievements and productive abilities in English, particularly at lower skill levels.

C. SEQUENCE OF COURSES

The Preparatory Program classes build upon one another in a sequence. Students who enter at the pre-beginner, beginner, and intermediate levels must internalize the subject matter, skills, strategies, and analytical attitudes of each class before they can successfully participate in and benefit from higher level classes.

The "ideal sequence" noted below in EFL, mathematics, and study skills will allow a well-prepared, highly motivated, and intellectually active student who enters at the pre-beginner level the opportunity to complete the Preparatory Program in four semesters. Upon completing the program, the student will be appropriately prepared for success in the Core Curriculum and major classes to follow.

SEQUENCE OF COURSES OVER THREE SEMESTERS
SPRING, SUMMER, FALL

Subject	First Year		Second Year	
	First Semester	**Second Semester**	**Third Semester**	**Fourth Semester**
EFL 16-week semesters offered in four selected levels	Level 3 Level 2 Level 1 Level 0	Core Level 3 Level 2 Level 1	Core Core Level 3 Level 2	Core Core Core Level 3
Math	Introductory Algebra		Intermediate Algebra Pre-Calculus	
Study Skills	Theories and Applications of Learning I		Theories and Applications of Learning II	
Computing Skills	Computing skills are continuously developed and integrated across all courses. The Microsoft Office suite of applications (Outlook, Word, Access, Excel, PowerPoint, OneNote, and Publisher) as well as guidance in how to use electronic resources such as the Internet are introduced during the first semester and continued in more detail during the second semester of the study skills courses.			

D. SAMPLE DAILY SCHEDULE

Students enrolled in PMU's intensive Preparatory Program will spend a minimum of twenty-two hours weekly attending classes and more independently completing homework and assignments off campus. In the workshop study sessions, staffing permitting, students, will complete out-of-class assignments and receive additional tutoring. The typical number of hours students will spend in class and in workshops is shown in the table Typical Class Load, below.

TYPICAL CLASS LOAD

SUBJECT	Daily In-Class Contact Hours	Weekly In-Class Hours	Weekly Out-of-Class Study Hours	Weekly Total
EFL	4 (2 hours of each: Writing: Reading and writing Communication: listening and speaking) 2 in-class hours of Enhanced Learning	22	18	40

Math	Three 1-hour classes weekly or Introductory and Intermediate Algebra or, for pre-calculus, three 2-hours classes weekly	5 or 6	4	9 (Algebra) 10 (Pre-calculus)
Study Skills	Three 1-hour classes weekly; two in class one online	3	2	5
TOTAL HOURS	*5- 8*	*30 or 31*	*26*	*61-63*

Throughout the Preparatory Program, staffing permitting, students will be required to attend daily homework and study skills workshops and labs. Faculty and staff of the Preparatory Program will oversee these sessions to ensure that students understand the content, employ appropriate learning skills and strategies, and complete all out-of-class assignments. For students who need assistance with their academic subjects, supplemental tutoring will be provided.

The program's structured workshops provide adequate time in a supportive environment for homework completion and study. Additional time required to complete daily out-of-class assignments must be scheduled and managed by the student.

TYPICAL DAILY SCHEDULE
REVERSED IF EFL COURSES IN THE AFTERNOON

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
8:00 – 10:00	EFL	EFL	EFL	EFL	EFL
10:00 – 12:00	EFL	EFL	EFL	EFL	EFL
12:00 – 2:00	Study Skills	Math	Study Skills	Math	Workshop
2:00 – 4:00	Workshop	Math	Workshop	Enhanced Learning (EFL)	Workshop

E. STUDENT/FACULTY RATIO

In order to enhance opportunities for class participation and individual attention, the student/faculty ratio in the PMU Preparatory Program's EFL, math, and study skills classes is kept as low as possible.

Though the ratio for guided workshops may be slightly higher, these sessions also must keep the relative numbers low. Sessions for tutoring and completing out-of-class assignments are fundamental to transforming secondary school graduates into focused, self-disciplined, responsible learners. Workshops therefore must have a student/faculty ratio that realistically allows opportunities for as much individual attention as students require.

SUBJECT	Optimum In-Class Ratio	Optimum Workshop Ratio	Maximum In-Class Ratio	Maximum Workshop Ratio
EFL	16/1	18/1	18/1	18/1
Math	20/1	20/1	25/1	25/1
Study Skills	20/1	22/1	25/1	27/1

F. GENERAL REQUIREMENTS FOR FACULTY

For the Preparatory Program to be successful, all faculty in the program must understand, believe in, and successfully implement methodology, techniques, and classroom management that are skills-based, student-centered, communicative, and interactive.

This responsibility begins at the top of the organization, with the Director of the Preparatory Program. The Director is charged with providing vision, creativity, and excellence to the program, designing and implementing the academic plan, developing and implementing the curriculum, and supervising instruction. Daily functions of the program are overseen by the Chair (for male students) and Associate Chair (for female students) of the Preparatory Program, who recruit faculty and provide academic leadership for the program. (For a full description of the duties of the Director, the Chair, and the Associate Chair, see the report *PMU Organization*.)

Requirements for teaching faculty in the components of EFL, mathematics, and study skills are provided in Section VI. Overview of Program Components.

It cannot be over-emphasized, however, that the teaching faculty must possess the appropriate abilities and attitude, receive forward-thinking supervision, and be provided with superior instructional tools in order for the Preparatory Program to succeed. As noted above, (Section II. Program Definition), the academic subject matter of the Preparatory Program is not unique. The uniqueness of the PMU Preparatory Program lies in the philosophical underpinning, which manifests itself in pedagogy, methodology, techniques, and classroom management style.

All faculty are either native English speakers or have achieved near native proficiency.

Professional development sessions are regularly held for faculty to brush up on their skills and professional knowledge. Faculty are encouraged to attend local and international TESOL/TEFL conferences and to obtain professional certificates and master's degrees.

G. TECHNOLOGY INFUSED ENVIRONMENT

Though the Preparatory Program is a non-credit curriculum outside the degree studies programs at the PMU, its students have full access to the same technology-infused environment as the rest of the university and take all their standardized assessments using the course management system Blackboard. (See the report *Information Technology Strategy*). In fact, the students' use of the university IT infrastructure from the very beginning of their PMU experience is an integral part and a defining characteristic of the university's learning-centered environment.

Students in the Preparatory Program are required to have laptop computers, from which they are able to access the university's ubiquitous wireless access to information, communications, and services. High speed networks, smart classrooms, online learning resources, common access labs, print and file sharing, industry standard productivity and security software, helpdesk and technical support are all part of the Preparatory Program experience.
All students have access to the Internet and thus the PMU website that provides a gateway for accessing campus services online. Through the university's courseware management system (CMS), Blackboard, students are able to engage in both independent learning tasks and team-based projects. The CMS enhances student-to-student, student-to-faculty, and faculty-to-student communication with discussion forums, file exchange, e-mail, chat, video services, and whiteboard sharing. Students will be able to use the CMS to build portfolios of their work. Faculty will be able to use the CMS for online grading and student tracking. (For further information on the course management system used at PMU, see the report *PMU Infrastructure Specifications*.)

VI. OVERVIEW OF PROGRAM COMPONENTS

This section discusses the course sequencing, student placement, scheduling, desired outcomes and other details that apply within each of the three components in the Preparatory Program: EFL, math, and study skills.

A. ENGLISH AS A FOREIGN LANGUAGE

The goal of the English as a Foreign Language (EFL) component is to prepare students for success in the English-medium environment of PMU by developing strong English-language skills in academic reading, writing, speaking, and listening. Classes will be student-centered and interactive, with a communicative, integrated-skills approach. The EFL component will be extremely intensive and fast-paced.

1. Course Sequencing and Completion Criteria*

The EFL course sequence consists of two parallel tracks, PRPC (Communication Skills, including speaking, listening, grammar, and vocabulary and PRPW (Writing Skills, including writing, reading, grammar, and vocabulary. Students are enrolled concurrently in PRPC and PRPW at the same level. Students entering at the pre-beginner level should be able to complete the program in four semesters. Students entering as beginners should be able to complete in three semesters, those entering at intermediate level in two, while students entering the program at the advanced level should be able to finish in one semester but may need to continue with the second semester of math in Core.

The EFL component of the Preparatory Program consists of 8 courses.

Key	Title	Level
PRPC 0002	Pre-Beginner Communication Skills	0
PRPC 0021	Beginner Communication Skills	1
PRPC 0041	Intermediate Communication Skills	2
PRPC 0061	Advanced Communication Skills	3
PRPW 0002	Pre-Beginner Writing Skills	0
PRPW 0021	Beginner Writing Skills	1
PRPW 0041	Intermediate Writing Skills	2
PRPW 0061	Advanced Writing Skills	3

** NOTE: For an explanation of PMU course numbering, see section VII.A., Course Numbering System; however, some updates have been made since the 2004 iteration which did not include pre-beginner and anticipated an eight-week modular system rather than a semester system.*

2. Communication Skills

PRPC 0002 is an initial, pre-beginner introduction to EFL. It introduces these students to listening and speaking for comprehension and response. The pre-beginner level will build a foundation from the entry-level A0 level status and progress to the high A1 level. The average of their PRPC and PRPW grades must be 70% or above after 16 weeks to move to PRPC 0021.

PRPC 0021, a beginner course, builds on the foundation course for EFL learners. It consolidates basic speaking, listening, vocabulary, and grammar acquisition and skills. It builds on the high A1 entry level and moves to mid A2. The average of their PRPC and PRPW grades must be 70% or above after 16 weeks to move to PRPC 0041.

PRPC 0041 is an intermediate-level course in which listening and speaking activities continue to be a mix of general and academic English. Students' skills level progresses from mid A2 to high A2. The average of their PRPC and PRPW grades must be 70% or above after 16 weeks to move to PRPC 0061.

PRPC 0061 is the advanced listening and speaking course in which students begin to reach a degree of communicative competence appropriate for initial university-level work in English. Students' skills level progresses from low-B1 to high B1. The average of their PRPC and PRPW grades must be 70% or above after 16 weeks in order to take the exit exam and move onto degree studies at PMU.

3. Writing Skills

PRPW 0002 is an initial, pre-beginner introduction to EFL. It introduces students to the basics of English grammar, spelling, and mechanics, vocabulary, reading skills and to simple sentence composition. The average of their PRPC and PRPW grades must be 70% or above after 16 weeks for students to move to PRPW 0021.

PRPW 0021 builds on the basics with a strong foundation in English grammar and an introduction to the writing process, as well as continued focus on spelling and mechanics at the beginner level. Students focus on compound (and, but, or, so) and complex sentences (because, when, after, if etc.) and descriptive paragraphs with basic topic sentences and supporting ideas and examples. The present simple, continuous are reviewed and the simple past and future introduced. The average of their PRPC and PRPW grades must be 70% or above after 16 weeks to move to PRPW 0041.

PRPW 0041 is an intermediate-level course that focuses on reading and writing skills (opinion paragraphs and complex sentences) as well as vocabulary and grammar. The average of their PRPC and PRPW grades must be 70% or above after 16 weeks to move to PRPW 0061.

PRPW 0061 is an advanced writing course in which students continue to acquire reading skills, progressively reading longer paragraphs, begin learning how to answer questions by drawing information from more than one source and understand the writer's purpose. Students consolidate paragraph writing skills learned in intermediate with focus on strong topic sentences and supporting ideas and details and move to writing first, four paragraph opinion essays of 250+ words. They continue to increase their vocabulary as well as grammar knowledge (perfect tense, passive voice, relative, adjective, adverbial clauses) to be able to accurately express more sophisticated observations and opinions. The average of their PRPC and PRPW grades must be 70% or above after 16 weeks in order to take the exit exam and move onto degree studies at PMU.

4. **Enhanced Learning**

Since the original curriculum design, the Preparation Year Program has instituted an "Enhanced Learning" course, an offshoot of the original "workshop" concept, designed to provide students with opportunities to use their language skills in project work both inside and outside the classroom. Structured as projects with three phases for planning, execution, and presentation/debriefing/assessment, the program serves to both incorporate PMU core competencies (teamwork, leadership, technology) and to aid in developing English language skills. Students are encouraged to incorporate technology and apps and even to learn about new technology as part of the project. Sessions are scheduled for two hours per week, with additional project time outside the classroom. The projects are not formally graded, but self and group assessment of the project work is done and feedback given throughout the process by teacher facilitators. The experience of succeeding or failing at a group project, and learning from strengths and mistakes before undertaking graded university course projects, is considered a vital aspect of the course. One or two completed projects may be required of students as pre-requisites to taking midterm and final exams, with exceptions possible for projects of larger than usual scope.

5. Placement

Students' initial instructional levels is determined by a placement test administered as part of the admissions process. The British Council's Aptis General test (speaking, listening, reading, writing, vocabulary, and grammar which assesses levels from A0-C) gives a wider range of scores than IELTS or TOEFL so it may be more accurate for the placement of students especially those at the lower levels. In addition, it gives a CEFR level, and these levels are identified in the Preparatory Program curriculum. It is taken online in a lab with results returned in approximately three days is currently in use. The program Director works with Admissions administrators and staff to make sure that the test is always proctored following British Council rules, and that the program's guidelines for student placement are followed. Although there are anomalies such as when a student does not take the test seriously or even tries to achieve a low score in order to be placed in a lower level section in order to have an "easy" semester, when carefully adhered to, instructors report general satisfaction with the consistency of levels in the classroom.

Cut-off points and placement guidelines for each level will be established, but the variations in students' skill levels may require admissions staff to consult with program administrators or delegated faculty. Each student must have the same level of placement for communication and writing classes.

6. Course Scheduling

EFL courses will meet for 22 hours per week during each sixteen-week session. Communication Skills class will meet for one two-hour block each day with one instructor. Writing Skills class will also meet in a two-hour block with the same or a different instructor depending on staffing and schedules. Computer instruction and computer-based homework assignments will generally make use of the students' laptop computers in a normal classroom setting, though occasional visits to a computer laboratory also may be scheduled. The Enhanced Learning course completes the 22 hours weekly of EFL courses. Students have two hours of scheduled in-class time each week. If Writing and Communication Skills classes are in the morning, the Enhanced Learning class is in the afternoon and vice versa if the Writing and Communication Skills courses are in the afternoon. Students do not have to be in the classroom for all of their Enhanced Learning hours and are expected to do additional hours of project work at home. The course is usually taught by the same instructor as Communication Skills, but may be different based on staffing and scheduling needs.

7. University Learning Outcomes

EFL component courses are student-centered and highly interactive. Each course provides a strong emphasis on many skills that are directly related to the PMU competencies and learning outcomes of communication, technological competence, critical thinking and teamwork. These competencies are addressed in the Preparatory Program in the following ways:

a. Communication

- Speaking: pair and group activities, pronunciation, informal and formal presentations.
- Listening: conversational and academic listening, academic note taking skills.
- Reading: predicting, understanding main ideas and supporting details, making inferences, distinguishing fact from opinion, learning vocabulary in context.
- Writing: organization and development of ideas, self- and peer-editing skills, formatting, awareness of audience and levels of discourse.

b. Technological Competence

- Word processing: submitting assignments in specific formats, using the tools of Microsoft Word.
- E-mail: submitting completed assignments through electronic mail.
- Course Management System (Blackboard): uploading completed assignments to Blackboard, taking tests, quizzes, and assessments in Blackboard.
- Internet research: finding and evaluating Web-based information, learning how to use on-line dictionaries and other learning tools and apps
- PowerPoint: using technology to make formal presentations.

c. Critical Thinking

- Analysis: active study of information read and heard.
- Comparison: comparing and contrasting items, situations, or ideas.
- Synthesis: oral and written consolidation of multiple sources of information.
- Argumentation: logical thinking, awareness of audience and levels of discourse.

d. Teamwork

- Extensive pair and group activities: developing consensus, learning how to organize a group project, responsibility for group outcomes, conflict management.
- Peer review of work: constructive input, acceptance of feedback, modification of ideas.

8. Student Assessment

Assessment in the EFL component serves the dual purposes of providing students with feedback on their mastery of new structures, skills, and academic techniques, as well as assessing their competence in English for progression to the next level of instruction. This is accomplished through the administration of regular standardized quizzes, periodic major tests and comprehensive final exams as well as the student's completion of projects, writing assignments, oral presentations and other homework assignments. In addition, because language learning is an interactive and recursive process, weight is given to in-class participation.

9. Instructional Strategies

Instruction in the EFL component is student-centered and highly interactive, grounded in the communicative approach. Teachers act as resource persons and facilitators, providing comprehensible input, appropriately and increasingly challenging tasks, and meaningful content and contexts in a safe and controlled environment. An eclectic selection of methods and techniques is used to provide a variety of learning experiences and accommodate a variety of learning styles. Both inductive and deductive learning will take place.

An integrated skills approach ensures that the language is not presented in isolation, but as a whole. Courses also provide appropriate focus on the development of specific skills, particularly those necessary for success in an academic environment.

An essential part of the instructional strategy is the extensive use of pair and group work. Through cooperative learning, students strengthen their communication, critical thinking, and teamwork core competencies.

10. Textbooks and Resources

The textbooks recommended for the EFL component have been demonstrated to support the communicative approach, eclectic methods, and interactive focus of the curriculum. By extension, they also support PMU core competencies and learning outcomes. The specific book titles and the chapters to be covered in each level are listed in the course syllabi (Section VII.B. of this report).

11. Faculty Responsibilities and Qualifications

Faculty assigned to teach the courses in the EFL component have the primary responsibility for these courses, including planning and coordination, maintenance of academic standards, record-keeping, monitoring student progress, holding office hours, and meeting, when instructors share a class, with the teacher assigned to the other course(s). The communication skills instructor and the writing skills instructor of a given level should plan to meet weekly to discuss the course. Since the curriculum will be standardized, faculty must adhere to the curriculum and teach at the appropriate level.

Faculty should have native-speaker proficiency in English, demonstrated either through being a native of an English-speaking country or by, demonstrated competencies or by a band score of 8.0 or higher, with minimum component test scores of at least 7.5, on the International English Language Testing System (IELTS) test, jointly managed by University of Cambridge ESOL Examinations (Cambridge ESOL), British Council and IDP Education Australia. An equivalent score on TOEFL or other comparable exam may be substituted if necessary.

In addition, faculty should have an M.A. degree or equivalent in Teaching English as a Foreign/Second Language (TEFL/TESL), applied linguistics, foreign-language pedagogy, or a related field as well as two years of teaching experience, preferably in a communicative-centered program.

Willingness to undertake professional development activities necessary to learn how to implement a student-centered, communicative classroom environment and sensitivity to Arab culture also are necessities.

B. MATHEMATICS

The goal of the Mathematics Component of the PMU Preparatory Program is to enhance students' understanding of mathematics in the English language as well as to prepare them for the study of college-level mathematics. Students entering PMU may possess some of the pre-requisite skills to do college-level mathematics, but they need additional practice to be competent in college-level mathematics in English. The instructional strategies and assessments for these preparatory mathematics courses are designed to give students a necessary review of pre-college mathematics as well as to provide practice in speaking and writing about mathematics in English.

1. Course Sequencing and Completion Criteria*

The mathematics component of the Preparatory Program will consist of three courses.

Key	Title
PRPM 0011	Introductory Algebra 5 contact hours, 0 credit hours
PRPM 0012	Intermediate Algebra 5 contact hours, 0 credit hours
PRPM 0022	Pre-Calculus 6 credit hours, 0 credit hours

PRPM 0011 is designed to introduce students to thinking mathematically in the English language. This course is required for all intermediate or advanced level students. Students must earn a grade of "C" or better in PRPM 0011 to continue in PRPM 0012 or PRPM 0022.

PRPM 0012 is an extension of PRPM 0011 for students intending to major in Interior Design or one of the programs offered by the College of Business. PMU students in these fields who have successfully completed PRPM 0011 will enroll in PRPM 0012. Students must earn a grade of "C" or better in PRPM 0012 to enroll in college-level mathematics courses.

PRPM 0022 is a pre-calculus course for students intending to major in one of the programs offered by the College of Engineering (excluding Interior Design), and the College of Computer Engineering and Science. PMU students who wish to pursue studies in these fields who have successfully completed PRPM 0011 enroll in PRPM 0022 Students must earn a grade of "C" or better in PRPM 0022 to enroll in college-level mathematics courses.

** NOTE: For an explanation of PMU course numbering, see section VII.A., Course Numbering System.*

2. Course Scheduling

Introductory and Intermediate Algebra each meet five hours per week – three one-hour classes or one two-hour block and one additional hour. Pre-calculus meets six hours a week either three days a week for two hours at a time or twice a week for three hours. Math laboratories will consist of supervised study time in which students may use their personal laptop computers. Laboratories may be scheduled for normal classroom settings or occasionally in a computer lab.

3. PMU Competencies and Learning Outcomes

In keeping with the student learning outcomes desired by PMU, the Preparatory Program emphasizes the study of mathematics as significantly more than a rote list of concepts or skills. Courses in the program are student-centered and promote exploration into quantitative methods. They demonstrate that these methods are useful in life experiences. The courses actively strive to build a community of learners with a commitment to understanding and intellectual growth. This community develops as teams focus on solving mathematical problems through reading, writing, conversation, and analytical thinking skills. Key to the format is what has been termed the "social construction of knowledge." (DeMarois, McGowen, and Whitkanack, 2004)

The program also places emphasis on technology, through the use of the graphing calculator and Excel spread sheets. The learning outcomes addressed in the Preparatory Program's mathematics courses, therefore, cover communication, technological competence, critical thinking and problem solving, teambuilding, and leadership.

4. Student Assessment

Assessment in the mathematics courses in the Preparatory Program focuses on two factors: assessment of mathematical competencies, and assessment of the PMU core competencies. Therefore, the assignments both in and out of class are combinations of traditional as well as alternative assessments designed to measure these competencies.

The constructivist pedagogical approach taken to mathematics in the PMU Preparatory Program requires unique methods of assessment to accompany its advanced instructional methods. Both closely follow the techniques established in the recommended text for the math curriculum (*Mathematical Investigations* and *Applying Algebraic Thinking to Data*, by DeMarois, McGowen, and Whitkanack. For full descriptions of these books, see individual courses syllabi in Section VII.C. Mathematics of this report). Assessment methods, as established by these texts, include the following activities:

- Investigations – A series of inquiry exercises that discover mathematical concepts and develop answers to questions through class activities are the cornerstone of the course. Students work in teams to complete investigations given in the text. Attendance during the investigations and completion of the investigations are critical for success.
- Explorations – Each section of the text ends with a set of explorations. Each exploration begins with a request that the students build and maintain a glossary of key words and phrases. Completion of the glossary is critical since understanding mathematical vocabulary plays a key role in developing mathematical power. Completion of all explorations will be expected.
- Concept Maps – Concept Maps are visual methods of displaying knowledge of a given concept. Critical components of a concept map include a central concept, a set of related concepts, and links between concepts demonstrating relationships.
- Reflections – Reflections require students to reflect on what they have learned in the given section and preceding sections. Most require the student to write a paragraph or two discussing an important mathematical idea.
- Unit Problem Sets – There will be three cumulative problem sets. They are distributed during the fifth, ninth, and fifteenth weeks of the semester.
- Journals – At the beginning of each week, students submit a journal entry that requires analysis the concepts they learned the previous week.
- Final Exam – Students sit for a comprehensive test designed to measure the mathematical skills covered in the course.
- Portfolio – Students are required to keep a notebook (typically, a three-ring binder) containing all their work for the semester, with the exception of the investigations and glossary, which will be completed on pages provided in the text. The binder will include completed explorations, concept maps, reflections, journals, unit problem sets, and in-class assessments. These documents, along with the completed investigations and the glossary, will be the primary evidence for the student's grade.

5. Instructional Strategies

The mathematics courses in the Preparatory Program will promote a pedagogical approach based on a constructivist perspective of how mathematics is learned. As a means of making sense out of problem situations and mathematical concepts, students learn mathematics by working in a social context to construct mathematical ideas and reflect on these constructions.

The students work on investigations and explorations in small groups, talk with members of their group, and then reflect on the problems and solutions either orally or in writing. The instructor serves as a facilitator helping students synthesize understanding of major concepts. Assigned activities then measure student achievement of the concept objectives.

6. Textbooks and Resources

The textbooks listed in this report are highly recommended. The content, and more importantly, the pedagogy used in these texts explicitly supports PMU student learning objectives. The instructors' manuals provide excellent tools such as fully worked-out solutions to explorations, review exercises in the text, sample group and individual skills exams, resources for alternative assessment, suggestions for conducting a lab period, and techniques for fostering good writing in lab reports.

Such materials will be extremely valuable for all faculty teaching these courses, but especially for those who have little or no experience with student-centered approaches to learning.

Specific texts are listed in course syllabi (Section VII.C. of this report).

7. Faculty Responsibilities and Qualifications

Faculty assigned to teach the mathematics courses in the Preparatory Program have the primary teaching responsibilities for these courses. These include selecting placement instruments and texts, preparing course syllabi, planning in-class team activities, constructing student assessments, keeping grade records, supervising laboratory sessions, and holding regular office hours.

The faculty should hold a master's degree in mathematics with at least two years teaching experience at the college level. Prior experience in teaching under-prepared college students and experience in cooperative learning and alternative forms of assessment are preferred.

Since one of the goals of the program's math curriculum is to teach students to think about mathematics in English, preference will be given to faculty who are either native English speakers or have achieved native-level proficiency as demonstrated by known competencies or a band score of 8.0 or higher on the IELTS, with minimum component test scores of at least 7.5.

Willingness to undertake professional development activities necessary to learn how to implement a student-centered, communicative classroom environment and sensitivity to Arab culture also are necessities.

C. STUDY SKILLS

The goal of the study skills curriculum is to develop self-directed, self-motivated, analytical students who employ a variety of effective learning skills and strategies in all their academic courses and who are committed to the learning process. This commitment may require students to engage in academic behaviors that may not have been learned prior to their higher education experience at the PMU. While the absence of comparable academic experience may be a challenge, it can be overcome if students have a genuine desire to learn. Research shows that "the desire to learn" is the greatest motivator and predictor of success.

1. Course Sequencing and Completion Criteria*

The study skills and learning strategies component of the Preparatory Program will consist of two courses.

Key	Title
PRPL 0011	Theories and Applications of Learning I
PRPL 0012	Theories and Applications of Learning II

PRPL 0011 is the first semester introduction to study necessary to succeed in a learning-centered, higher education academic setting. It will be required for all students entering at the intermediate level or below and is taken in the same semester as intermediate-level EFL courses. PRPL 0011 is taught in English and requires EFL proficiency at Level 2. All students must earn a grade of "C" or better in PRPL 0011 to enroll in PRPL 0012.

PRPL 0012 is the second semester continuation of PRPL 0011, building on the foundations of the learning principles taught in the first semester. Enrollment in this course is open to all students who have successfully completed PRPL 0011 and who have been placed in EFL Level 3 or above. All students must earn a grade of "C" or better in PRPL 0012 to advance to degree studies in the university.

Completion of PRPL 0011 and PRPL 0012 requires that students have demonstrated, through the quality of the work produced, that they have applied basic principles of self-management, learning strategies, and critical thinking, and that they have mastered basic computer skills necessary for participation in university-level classes.

** NOTE: For an explanation of PMU course numbering, see section VII.A., Course Numbering System.*

2. Course Scheduling

Study skills classes will have two class-contact hours a week. Two additional hours of out-of-class work will be assigned for completion during staffing permitting, mandatory supervised homework and study skills workshop sessions. Workshops will not require specialized computer laboratories or equipment. They will be scheduled in normal classrooms with students making use of their personal laptop computers.

3. University Learning Outcomes

Successful students become successful professionals because they have developed habits of pro-active, responsible behavior. In study skills and learning strategies classes, students are introduced to behavioral skills that – if applied to their academic and personal lives – ensure that the students achieve the competencies required of all PMU graduates.

The study skills taught in these courses, therefore, are applied daily to assignments and learning activities from the students' EFL and math courses in the Preparatory Program.

Ultimately, students bear most of the responsibility for their learning. However, they are guided during the Preparatory Program by faculty who help them develop the following competencies through specified class activities:

a. Communication

- Listening and speaking: class discussion, group activities, presentations.
- Writing: journals, group reports, restructuring exercises.

b. Information Technology

- Use of multiple software applications in daily work assignments.
- Use of technology for presentations.

c. Critical Thinking

- Study and implementation of diverse learning strategies that require analysis, reasoning, and other critical thinking skills.
- Test preparation skills: use of analysis, prediction, inferencing, and other skills to prepare for tests.

d. Leadership

- Work ethic: accurate completion of all daily assignments, productive behavior in the math labs and daily workshops.
- Integrity: academic honesty, high quality of work product, the ability to establish values.
- Self-directed learning: goal setting, responsibility for one's own learning.
- Self-management: time management, healthy habits, self-control.

e. Teamwork

- Small and large group activities.
- Conflict management: group work assignments, class discussion.
- Constructive criticism: group work assignments, class discussion.
- Consensus building: group work assignments.
- Shared responsibility for completion of group tasks and larger projects.

4. Student Assessment

Assessment in the study skills classes is based on a variety of skill-set evaluations, daily and weekly assignments, and appropriate and active in-class participation. Although there are periodic quizzes, assessment is based principally on students' effective application of learning strategies in their EFL and math courses, overseen and observed by faculty during workshop study sessions.

In addition, students are graded on their acquisition of effective organizational skills as demonstrated in their use of a variety of time-management tools. Faculty reinforce and support these skills as students complete work in the required study workshops.

5. Instructional Strategies

Instruction is learner-centered. Faculty introduce students to skills that improve the students' self-management and their ability to learn quickly and effectively. Class discussion and individual and group tasks ensure student understanding.

Instruction is also designed to consistently apply study skills to real-life situations. Students in PRPL 0011 and PRPL 0012 apply learning strategies, management or communications skill-sets to their actual EFL and math assignments. These courses integrate the use of software that lay the foundation for more advanced technology competencies required in the university major fields of study.

a. Individual Work

Restructuring: application of a new learning strategy to content homework; time and task management assignments.

b. Group Work

Discussion related to class topic followed by oral or written group reports; class presentations.

c. Meetings with Faculty

Pro-active academic behavior requires that students meet with faculty as often as necessary to ask questions, clarify concepts, and maintain positive relationships.

d. Participation

Students' daily attendance in class is expected. Attendance at workshop study sessions, staffing permitting, is required. Class and workshop times must be dedicated to serious study. Credit for attendance will not be given if the students' activities are not academic.

6. Textbooks and Resources

The assigned textbooks focus on college survival skills. The specific titles are listed in course syllabi (Section VII.D. Study Skills).

7. Faculty Responsibilities and Qualifications

Faculty who teach the study skills courses in the Preparatory Program have the primary teaching responsibilities for these courses, including preparing course syllabi, planning in-class activities, constructing student assessments, keeping grade records, supervising workshops and overseeing student's restructuring activity (the application of learning skills to real content), meeting with students, and holding regular office hours.

The original TIEC design recommended that the faculty should hold a master's degree, preferably in psychology, counseling, educational counseling, or a related field. Currently, the course is ideally taught by EFL instructors who have MA's in TESOL/TEFL or a related field and have experience in business or instructional technology. A degree in TESOL/TEFL with experience teaching study skills and use of Microsoft Office suite applications would also be desirable. They should have at least two years' teaching experience at the college level and must be knowledgeable concerning computer-assisted learning and proficient users of the Microsoft Office suite with experience teaching students how to make best use of them. Prior experience teaching under-prepared and/or EFL college students and experience in cooperative learning and alternative forms of assessment is preferred.

Preference is given to faculty who are either native English speakers or have achieved native-level proficiency.

Willingness to undertake professional development activities necessary to learn how to implement a student-centered, communicative classroom environment and sensitivity to Arab culture are necessities.

VII. COURSE SYLLABI

A. COURSE NUMBERING SYSTEM

A common system for naming courses is applied throughout all academic programs at PMU. The system is structured as follows:

Each course title begins with four letters that indicate the subject matter of the course. In the Preparatory Program, they are the following:

- PRPC (EFL communication – speaking and listening)
- PRPW (EFL writing and reading)
- PRPM (mathematics)
- PRPL (study skills)

The letters are followed by four numbers:

- First digit indicates the year. For the Preparatory Program, the number is 0.
- Second digit indicates credit hours. For the Preparatory Program, the number is 0.
- Third digit indicates the level in a sequence. EFL courses, for example, are set up to function as either modular or by semester and extend from 0 (pre-beginner) to 6 (advanced).
- Fourth digit indicates the semester: 1 indicates first semester or a course that is only one semester long. 2 indicates second semester of a two-semester course.

B. ENGLISH AS A FOREIGN LANGUAGE (EFL) SYLLABI

Communication Courses

PRPC 0002	Pre-Beginner Communication Skills
PRPC 0021	Beginner Communication Skills
PRPC 0041	Intermediate Communication Skills
PRPC 0061	Advanced Communication Skills

Course Title: PRPC 0002: Pre-Beginner Communication Skills

Semester Credit Hours: 0

I. Course Overview

PRPC is a course for pre-beginner EFL learners. This course introduces the learner to (1) active and minimal passive vocabulary acquisition, (2) speaking for general communicative purposes, and (3) active listening for comprehension and production of an appropriate response. The pre-beginner level will build a foundation resulting in the entry-level A0 CEFR level status and progress to the high A1 level.

Classroom Hours (10 hours per week)

AI. PMU Competencies and Learning Outcomes

Competencies

Communication (listening and speaking in English) is the predominant student competency developed by this course. Critical thinking is further developed through Pre-beginner listening and speaking activities such as analysis for main idea and recognizing facts. Teamwork and problem-solving are emphasized in a large variety of group activities in the classroom. Information technology skills are developed as students use word processing, email, smart device apps, Blackboard™ CMS, and the Internet to communicate and to complete assignments.

Learning Outcomes

By the end of the course, students will be able to understand straightforward factual information about common every day or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. They will have mastered the ability to give a simple description or presentation of people, living or working conditions, daily routines, abilities, etc. as a short series of simple phrases and sentences linked into a list. Students will also be able to reasonably and coherently sustain a straightforward description of one of a variety of subjects within his/her interests presenting it as a linear sequence of points.

BI. Detailed Course Description

This course continues to build the skills of the EFL learner to (1) acquire active and passive vocabulary, (2) practice speaking for general communicative purposes, and (3) listen for comprehension and production of an appropriate response. In a classroom based on an integrative approach – comprised of student-centered, interactive activities – the learner acquires pre-beginner level communicative competence in vocabulary, speaking, and listening. Follow-up practice takes place with the use of online resources and smart device apps. Learning outcomes are met through a student-centered classroom that emphasizes internalization and mastery of the English language. The teacher serves as facilitator in the students' learning process.

The course includes:

- Daily coursework: daily short listening, speaking, and vocabulary activities prompted by short readings
- Class participation: regular attendance & active involvement in pair work, group work, and all-class activities
- Pre-beginner Enhanced Learning: an additional 2 hours/week of a variety of project-based interactive activities for enhancing learning in PRPC 0002. This course provides time for independent and group learning with individual attention from the instructor as needed, www.typingweb.com and a variety of activities developed for enhancing the learning in PRPC 0002.
- Assessment: vocabulary and listening quizzes and tests as well as a midterm and a final exam.

IV. Requirements Fulfilled

This is the Pre-beginner Communication Skills course (Level 0) in the Preparatory Program. Successful completion of the beginner-level coursework is required for admission to the Beginner Communication Skills course (Level 1). (See Section VII Assessment for more information.)

V. Prerequisite

The prerequisite for this course is the successful admission into the Preparatory Program via the placement test; or a direct pass into the pre-beginner level through an internationally recognized external examination approved by PMU. (See Section VII Assessment for more information.)

VI. Learning Outcomes

A. Can communicate about everyday issues in a simple way**.**

B. Can make and respond to suggestions.

C. Can understand simple and routine tasks on familiar topics.

D. Can understand and/or ask and answer questions in everyday situations.

E. Can understand details in a clearly spoken context.

F. Can make his/herself understood with some pauses and false starts.

G. Can communicate what he/she wants to say in a simple and direct way.

H. Can use basic sentence patterns.

I. Can start and end a short conversation.

J. Can use a sufficient amount of vocabulary to discuss everyday subjects.

K. Can understand main ideas in a clearly spoken context.

L. Can correct errors if he/she becomes aware of them.

M. Can use and understand polite and appropriate language.

N. Can talk about his/herself and understand contexts in the present.

O. Can accurately write a spoken dictation using Pre-beginner level grammar.

P. Can express the main point he/she wants to make with reasonable precision.

Q. Can communicate in familiar contexts with some frequent minor errors.

R. Can identify general messages and specific details in a spoken context.

VII. Assessment Strategy

Progress at the Pre-beginner level is best achieved by regular class attendance and good study habits. Learning is cumulative and ongoing through coursework, quizzes, tests and other assessments in listening, speaking, and vocabulary, a midterm and a final exam. Students should aspire to perform, regularly and consistently, well above 70%, preferably closer to 100%. (See the grading scale below.) Every graded assessment that contributes to the weighted total must be available in Blackboard either as an in-Blackboard assignment or scanned and uploaded. If there is a grade in Blackboard contributing to the weighted total, the student's assessed work is viewable. Enhanced Learning projects and activities are marked complete/incomplete at the instructor's discretion according to project and activity completion guidelines communicated to students and posted in Blackboard. Formal and informal assessment opportunities will include:

- **Assessments:** listening comprehension quizzes (4) and tests (4 Unit Tests), speaking tests (4), vocabulary quizzes (4) and tests (4 Unit Tests), a midterm and a final exam
- **Coursework:** daily short listening, speaking, and vocabulary activities prompted by short readings
- **Class Participation:** regular attendance and active involvement in pair work, group work, and all-class activities

Term Grades: the end of semester final grade is derived from the average of the Writing and Communication course grades. The Communication Skills course grade is calculated as follows:

40% Continuous Assessment	quizzes in listening and vocabulary
30% Tests	listening, speaking and vocabulary
10% Class Participation	linked to attendance and homework
10% Midterm	listening, speaking and vocabulary
10% Final Examination/Aptis	listening, speaking, reading, writing, grammar and vocabulary

There is one prerequisite for taking the final exam:

Complete all Enhanced Learning projects

Plagiarism and Cheating

Plagiarism is when a student deliberately presents another's work, data or information as his/her own without acknowledging the source.

Context

Student plagiarism may take the following forms:

- Using the work of someone else
- Using the Internet as a source of information and inserting that information into a document that he/she has submitted as his/her own work without noting the source.

If you have questions regarding plagiarism, discuss them with your instructor before turning in your work.

Cheating is deliberately attempting to gain marks or academic credit dishonestly. The definition also includes situations where a student helps another gain marks or academic credit dishonestly. At Prince Mohammad bin Fahd University (PMU) academic dishonesty is not tolerated.

PMU Attendance Policy

Students learn best when they attend class regularly.

Only the following excuses are accepted for student absences with appropriate documentation:

- death of an immediate family member
- prolonged hospitalization
- chronic illness
- serious traffic accidents

A record will be kept of each and every absence and tardy. (Three tardies make one absence). Students are held responsible for keeping an account of their absences and for attending classes. Students can be withdrawn from the course because of poor attendance. Instructors will monitor and inform students when they have reached the 5% and 10% absence mark. After a student reaches 15% absences, for whatever reason, he/she can be dropped from the program after meeting with the Chair or Associate Chair, thus affecting any scholarship he/she may be receiving.

Students who are 1-10 minutes late to class will receive a tardy. Three tardies equal a 1-hour absence. Students who are more than 10 minutes late are counted absent for one hour.

In certain circumstances, students may not make up missed quizzes and tests.

Grade Scale for PMU Preparatory Program Courses:

A+	96–100 %
A	90–95 %
B+	86–89 %
B	80–85 %
C+	76–79 %
C	70–75 %
D+	66–69 %
D	60–65 %
F	0 - 59 %

VIII. Course Format

This course is interactive and student-centered. An underlying tenet of communicative class instruction is: “Prepare at home and participate in class.” Thus, students are expected to complete homework (vocabulary, and listening/speaking assignments) in order to be prepared for follow-up activities in class. Minimal time will be spent checking homework. Primarily, students will participate in a variety of structured activities in class that:

- require individual preparation (via homework)

- practice, combine, and consolidate skills
- engage various and multiple senses
- require the student to be active in his or her own learning.

The course meets 2 hours per day, 5 days per week, for a total of 10 hours per week.

IX. Topics to be Covered

In the Pre-beginner Communication Skills course the desired competencies and learning outcomes (VI. Learning Outcomes, above) guide the content of the class. A wide variety of subject matter including the required textbooks and supplementary materials is used to provide content and context for structured listening and speaking activities that develop the students' skills.

X. Laboratory

In addition to class work on laptops, students are regularly taken to the computer laboratories to familiarize them with the examinations' settings. Further experimental work is done via unique Enhanced Learning projects. Student designed, organized, staffed and led, they give students the freedom to leave the traditional boundaries of the classroom, learn how to organize their time, think outside the box, pool talents, acquire knowledge of new apps or technology as needed, assign and fulfill roles to get jobs done, assess, both individually and as a group, their successes and failures to learn how to improve future coursework and projects.

XI. Technology

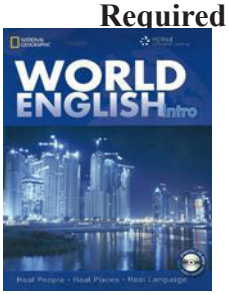
Information Technology skills are acquired as students use computers and devices, MS Office, email, Blackboard CMS and online learning applications to complete assignments. Students are assigned listening, speaking, and vocabulary activities to complete online.

XII. Special Projects / Activities

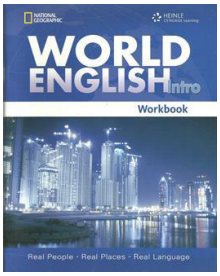
In addition to projects carried out in the Enhanced Learning course, students have opportunities throughout the year to participate in special activities such as Orientation, Preparatory Program bi-campus seminars on topics such as Global Awareness or Stress Management, contribute articles or illustrations to the Preparatory Program's magazine, contribute to Speaker's Corner or other weekly or ad hoc activities. Additional hours are devoted to special presentations designed by PMU's Counseling Services staff specifically for Preparatory Program students and instructors on issues related to health, stress, etc. Advanced students will benefit from workshops designed to introduce them to the PMU majors, the Core Curriculum and the PMU Core Competencies.

XIII. Textbooks

Required Textbooks:



National Geographic: World English Intro
Johannsen. K., (2011). Hampshire, United Kingdom. Heinle
ISBN: 978-1-111-21771-6



National Geographic: World English Intro Workbook Johannsen. K., (2011). Hampshire, United Kingdom. Heinle
ISBN: 978-1-111-21771-6

Other Required Items for Class:

- A4-sized notebook paper
- Pencils with an eraser
- Pens
- An extra folder for loose handouts
- Laptop computer with wireless capability, audio headset and MS Windows and Office in English
- English/English Learner Dictionary, English/Arabic - Arabic/English dictionary or online equivalents

Course Title: PRPC 0021: Beginner Communication Skills

Semester Credit Hours: 0

I. Course Overview

PRPC 0021 is a course for beginner EFL learners. This course introduces the learner to active and minimal passive vocabulary acquisition, (2) speaking for general communicative purposes, and (3) active listening for comprehension and production of an appropriate response. The beginner level will build on foundations of the high A1 CEFR level skills and progress towards the mid – A2 level.

Classroom Hours (10 hours per week)

II. PMU Competencies and شLearning Outcomes

Competencies

Communication (listening and speaking in English) is the predominant student competency developed by this course. Critical thinking is developed through beginner listening and speaking activities such as distinguishing between fact and opinion. Teamwork and problem-solving are emphasized in a large variety of group activities in the classroom. Information technology skills are developed as students use word-processing, email, smart device apps, Blackboard™ CMS, and the Internet to communicate and to complete assignments.

Learning Outcomes

By the end of the course, students will have mastered the ability to give a simple description or presentation of people, living or working conditions, daily routines, likes, dislikes etc. as a short series of simple sentences, compound sentences (using “and”, “but”, “or”, “so”), and complex sentences (using “if”, “when”, “because”, “after”, “before”, “as soon as”). They will be able to describe actions happening in the past using past tense and time markers as well as in present using the present progressive tense. They will be able to express agreement, disagreement, and general opinions. They will begin to be able to compare and contrast familiar scenes using appropriate vocabulary. Students will also be able to reasonably and fluently sustain a straightforward description of one of a variety of subjects within his/her interests presenting it as a linear sequence of points. They will understand explicit messages of spoken communication on familiar topics and make basic inferences. They can communicate with EFL instructors about daily needs and problems using classroom, university, and everyday vocabulary related to their level.

III. Detailed Course Description

This course continues to build the skills of the EFL learner to (1) acquire active and passive vocabulary, (2) practice speaking for general communicative purposes, and (3) listen for comprehension and production of an appropriate response. In a classroom based on an integrative approach – comprised of student centered, interactive activities – the learner acquires beginner-level communicative competence in vocabulary, speaking, and listening. Follow-up practice takes place with the use of online resources. Learning outcomes are met through a student-centered classroom that emphasizes internalization and mastery of the English language. The teacher serves as facilitator in the students’ learning process.

The course includes:

- Daily coursework: daily short listening, speaking, and vocabulary activities prompted by short readings

- Class participation: regular attendance & active involvement in pair work, group work, and all-class activities

- Beginner Enhanced Learning: an additional 2 hours/day (10 hours/week) of a variety of project based interactive activities for enhancing learning in PRPE 0021. This course provides time for independent and group learning with individual attention from the instructor as needed. Students may also use the Pathways Online Workbook at www.myelt.heinle.com, www.typingweb.com, and a variety of activities developed for enhancing the learning in PRPE 0021.

- Assessment: 24 listening, speaking, and vocabulary assignments (8 each), 12 listening, speaking, and vocabulary quizzes (4 each), 4 unit tests, peer and instructor edited and assessed speaking assignments, with rubric-based feedback, a midterm exam, and a final exam.

IV. Requirements Fulfilled

This is the Beginner Communication Skills course (Level 1) in the Preparatory Program. Successful completion of the beginner-level coursework is required for admission to the Intermediate Communication Skills course (Level 2). (See Section VII Assessment for more information.)

V. Prerequisite

The prerequisite for this course is the successful completion of the pre-beginner (Level 0) coursework or a direct pass into the beginner level through an internationally recognized external examination approved by PMU.

VI. Learning Outcomes

A. Can correct errors if he/she becomes aware of them

B. Can accurately use beginner level compound and complex sentences

C. Can talk about him/herself and understand contexts in the present, past, and future

D. Can start and end a short conversation

E. Can use a sufficient amount of vocabulary to discuss everyday subjects

F. Can agree and disagree with others and express opinions

G. Can express the main point he/she wants to make with reasonable precision

H. Can communicate in familiar contexts with some minor errors

I. Can make and check predictions in a spoken context

J. Can understand and make inferences about a spoken text in a familiar context

K. Can identify general messages, main ideas, and specific details in a spoken context

VII. Assessment Strategy

Progress at the beginner level is best achieved by regular class attendance and good study habits. Learning is cumulative and ongoing through coursework, quizzes, tests and other assessments in listening, speaking, and vocabulary, and a final exam. Students should aspire to perform, regularly and consistently, well above 70 %, preferably closer to 100 %. See the grading scale below. Every graded assessment that contributes to the weighted total must be available in Blackboard either as an in-Blackboard assignment or scanned and uploaded. If there is a grade in Blackboard contributing

to the weighted total, the student's assessed work is viewable. Enhanced Learning projects and activities are marked complete / incomplete at the instructor's discretion according to project and activity completion guidelines communicated to students and posted in Blackboard. Formal and informal assessment opportunities will include:

- **Assessments:** 24 listening, speaking, and vocabulary assignments (8 each), 12 listening, speaking, and vocabulary quizzes (4 each), 4 unit tests, a midterm exam, and a final exam; writing assignments are peer and instructor edited and assessed with rubric-based feedback.
- **Coursework:** daily short listening, speaking, and vocabulary activities prompted by short readings.
- **Class Participation:** regular attendance and active involvement in pair work, group work, and all-class activities.

Term Grades: the end of semester final grade is derived from the average of the Writing and Communication course grades. The Communication Skills course grade is calculated as follows:

5 % Class Participation	linked to attendance
30% Continuous Assessment	quizzes in listening, speaking, vocabulary (4 each, 12 total) and assignments in listening, speaking, vocabulary (8 each, 24 total)
10 % Tests	listening, speaking, vocabulary (4 unit tests)
20 % Midterm Examination	listening, speaking, vocabulary
25 % Final Examination	listening, speaking, vocabulary
10 % APTIS	

There is one prerequisite for taking the final exam:

- Complete all Enhanced Learning projects

Plagiarism and Cheating

Plagiarism is when a student deliberately presents another's work, data or information as his/her own without acknowledging the source.

Context

Student plagiarism may take the following forms:

- Using the work of someone else
- Using the Internet as a source of information and inserting that information into a document that he/she has submitted as his/her own work without noting the source.

If you have questions regarding plagiarism, discuss them with your instructor before turning in your work.

Cheating is deliberately attempting to gain marks or academic credit dishonestly. The definition also includes situations where a student helps another gain marks or academic credit dishonestly.

At Prince Mohammad bin Fahd University (PMU) academic dishonesty is not tolerated.

PMU Attendance Policy

Students learn best when they attend class regularly.

Only the following excuses are accepted for student absences with appropriate documentation:

- death of an immediate family member
- prolonged hospitalization
- chronic illness
- serious traffic accidents

A record will be kept of each and every absence and late. (Three "lates" make one absence). Students are held responsible for keeping an account of their absences and for attending classes. Students can be withdrawn from the course because of poor attendance. Instructors will monitor and inform students when they have reached the 5% and 10% absence mark. After reaching 15% absences, for whatever reason, a student can be dropped from the program after meeting with the Chair or Associate Chair, thus affecting any scholarship the student may be receiving.

Students who are 110 minutes late to class will receive a "late". Three "lates" equal a 1hour absence . Students who are more than 10 minutes late are counted absent for one hour.

In certain circumstances, students may not make up missed quizzes and tests.

Grade Scale for PMU Preparatory Program Courses:

A+	96–100 %
A	90–95 %
B+	86–89 %
B	80–85 %
C+	76–79 %
C	70–75 %
D+	66–69 %
D	60–65 %
F	0 - 59 %

VIII. Course Format

This course is interactive and student centered. An underlying tenet of communicative class instruction is: "Prepare at home and participate in class." Thus, students are expected to complete homework (vocabulary, and listening/speaking assignments) in order to be prepared for follow-up activities in class. Minimal time will be spent checking homework. Primarily, students will participate in a variety of structured activities in class that:

- require individual preparation (via homework)
- practice, combine, and consolidate skills
- engage various and multiple senses
- require the student to be active in his or her own learning.

The course meets 2 hours per day, 5 days per week, for a total of 10 hours per week.

IX. Topics to be Covered

In the Beginner Communication course the desired competencies and learning outcomes (VI. Learning Outcomes, above) guide the content of the class. A wide variety of subject matter including the required textbooks and supplementary materials is used to provide content and context for structured listening and speaking activities that develop the students' skills.

X. Laboratory

In addition to class work on laptops, students are regularly taken to the computer laboratories to familiarize them with the examinations' settings. While there they use online programs such as Pathways MyELT and others for reading, writing, and grammar practice. Further experimental work is done via unique Enhanced Learning projects. Student designed, organized, staffed and led, they give students the freedom to leave the traditional boundaries of the classroom, learn how to organize their time, think outside the box, pool talents, acquire knowledge of new apps or technology as needed, assign and fulfill roles to get jobs done, assess, both individually and as a group, their successes and failures to learn how to improve future coursework and projects.

XI. Technology

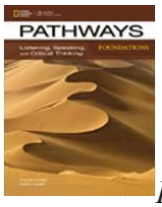
Information Technology skills are acquired as students use computers and devices, MS Office, email, Blackboard CMS and online learning applications to complete assignments. Students are assigned listening, speaking, and vocabulary activities to complete online.

XII. Special Projects / Activities

In addition to projects carried out in the Enhanced Learning course, students have opportunities throughout the year to participate in special activities such as Orientation, Preparatory Program bi-campus seminars on topics such as Global Awareness or Stress Management, contribute articles or illustrations to the Preparatory Program's magazine, contribute to Speaker's Corner or other weekly or ad hoc activities. Additional hours are devoted to special presentations designed by PMU's Counseling Services staff specifically for Preparatory Program students and instructors on issues related to health, stress, etc. Advanced students will benefit from workshops designed to introduce them to the PMU majors, the Core Curriculum and the PMU Core Competencies.

XIII. Textbooks

Required Textbook:



Pathways Foundation: Listening, Speaking, and Critical Thinking. Najafi, K., (2014). Boston, MA. Cengage National Geographic Learning

ISBN: 13: 9781285177489

Other Required Items for Class:

- A4sized notebook paper
- Pencils with an eraser
- Pens
- An extra folder for loose handouts
- Laptop computer with wireless capability, audio headset and MS Windows and Office in English
- English/English Learner Dictionary, English/Arabic Arabic/English dictionary or online equivalents

Course Title: PRPC 0041: Intermediate Communication Skills

Semester Credit Hours: 0

I. Course Overview

PRPC 0041 is an intermediate-level course for EFL learners. It continues to prepare students to achieve a higher level of vocabulary for communication, speaking routines and patterns, and listening skills for comprehension and response. This course exposes PMU students to the student-centered, highly active and interactive EFL classroom environment and its performance requirements.

Classroom Hours (10 hours per week)

II. PMU Competencies and Learning Outcomes Competencies

Communication (listening and speaking in English) is the predominant student competency developed by this course. Critical thinking is developed through intermediate listening and speaking activities such as distinguishing between fact and opinion, making inferences and intelligent predictions, learning to compare and contrast and to identify cause and effect. Teamwork, leadership and problem solving are emphasized in a large variety of group activities in the classroom. Information technology skills are developed as students use word processing, email, smart device apps, Blackboard™ CMS, and the Internet to communicate and to complete assignments.

Learning Outcomes

Students will continue to consolidate skills learned at the mid-A2 level. They can sustain a straightforward conversation about a variety of everyday subjects supplemented with content from the textbook with appropriate language and register.

By the end of the course students will have progressed to low-B1 level skills. They will be able to follow a class discussion or class listening exercise and understand in detail the points made by a speaker employing a standard dialect as well as the speaker's opinion and details of arguments on concrete subjects. They will be able to give clear, systematically developed opinions, with examples, descriptions with more precise vocabulary, and presentations on a range of subjects related to his/her interests. Opinions and presentations will include appropriately highlighted significant points and relevant supporting detail. Use of common collocations, idioms, and accurate word order and grammar (simple present, past, present continuous, adverbs of frequency, non-count nouns and expressions of quantity) increases. They will begin to use linking expressions to clearly state the relationships between ideas. Awareness of intonation in questions and syllable stress grows. Students learn and employ phrases and strategies to keep conversations going.

III. Detailed Course Description

This course introduces the intermediate EFL learner to (1) active and minimal passive vocabulary acquisition, (2) speaking for general communicative purposes, and (3) active listening for comprehension and production of an appropriate response. The learner acquires intermediate-level communicative competence in vocabulary, speaking, and listening. In a classroom based on an integrative approach – comprised of student centered, interactive activities – the learner acquires a more advanced level communicative competence in vocabulary, speaking, and listening. Follow-up practice takes place with the use of online resources.

Student centered methods have been shown to be consistently superior to the traditional teacher centered approach to instruction. This applies whether the assessed outcome is long-term internalization and retention, or depth of understanding of course material.

Also enhanced in the student-centered classroom are the acquisition of critical thinking or creative problem-solving skills, the formation of positive attitudes toward the subject being taught, and the level of confidence in knowledge or skills. Highly qualified English instructors facilitate and guide student progress continuously and are always on hand to offer one-on-one support.

The course includes:

- Daily coursework: daily short listening, speaking, and vocabulary activities prompted by short readings
- Class participation: regular attendance & active involvement in pair work, group work, and all-class activities
- Enhanced Learning: an additional 1 hour/day (5 hours/week) of a variety of project-based interactive activities for enhancing learning in PRPE 0031. This course provides time for independent and group learning with individual attention from the instructor as needed.
- Assessment: listening comprehension quizzes, speaking and listening tests, presentations, and a final exam.

IV. Requirements Fulfilled

This is the Intermediate Communication Skills course (Level 2) in the Preparatory Program. Successful completion of the intermediate-level EFL coursework is required for admission to the Advanced Communication Skills course (Level 3). (See Section VII Assessment for more information.)

V. Prerequisite

The prerequisite for this course is the successful completion of the Beginner level; or a direct pass into the intermediate level through an internationally recognized external examination approved by PMU.

VI. Learning Outcomes

A. Can give clear, presentations on a wide range of subjects related to his/her interests, with appropriately highlighted significant points and relevant supporting detail

B. Can correctly use simple and general spoken grammar.

C. Can use a limited number of linking expressions to mark clearly the relationships between ideas.

D. Can acquire sufficient vocabulary to be able to give clear descriptions, express viewpoints and develop arguments

  a. Can understand basic vocabulary collocations and word groups

  b. Can develop active and passive vocabulary recognition and usage

E. Can identify details that support a point of view in a simple presentation or lecture aimed at a general audience.

F. Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.

G. Can infer opinions in a simple presentation or lecture, if guided by questions

H. Can distinguish between main ideas and supporting details in familiar, standard texts

I. Can describe events, real or imagined

J. Can correctly use simple and general spoken grammar.

K. Can use a limited number of linking expressions to mark clearly the relationships between ideas

L. Can acquire sufficient basic vocabulary to be able to give clear descriptions, express viewpoints and develop arguments.

M. Can give detailed accounts of experiences, describing feelings and reactions

VII. Assessment Strategy

Progress at the intermediate level is best achieved by regular class attendance and good study habits. Learning is cumulative and ongoing through coursework, quizzes, tests and other assessments in listening, speaking, and vocabulary, and a final exam. Students should aspire to perform, regularly and consistently, well above 70 %, preferably closer to 100 %. See the grading scale below. Every graded assessment that contributes to the weighted total must be available in Blackboard either as an in-Blackboard assignment or scanned and uploaded. If there is a grade in Blackboard contributing to the weighted total, the student's assessed work is viewable. Enhanced Learning projects are marked complete/incomplete at the instructor's discretion according to project completion guidelines communicated to students and posted in Blackboard. Formal and informal assessment opportunities will include:

- **Assessments:** listening comprehension quizzes, speaking and listening tests, presentations, and a final exam.
- **Coursework:** daily short listening, speaking, and vocabulary activities prompted by short readings
- **Class Participation:** regular attendance and active involvement in pair work, group work, and all-class activities

Term Grades: the end of semester final grade is derived from the average of the Writing and Communication course grades. The Communication Skills course grade is calculated as follows:

5% Attendance	
5% Participation	
5% Presentation	(including targeted vocabulary and grammar)
15% Standardized Quizzes	listening
40% Standardized Tests	listening & speaking (including vocabulary and grammar)
20% Midterm	listening & speaking (including vocabulary and grammar)
10% Final (Aptis)	

There is one prerequisite for taking the final exam:

Complete Enhanced Learning projects.

Plagiarism and Cheating

Plagiarism is when a student deliberately presents another's work, data or information as his/her own without acknowledging the source.

Context

Student plagiarism may take the following forms:

- Using the work of someone else
- Using the Internet as a source of information and inserting that information into a document that he/she has submitted as his/her own work without noting the source.

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PMU Attendance Policy

Students learn best when they attend class regularly.

Only the following excuses are accepted for student absences with appropriate documentation :

- death of an immediate family member
- prolonged hospitalization
- chronic illness
- serious traffic accidents

A record will be kept of each and every absence and tardy. (Three tardies make one absence). Students are held responsible for keeping an account of their absences and for attending classes. Students can be withdrawn from the course because of poor attendance. Instructors will monitor and inform students when they have reached the 5% and 10% absence mark. After a student reaches 15% absences, for whatever reason, he/she can be dropped from the program after meeting with the Chair or Associate Chair, thus affecting any scholarship he/she may be receiving.

Students who are 110 minutes late to class will receive a tardy. Three tardies equal a 1-hour absence . Students who are more than 10 minutes late are counted absent for one hour.

In certain circumstances, students may not make up missed quizzes and tests.

Grade Scale for PMU Preparatory Program Courses:

A+	96–100 %
A	90–95 %
B+	86–89 %
B	80–85 %
C+	76–79 %
C	70–75 %
D+	66–69 %
D	60–65 %
F	0 - 59 %

VIII. Course Format

This course is interactive and student centered. An underlying tenet of communicative class instruction is: "Prepare at home and participate in class." Thus, students are expected to complete homework (vocabulary, and listening/speaking assignments) in order to be prepared for follow-up activities in class. Primarily, students will participate in a variety of structured activities in class that:

- require individual preparation (via homework)
- practice, combine, and consolidate skills
- engage various and multiple senses
- require the student to be active in his or her own learning.

The course meets 2 hours per day, 5 days per week, for a total of 10 hours per week.

IX. Topics to be Covered

In the Intermediate Communication Skills course the desired competencies and learning outcomes (VI. Learning Outcomes, above) guide the content of the class. A wide variety of subject matter including the required textbooks and supplementary materials is used to provide content and context for structured listening and speaking activities that develop the students' skills.

X. Laboratory

In addition to class work on laptops, students are regularly taken to the computer laboratories to familiarize them with the examinations' settings. While there they use online programs such as Pathways MyELT and others for reading, writing, and grammar practice. Further experimental work is done via unique Enhanced Learning projects. Student designed, organized, staffed and led, they give students the freedom to leave the traditional boundaries of the classroom, learn how to organize their time, think outside the box, pool talents, acquire knowledge of new apps or technology as needed, assign and fulfill roles to get jobs done, assess, both individually and as a group, their successes and failures to learn how to improve future coursework and projects.

XI. Technology

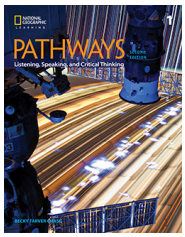
Information Technology skills are acquired as students use computers and devices, MS Office, email, Blackboard CMS and online learning applications to complete assignments. Students are assigned listening, speaking, and vocabulary activities to complete online.

XII. Special Projects / Activities

In addition to projects carried out in the Enhanced Learning course, students have opportunities throughout the year to participate in special activities such as Orientation, Preparatory Program bi-campus seminars on topics such as Global Awareness or Stress Management, contribute articles or illustrations to the Preparatory Program's magazine, contribute to Speaker's Corner or other weekly or ad hoc activities. Additional hours are devoted to special presentations designed by PMU's Counseling Services staff specifically for Preparatory Program students and instructors on issues related to health, stress, etc. Advanced students will benefit from workshops designed to introduce them to the PMU majors, the Core Curriculum and the PMU Core Competencies.

XIII. Textbooks

Required Textbook:



Pathways 1: Listening, Speaking, and Critical Thinking. Second edition. Chase, B. T., (2018). Boston, MA: Cengage National Geographic Learning

ISBN: 9781337407717

Other Required Items for Class:

- A4sized notebook paper
- Pencils with an eraser
- Pens
- An extra folder for loose handouts
- Laptop computer with wireless capability, audio headset and MS Windows and Office in English
- English/English Learner Dictionary, English/Arabic Arabic/English dictionary or online equivalents

Course Title: PRPC 0061: Advanced Communication Skills

Semester Credit Hours: 0

I. Course Overview

PRPC 0061 is an advanced level course for EFL learners. This course exposes PMU students to the student centered, highly active and interactive EFL classroom environment and its requirements. It continues to prepare students to use a higher level of vocabulary and more advanced speaking routines and patterns for communication as well as to listen for comprehension and response. By the end of the course students should attain a high B1 CEFR level or above in both listening and speaking.

Classroom Hours (10 hours per week)

II. PMU Competencies and Learning Outcomes

Competencies

Communication (listening and speaking in English) is the predominant student competency developed by this course. Critical thinking is developed through activities that require discerning between main ideas and details, making intelligent predictions, making inferences, drawing conclusions, comparing and contrasting, identifying causes and effects, finding examples to support a point of view, and analyzing sequences of events, photographs, charts, maps, and graphs. Teamwork, leadership and problem solving are emphasized in a large variety of group and paired activities in the classroom. Learning how to work well with everyone contributes to future professionalism. Information technology skills are developed as students use word processing, email, smart device apps, Blackboard™ CMS, and the Internet to communicate and to complete assignments.

Learning Outcomes

By the end of the course they have progressed to learning at least high B1 CEFR skills. They can produce clear, smoothly flowing, well-structured speech with an effective logical structure. They will have made progress towards understanding many kinds of spoken language, whether live or broadcast, delivered at normal native speaker speed. They can comfortably present on topics related to their interests and on some new academic topics as well as participate in discussions and debates and listen effectively to the same. They can stress significant points and details when speaking and understand main ideas and key details and examples when listening. They will have strengthened speaking and listening learning outcomes specified in section VI Learning Outcomes. These would include recognizing phrases, as opposed to discrete words, understanding sequences of events, using discourse markers to structure formal speech, speculating and describing experiences, emotions, and hopes. They will have the vocabulary, syntax, and skills to communicate, with common EFL errors, with EFL instructors and administrators about university and daily life topics including hopes, fears, and plans for the future.

III. Detailed Course Description

This course continues to build the skills of the EFL learner to (1) internalize for smooth production and comprehension basic words and their forms, collocations, phrases, sentence structure, and intermediate grammatical forms, (2) acquire new passive, high frequency vocabulary, and move words from passive comprehension to active use, (3) speak/listen for general communicative purposes such as the production of an appropriate, structured response, and (4) listen to a standard dialect at normal speed for comprehension of content, main ideas, key details, the speaker's purpose and justifications. The content integrates all four skills while focusing on speaking and listening. The skills covered in class to help students progress to a B1 (minimum) level are the same needed to achieve the high level on the Core Entry Exam required to pass from the Preparatory Program into Core. The classroom is student centered, often student driven, and learning is done through interactive activities based on themes such as "conflict resolution", "global connectivity" and "sustainability" used across the PMU

curriculum to educate, engage and motivate young adults. Follow-up practice takes place with the use of online resources. Highly qualified English instructors facilitate and guide student progress continuously and are on hand to offer one-on-one support.

The course includes:

- Daily coursework: includes short reading assignments to prepare for discussion/listening or to build vocabulary, dictionary skills work to equip students to be independent lifelong learners, brainstorming topics to be discussed in class and doing project research using online resources. They will also record speech for self, peer, and instructor assessment. Short speaking assignments will consolidate vocabulary acquired and contribute to project work.

- Class participation: includes asking and answering questions with peers and instructor in English, and giving presentations on self-chosen topics. Students also participate in student centered discussions as part of communicative activities, work on projects and engage in interactive group and pair work.
- Assessments: self-assessment to internalize motivation, peer assessment to build awareness of areas to improve upon, instructor assessment in the form of an oral presentation, listening quizzes, unit tests to include listening and speaking, a midterm exam, and a final exam.

IV. Requirements Fulfilled

This is the Advanced Communication Skills course (Level 3) in the Preparatory Program. Successful completion of the program is required for admission to the Core Curriculum and majors. (See Section VII Assessment for more information.)

V. Prerequisite

The prerequisite for this course is the successful completion of the intermediate-level EFL coursework; or a direct pass into the advanced level through an internationally recognized external examination approved by PMU. (See Section VII Assessment for more information.)

VI. Learning Outcomes

A. can give clear, systematically developed descriptions and presentations on some academic subjects outside of his/her interests with advance preparation, with appropriate highlighting of significant points and relevant supporting detail

B. can highlight significant points and relevant supporting detail appropriately

C. can understand the main ideas when listening to content on both concrete and abstract topics, delivered in a standard dialect

D. can improve listening processing strategies through development of the following skills:

- **a.** can extract the main idea and supporting details
- **b.** can recognize words and their pronoun referents
- **c.** can recognize phrases aurally
- **d.** can sequence events in chronological order
- **e.** can make predictions
- **f.** can use visual, context, and morphological clues to understand new vocabulary

E. can independently develop active and passive vocabulary recognition and usage:

- **a.** can use a dictionary and a thesaurus effectively
- **b.** can use common collocations
- **c.** can use some more advanced word groups and idioms
- **d.** can use context clues, prefixes, suffixes, and roots to guess meanings

F. can develop active and passive vocabulary recognition and usage:

- **a.** can develop vocabulary word acquisition skills, including dictionary, word classification skills, and collocation recognition skills
- **b.** can use context clues and some prefixes, suffixes and roots to guess meaning

G. can improve speaking strategies through development of the following skills:

- **a.** can use linking words for coherence and cohesion
- **b.** can employ connecting words to express cause/effect, contrast, argument
- **c.** can use discourse markers to structure formal speech
- **d.** can compare and contrast two or more things
- **e.** can describe experiences, emotions, hopes, plans, and speculate
- **f.** can discuss abstract ideas
- **g.** can express agreement, disagreement, and reaction
- **h.** can express opinions and justify them
- **i.** can develop an argument
- **j.** can synthesize, evaluate, and add personal commentary
- **k.** can engage appropriately and correctly in basic speech routine and conversations
- **l.** can engage in a variety of discussions
- **m.** can conduct a survey

VII. Assessment Strategy

Formal and informal assessment opportunities will include:

- **Assessments:** an oral presentation, listening quizzes, unit tests to include listening and speaking, a midterm exam, and a final exam.
- **Coursework:** daily short listening, speaking, and vocabulary activities prompted by short readings
- **Class participation:** active involvement in pair work, group work, and all-class activities.
- **Attendance**

Term Grades: the end of semester final grade is derived from the average of the Writing and Communication course grades. The Communication course grade is calculated as follows:

5% Attendance
5% Participation

5% Presentation	(including targeted vocabulary and grammar)
15% Quizzes	listening
40% Tests	listening and speaking (including vocabulary & grammar)
20 % Midterm	listening and speaking (including vocabulary & grammar)
10% Final (Aptis)	

There is one prerequisite for taking the final exam:

Complete all Enhanced Learning projects.

Plagiarism and Cheating

Plagiarism is when a student deliberately presents another's work, data or information as his/her own without acknowledging the source.

Context

Student plagiarism may take the following forms:

- Using the work of someone else
- Using the Internet as a source of information and inserting that information into a document that he/she has submitted as his/her own work without noting the source.

Questions regarding plagiarism should be addressed to the instructor.

If you have questions regarding plagiarism, discuss them with your instructor before turning in your work.

Cheating is deliberately attempting to gain marks or academic credit dishonestly. The definition also includes situations where a student helps another gain marks or academic credit dishonestly.

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PMU Attendance Policy

Students learn best when they attend class regularly.

Only the following excuses are accepted for student absences with appropriate documentation:

- death of an immediate family member
- prolonged hospitalization
- chronic illness
- serious traffic accidents

A record will be kept of each and every absence and tardy. (Three tardies make one absence). Students are held responsible for keeping an account of their absences and for attending classes. Students can be withdrawn from the course because of poor attendance. Instructors will monitor and inform students when they have reached the 5% and 10% absence mark. After a student reaches 15% absences, for whatever reason, he/she can be dropped from the program after meeting with the Chair or Associate Chair, thus affecting any scholarship he/she may be receiving.

Students who are 110 minutes late to class will receive a tardy. Three tardies equal a 1-hour absence . Students who are more than 10 minutes late are counted absent for one hour.

In certain circumstances, students may not make up missed quizzes and tests.

Grade Scale for PMU Preparatory Program Courses:

A+	96–100 %
A	90–95 %
B+	86–89 %
B	80–85 %
C+	76–79 %
C	70–75 %
D+	66–69 %
D	60–65 %
F	0 - 59 %

VIII. Course Format

This course is interactive and student centered. An underlying tenet of communicative class instruction is: "Prepare at home and participate in class." Thus, students are expected to complete homework (vocabulary, and listening/speaking assignments) in order to be prepared for communicative follow up activities in class. Minimal time will be spent checking homework. Primarily, students will participate in a variety of structured activities in class that:

- require individual preparation (via homework)
- practice, combine, and consolidate skills
- engage various and multiple senses
- require the student to be active in his or her own learning.

The course meets 2 hours per day, 5 days per week, for a total of 10 hours per week.

IX. Topics to be Covered

In the Advanced Communication Skills course the desired competencies and learning outcomes (VI. Learning Outcomes, above) guide the content of the class. A wide variety of subject matter including the required textbooks and supplementary materials is used to provide content and context for structured listening and speaking activities that develop the students' skills.

X. Laboratory

In addition to class work on laptops, students are regularly taken to the computer laboratories to undergo regular assessment in the form of quizzes and tests, and familiarize them with the examination settings. Student designed, organized, staffed and led, they give students the freedom to leave the traditional boundaries of the classroom, learn how to organize their time, think outside the box, pool talents, acquire knowledge of new apps or technology as needed, assign and fulfill roles to get jobs done, assess, both individually and as a group, their successes and failures to learn how to improve future coursework and projects.

XI. Technology

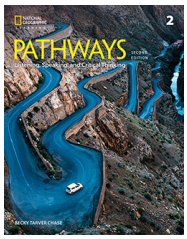
Information Technology skills are acquired as students use computers and devices, MS Office, email, Blackboard CMS and online learning applications to complete assignments. Students are assigned listening, speaking, and vocabulary activities to complete online.

XII. Special Projects / Activities

In addition to projects carried out in the Enhanced Learning course, students have opportunities throughout the year to participate in special activities such as Orientation, Preparatory Program bi-campus seminars on topics such as Global Awareness or Stress Management, contribute articles or illustrations to the Preparatory Program's magazine, contribute to Speaker's Corner or other weekly or ad hoc activities. Additional hours are devoted to special presentations designed by PMU's Counseling services specifically for Preparatory Program students and instructors on issues related to health, stress, etc. Advanced students will benefit from workshops designed to introduce them to the PMU majors, the Core Curriculum and the PMU Core Competencies.

XIII. Textbooks

Required Textbook:



Pathways 2, Listening, Speaking and Critical Thinking, Second edition, Chase, B.T., (2018). Boston, MA: Cengage National Geographic Learning. ISBN: 9781337562522

Other Required Items for Class:

- A4sized notebook paper
- Pencils with an eraser
- Pens
- An extra folder for loose handouts
- Laptop computer with wireless capability, audio headset and MS Windows and Office in English
- English/English Learner Dictionary, English/Arabic Arabic/English dictionary or online equivalents

B. ENGLISH AS A FOREIGN LANGUAGE (EFL) SYLLABI

Writing Courses

PRPW 0002	Pre-Beginner Writing Skills
PRPW 0021	Beginner Writing Skills
PRPW 0041	Intermediate Writing Skills
PRPW 0061	Advanced Writing Skills

Course Title: PRPW 0002: Pre-Beginner Writing Skills (Reading and Writing)

Semester Credit Hours: 0

I. Course Overview

PRPW is a pre-beginner reading and writing course that provides a strong foundation in English grammar with the learning of simple tense forms (past, present and future), parts of speech, sentence structure, and other needed grammar. Students learn to apply the grammar at the pre-beginner level in writing basic sentences, and then progress to writing a simple, basic paragraph. In the reading component, students use comprehension strategies to improve understanding of basic reading passages. Students learn to read for the main ideas and supporting details.

Classroom Hours (10 hours per week)

II. PMU Competencies and Learning Outcomes

Competencies

Understanding and producing written communication is the predominant competency developed by this course. Critical thinking is developed through reading and writing activities that require discriminating between main ideas and details. Teamwork, leadership and problem-solving are emphasized in a large variety of group activities and projects in the classroom. Information technology skills are also developed as students use word-processing, email, smart device apps, Blackboard™ CMS, and the Internet to communicate and to complete assignments.

Learning Outcomes

Students develop reading and writing skills from the A0 or A1 level. They practice understanding short, simple texts on familiar, concrete subjects which consist of high frequency everyday language. They practice writing sentences with correct grammar, spelling and word order.

By the end of the course they will have progressed to learning high A1-level skills to read straightforward factual texts on familiar subjects which contain high frequency, everyday language with a satisfactory level of comprehension. They will have made progress towards writing simple, complete, and clear high A1-level grammatically and orthographically correct sentences and short texts on a range of familiar subjects.

III. Detailed Course Description

This course develops the skills of the beginner EFL learner to (1) read for comprehension by developing reading skills, (2) acquire active and passive vocabulary, and (3) construct simple and compound sentences and short paragraphs. In a student-centered, interactive classroom, the learner expands on pre-beginner-level competence in reading and writing skills to form connected sentences within texts to a maximum of 60 words. Follow-up practice takes place with the use of online resources and homework.

Student-centered methods have been shown to be consistently superior to the traditional teacher-centered approach to instruction. This applies whether the assessed outcome is long-term internalization and retention, or depth of understanding of course material. Also enhanced in the student-centered classroom are the acquisition of critical thinking or creative problem-solving skills, the formation of positive attitudes toward the subject being taught, and the level of confidence in knowledge or skills. Highly-qualified English instructors facilitate and guide student progress continuously and are always on hand to offer one-on-one support.

The course includes:

- Daily coursework: short reading assignments, vocabulary assignments, and short writing/

grammar assignments

- Class participation: regular attendance and active involvement in individual work, pair work, group work, and all-class activities
- Assessments: reading comprehension skills quizzes and tests, grammar quizzes and tests, writing tests, instructor edited and assessed assignments, with rubric-based feedback, a midterm and a final exam.

III. Requirements Fulfilled

Successful completion of the pre-beginner-level coursework (Level 0) is required for admission to the Beginner Writing Skills course (Level 1) in the Preparatory Program. (See Section VII Assessment for more information.)

This course prepares students for entry into the Preparatory Year Program at the beginner level.

Prerequisites

The prerequisite for this course is the successful admission into the Preparatory Program via the placement test; or a direct pass into the pre-beginner level through an internationally recognized external examination approved by PMU. (See Section VII Assessment for more information.)

VI. Learning Outcomes

A. Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
B. Can recognize and can pronounce basic phonemes, recognize and generate rhymes
C. Can recognize word forms: nouns, verbs, adjectives, and adverbs
D. Can recognize a few common prefixes and suffixes.
E. Can practice basic and level-appropriate extensive reading techniques
F. Can apply the basic rules of phonics and syllabification in spelling (invented and prescriptive) and in decoding reading
G. Can understand short, simple texts on familiar, concrete subjects which consist of high frequency everyday language
H. Can learn reading processing strategies through development of the following skills:
   a. recognizing words and their pronoun references
   b. recognizing phrases and reading them orally
   c. recalling details
   d. using context clues
   e. extracting main ideas and supporting ideas
I. Can write simple isolated phrases and sentences
J. Can use essential, level-appropriate word forms: nouns, verbs, adjectives, and adverbs, in a sentence
K. Can use English word order in a sentence
L. Can write sentences with correct grammar, spelling, and mechanics at a beginner level proficiency
M. Can write a series of simple phrases and sentences linked with simple connectors such as “and”, “but”, “so” and “because”.
N. Can find a word in a level appropriate on-line or paper English-Arabic/Arabic-English and in an English-English picture or learner dictionary. Can use an on-line learner dictionary as pronunciation aid.

VII. Assessment Strategy

Progress at the pre-beginner level is best achieved by regular class attendance and good study habits. Learning is cumulative and ongoing through coursework, quizzes, tests and other assessments in reading, writing, and grammar, a midterm and a final exam. Students should aspire to perform, regularly and consistently, well above 70 %, preferably closer to 100 %. See the grading scale below. Every graded assessment that contributes to the weighted total must be available in Blackboard either as an in-Blackboard assignment or scanned and uploaded. If there is a grade in Blackboard contributing to the weighted total, the student's assessed work is viewable. Enhanced Learning projects and activities are marked complete / incomplete at the instructor's discretion according to project and activity completion guidelines communicated to students and posted in Blackboard. Formal and informal assessment opportunities will include:

Assessments: reading comprehension quizzes and tests, grammar quizzes and tests writing tests as well as instructor edited and assessed assignments, with rubric-based feedback, a midterm and a final exam

Coursework: short reading assignments, vocabulary assignments, and short writing/grammar assignments

Class participation: regular attendance and active involvement in individual work, pair work, group work, and all-class communicative activities.

Term Grades: the end of semester final grade is derived from the average of the Writing and Communication Skills course grades. The Writing Skills course grade is calculated as follows:

40% Continuous Assessment	reading (including extensive reading), writing, grammar
30% Tests	reading, writing, grammar
10% Class Participation	linked to attendance and homework
10% Midterm	reading, writing (including points for targeted grammar)
10% Final Examination/Aptis	reading, writing, listening, speaking, vocabulary and grammar

There is one prerequisite for taking the final exam:

Complete all Enhanced Learning projects.

Plagiarism and Cheating

Plagiarism is when a student deliberately presents another's work, data or information as his/her own without acknowledging the source.

Context

Student plagiarism may take the following forms:

- Using the work of someone else
- Using the Internet as a source of information and inserting that information into a document that he/she has submitted as his/her own work without noting the source.

If you have questions regarding plagiarism, discuss them with your instructor before turning in your work.

Cheating is deliberately attempting to gain marks or academic credit dishonestly. The definition also includes situations where a student helps another gain marks or academic credit dishonestly.

At Prince Mohammad bin Fahd University (PMU), academic dishonesty is not tolerated.

PMU Attendance Policy

Students learn best when they attend class regularly.
Only the following excuses are accepted for student absences with appropriate documentation:

- death of an immediate family member
- prolonged hospitalization
- chronic illness
- serious traffic accidents

A record will be kept of each and every absence and tardy. (Three tardies make one absence). Students are held responsible for keeping an account of their absences and for attending classes. Students can be withdrawn from the course because of poor attendance. Instructors will monitor and inform students when they have reached the 5% and 10% absence mark. After a student reaches 15% absences, for whatever reason, he/she can be dropped from the program after meeting with the Chair or Associate Chair, thus affecting any scholarship he/she may be receiving.

Students who are 1-10 minutes late to class will receive a tardy. Three tardies equal a 1-hour absence. Students who are more than 10 minutes late are counted absent for one hour.

In certain circumstances, students may not make up missed quizzes and tests.

Grade Scale for PMU Preparatory Program Courses:

A+	96–100 %
A	90–95 %
B+	86–89 %
B	80–85 %
C+	76–79 %
C	70–75 %
D+	66–69 %
D	60–65 %
F	0 - 59 %

VIII. Course Format

The course is interactive and student-centered. Students are expected to complete homework in order to prepare for writing activities in class. It is expected that students will be active participants in their own learning and to take responsibility for said learning. They will also begin to develop the self-discipline needed for academic success by coming to class on-time and with all necessary materials. Primarily, students will participate in a variety of structured activities in class that:

- require individual preparation (via homework)
- practice, combine, and consolidate skills
- engage various and multiple senses
- require the student to be active in his or her own learning.

The course meets 2 hours per day, 5 days per week, for a total of 10 hours per week.

IX. Topics Covered

In the Pre-beginner Writing Skills course the desired competencies and learning outcomes (VI. Learning Outcomes, above) guide the content of the class. A wide variety of subject matter including the required textbooks and supplementary materials is used to provide content and context for structured reading and writing activities that develop the students' skills.

X. Laboratory

In addition to class work on laptops, students are regularly taken to the computer laboratories to familiarize them with the examinations' settings. While there they use online programs such as Pathways MyELT and others for reading, writing, and grammar practice. Further experimental work is done via unique Enhanced Learning projects. Student designed, organized, staffed and led, they give students the freedom to leave the traditional boundaries of the classroom, learn how to organize their time, think outside the box, pool talents, acquire knowledge of new apps or technology as needed, assign and fulfill roles to get jobs done, assess, both individually and as a group, their successes and failures to learn how to improve future coursework and projects.

XI. Technology

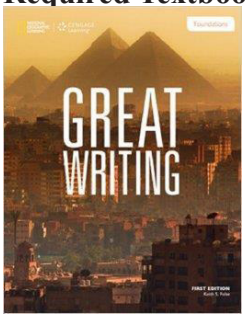
Information Technology skills are acquired as students use computers and devices, MS Office, email, Blackboard CMS and online learning applications to complete assignments. Students are assigned reading, writing and grammar activities to complete online.

XII. Special Projects / Activities

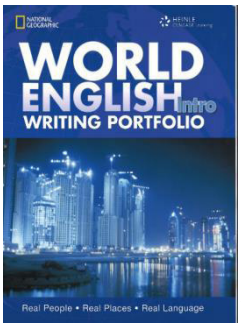
In addition to projects carried out in the Enhanced Learning course, students have opportunities throughout the year to participate in special activities such as Orientation, Preparatory Program bi-campus seminars on topics such as Global Awareness or Stress Management, contribute articles or illustrations to the Preparatory Program's magazine, contribute to Speaker's Corner or other weekly or ad hoc activities. Additional hours are devoted to special presentations designed by PMU's Counseling Services staff specifically for Preparatory Program students and instructors on issues related to health, stress, etc. Advanced students will benefit from workshops designed to introduce them to the PMU majors, the Core Curriculum and the PMU Core Competencies.

XIII. Textbooks

Required Textbooks:

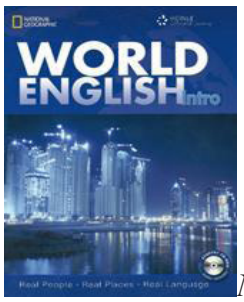


Great Writing Foundations, Folse, K. S. (2014). Boston, MA. National Geographic Learning.
ISBN: 978-1-285-75064-4



World English Intro Writing Portfolio, Hill, D. (2011) Boston, MA. Heinle Cengage National Geographic Learning.

ISBN: 978-1-1112-1170-7



National Geographic: World English Intro, Johannsen. K., (2011). Hampshire, United Kingdom. Heinle Cengage National Geographic Learning

ISBN: 978-1-111-21771-6

Other Required Items for Class:

- A4-sized notebook
- paper
- pencils with an eraser
- Pens
- Plastic folder for loose handouts
- Laptop computer with wireless capability, audio headset and MS Windows and Office in English
- English/English Learner Dictionary, English/Arabic - Arabic/English dictionary or online equivalents

Course Title: PRPW 0021: Beginner Writing Skills (Reading and Writing Skills)

Semester Credit Hours: 0

I. Course Overview

PRPW 0021 is a course for beginner EFL learners. It provides a foundation in English grammar with acquisition of present and past verb tenses in simple and progressive forms, as well as other beginning structures. Basic paragraph-writing skills are formed through an introduction to the writing process and the incorporation of organization, sentence structures and mechanics. In the reading component, students utilize comprehension strategies to improve understanding of basic reading passages and read daily to acquire the habit of reading. The beginner level will build on foundations of the high A1 CEFR-level skills and progress towards the mid-A2 level.

Classroom Hours (10 hours per week)

II. PMU Competencies and Learning Outcomes

Competencies

Understanding and producing written communication is the predominant competency developed by this course. Critical thinking is developed through reading and writing activities that require discriminating between main ideas and details, predicting, sequencing, making simple comparisons and drawing conclusions etc. Teamwork, leadership and problem-solving are emphasized in a large variety of group activities and projects in the classroom. Information technology skills are also developed as students use word-processing, email, smart device apps, Blackboard™ CMS, and the Internet to communicate and to complete assignments.

Learning Outcomes

Students continue to consolidate skills learned at the A1 level. By the end of the course they will have progressed to learning mid-A2 level skills to read straightforward factual texts on subjects related to his/her interests with a satisfactory level of comprehension. These topics include habits and routines, hobbies, holidays, work, shopping, leisure activities, transportation, and education. They can sustain reading focus for at least ten minutes of extensive reading with a satisfactory level of comprehension. They will be able to understand the gist in present, past, and future with visual support. They will have made progress towards writing straightforward connected texts on a range of familiar subjects within his/her interests, by linking a series of shorter discrete elements into a linear sequence. They can express probability, necessity, using modal verbs and possibility and conditions using zero and first conditional. They can understand and write about a past experience, telling a story, using time marker as well as express an action in the future.

III. Detailed Course Description

This course develops the skills of the beginner EFL learner to (1) read for comprehension and pleasure by developing reading skills, (2) acquire active and passive vocabulary, and (3) construct simple, compound, and complex sentences in paragraph form 120-150 words in length. At this level, students are introduced to the writing process as they learn pre-writing, drafting, revising, and peer-editing techniques. They begin serious work in the structure of the paragraph (about 10 sentences), with focus on the topic sentence and supporting details. Then the students learn the rhetorical patterns of descriptive writing. Mechanics continues to be a major component of the Writing Skills class with further training in spelling and paragraph form. Students are expected to apply new grammatical structures in their writing and to use word processing for their compositions. Follow-up practice takes place with the use of online resources.

Student-centered methods have been shown to be consistently superior to the traditional teacher-centered approach to instruction. This applies whether the assessed outcome is long-term internalization and retention, or depth of understanding of course material.

Also enhanced in the student-centered classroom are the acquisition of critical thinking or creative problem-solving skills, the formation of positive attitudes toward the subject being taught, and the level of confidence in knowledge or skills. Highly-qualified English instructors facilitate and guide student progress continuously, and are always on hand to offer one-on-one support.

The course includes:

- Daily coursework: short reading assignments, extensive reading, vocabulary assignments, and short writing/grammar assignments
- Class participation: regular attendance and active involvement in individual work, pair work, group work, and all-class activities
- Assessments: 24 reading, writing, and grammar assignments (8 each), reading comprehension skills, writing, and grammar quizzes (4 each, 12 total), 4 unit tests, peer and instructor edited and assessed writing assignments, with rubric-based feedback, a midterm exam, and a final exam.

IV. Requirements Fulfilled

This course is the Beginner Writing Skills (Reading and Writing) course (Level 1) in the Preparatory Program. Successful completion of beginner-level coursework is required for admission to the intermediate level (Level 2). (See Section VII Assessment for more information.)

V. Prerequisites

The prerequisites for this course are the completion of the pre-beginner (Level 0) coursework.

VI. Learning Outcomes

A. Can identify gist, main ideas, and specific details in reading passages on familiar topics

B. Can understand reading passages and write about most of the following: habits and routines, hobbies and pastimes, holidays, work and jobs, shopping, leisure activities, transportation and education

C. Can read and guess meaning of vocabulary in context

D. Can sustain reading focus for at least 10 continuous minutes in a self-chosen graded reader, read straightforward factual texts on subjects related to his/her interests with a satisfactory level of comprehension

E. Can understand and write present, past and future simple verb forms as well as present progressive

F. Can understand and use “going to”, present continuous, and “will” to express future time; can make predictions about the future

G. Can write simple, complex, and compound sentences in present and past tenses

H. Can write a series of simple phrases and sentences linked with simple connectors

I. Can write straightforward connected paragraphs on a range of familiar subjects within his/her interests, by linking a series of shorter discrete elements into a linear sequence (120-150 words)

J. Can understand and use basic transition words (first, second, finally, in conclusion)

VII. Assessment Strategy

Progress at the beginner level is best achieved by regular class attendance and good study habits. Learning is cumulative and ongoing through coursework, quizzes, tests and other assessments in reading, writing, and grammar, and a final exam. Students should aspire to perform, regularly and consistently, well above 70 %, preferably closer to 100 %. See the grading scale below. Every graded assessment that contributes to the weighted total must be available in Blackboard either as an in-Blackboard assignment or scanned and uploaded. If there is a grade in Blackboard contributing to the weighted total, the student's assessed work is viewable. Enhanced Learning projects and activities are marked complete / incomplete at the instructor's discretion according to project completion guidelines communicated to students and posted in Blackboard. Formal and informal assessment opportunities will include:

- **Assessments**: 24 reading, writing, and grammar assignments (8 each), reading comprehension skills, writing, and grammar quizzes (4 each, 12 total), 5 unit tests, a midterm, and a final exam; writing assignments are peer and instructor edited and assessed with rubric-based feedback
- **Coursework:** short reading assignments, vocabulary assignments, and short writing/ grammar assignments
- **Class participation**: regular attendance and active involvement in individual work, pair work, group work, and all-class communicative activities.

Term Grades: the end of semester final grade is derived from the average of the Writing and Communication course grades. The Writing Skills course grade is calculated as follows:

5 % Class Participation	linked to attendance
30 % Continuous Assessment	quizzes in listening, speaking, vocabulary (4 each, 12 total) and assignments in listening, speaking, vocabulary (8 each, 24 total)
10 % Tests	listening, speaking, vocabulary (4 unit tests)
20 % Midterm Examination	listening, speaking, vocabulary
25 % Final Examination	listening, speaking, vocabulary
10 % APTIS	

There is one prerequisite for taking the final exam:

Complete all Enhanced Learning projects.

Plagiarism and Cheating

Plagiarism is when a student deliberately presents another's work, data or information as his/her own without acknowledging the source.

Context

Plagiarism may take the following forms:

- Using the work of someone else
- Using the Internet as a source of information and inserting that information into a document that he/she has submitted as his/her own work without noting the source.

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At Prince Mohammad bin Fahd University (PMU), academic dishonesty is not tolerated.

PMU Attendance Policy

Students learn best when they attend class regularly.

Only the following excuses are accepted for student absences with appropriate documentation :

- death of an immediate family member
- prolonged hospitalization
- chronic illness
- serious traffic accidents

A record will be kept of each and every absence and tardy. (Three tardies make one absence). Students are held responsible for keeping an account of their absences and for attending classes. Students can be withdrawn from the course because of poor attendance. Instructors will monitor and inform students when they have reached the 5% and 10% absence mark. After a student reaches 15% absences, for whatever reason, he/she can be dropped from the program after meeting with the Chair or Associate Chair, thus affecting any scholarship he/she may be receiving.

Students who are 110 minutes late to class will receive a tardy. Three tardies equal a 1-hour absence. Students who are more than 10 minutes late are counted absent for one hour.

In certain circumstances, students may not make up missed quizzes and tests.

Grade Scale for PMU Preparatory Program Courses:

A	96–100 %
A	90–95 %
B+	86–89 %
B	80–85 %
C+	76–79 %
C	70–75 %
D+	66–69 %
D	60–65 %
F	0 - 59 %

VIII. Course Format

This course is interactive and student-centered. An underlying tenet of communication class instruction is: "Prepare at home and participate in class." Thus, students are expected to complete homework (grammar, and reading and writing assignments) in order to be prepared for communicative follow-up activities in class. Minimal time will be spent checking homework. Primarily, students will participate in a variety of structured activities in class that:

- require individual preparation (via homework)
- practice, combine, and consolidate skills
- engage various and multiple senses
- require the student to be active in his or her own learning.

The course meets 2 hours per day, 5 days per week, for a total of 10 hours per week.

IX. Topics to be Covered

In the Beginner EFL Writing course the desired competencies and learning outcomes (VI. Learning Outcomes, above) guide the content of the class. A wide variety of subject matter including the required textbooks and supplementary materials is used to provide content and context for structured reading and writing activities that develop the students' skills.

X. Laboratory

In addition to class work on laptops, students are regularly taken to the computer laboratories to familiarize them with the examinations' settings. While there they use online programs such as Pathways MyELT and others for reading, writing, and grammar practice. Further experimental work is done via unique Enhanced Learning projects. Student designed, organized, staffed and led, they give students the freedom to leave the traditional boundaries of the classroom, learn how to organize their time, think outside the box, pool talents, acquire knowledge of new apps or technology as needed, assign and fulfill roles to get jobs done, assess, both individually and as a group, their successes and failures to learn how to improve future coursework and projects.

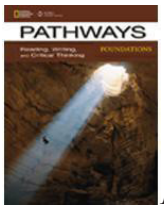
XI. Technology

Information Technology skills are acquired as students use MS Office, email, Blackboard CMS and online learning applications to complete assignments. Students are assigned reading, writing and grammar activities to complete online.

XII. Special Projects / Activities

In addition to projects carried out in the Enhanced Learning course, students have opportunities throughout the year to participate in special activities such as Orientation, Preparatory Program bi-campus seminars on topics such as Global Awareness or Stress Management, contribute articles or illustrations to the Preparatory Program's magazine, contribute to Speaker's Corner or other weekly or ad hoc activities. Additional hours are devoted to special presentations designed by PMU's Counseling Services staff specifically for Preparatory Program students and instructors on issues related to health, stress, etc. Advanced students will benefit from workshops designed to introduce them to the PMU majors, the Core Curriculum and the PMU Core Competencies.

XIII. Required Textbooks:



Pathways Foundation: Reading, Writing, and Critical Thinking (First edition), Blass, L. (2014). Boston, MA: Heinle

ISBN: 13: 978-1285450575

Great Writing 1: Great Sentences for Great Paragraphs (4th ed.) Folse, Keith S.; Muchmore-Vokoun, April; Solomon, Elena Vestri,

(2014). Boston, MA: Heinle

ISBN**:** 13: 978-1-285-75071-2

Other Required Items for Class:

- A4-sized notebook paper
- Pencils with an eraser
- Pens
- An extra folder for loose handouts
- Laptop computer with wireless capability, audio headset and MS Windows and Office in English
- English/English Learner Dictionary, English/Arabic - Arabic/English dictionary or online equivalents

Course Title: PRPW 0041: Intermediate Writing Skills (Reading and Writing)

Semester Credit Hours: 0

I. Course Overview

PRPW 0041 is an intermediate-level course for EFL learners. The course focuses on expanding students' reading comprehension, writing, and grammar proficiencies. In writing, having mastered basic and some complex sentences, the aim is the development of unified, coherently linked sentences, paragraphs, and elementary compositions. Topics in grammar are reviewed in context and more complex sentence structure is covered, with students expected to begin producing more sophisticated texts with greater facility and flexibility. In the reading component, it continues to prepare students to cultivate the habit of reading, to master essential reading skills, match appropriate skills to varied text types, and to decode new vocabulary in context. CEFR: mid A2 to high A2.

Classroom Hours (10 hours per week)

II. PMU Competencies and Learning Outcomes Competencies

Understanding and producing written communication is the predominant competency developed by this course. Critical thinking is developed through reading and writing activities that require discriminating between main ideas and details, predicting, making inferences, comparing and contrasting, determining causes and effects, and drawing conclusions etc. Information technology skills are also developed as students use word processing, email, smart device apps, Blackboard™ CMS, and the Internet to communicate and to complete assignments.

Learning Outcomes

In writing, the student will first produce and refine straightforward connected texts on a range of familiar subjects by linking a series of shorter discrete elements into a linear sequence. By the end of the course, the student will be able to write clear, detailed texts on a wider variety of subjects and show an ability to use different registers within them. In reading, the student will first read straightforward, factual texts on subjects related to his/her interests with a satisfactory level of comprehension. By the end of the course, he/she will be able to read with a greater degree of independence, adapting style and speed of reading to different texts and purposes and using appropriate reference sources selectively.

III. Detailed Course Description

This course aims to develop the intermediate EFL learner's: (1) reading for speed, pleasure and comprehension, (2) acquisition of more active and passive vocabulary, and, (3) in writing, production of more comprehensively connected texts, while gaining greater flexibility of expression within them.

Students will write and refine sentences to produce texts which describe, compare and express opinions, beginning at mid-A2 level and developing toward high A2. Paragraph outlining and unity receive attention later as longer works are produced. There is also a focus on coherence, as students learn to make logical connections between ideas using transitional devices. The culmination of the level is a series of texts linked together, incorporating topic sentences, supporting information and conclusions in both formal and informal texts (125 -175 words). In reading, the objective is to further develop students' independence, in terms of skills and vocabulary, whereby they can more fully expand and support their own learning. This emphasis, in both skill areas, will strongly determine the focus of instruction.

Student centered methods have been shown to be consistently superior to the traditional teacher centered approach to instruction. This applies whether the assessed outcome is long-term internalization and retention, or depth of understanding of course material.

Also enhanced in the student-centered classroom are the acquisition of critical thinking or creative problem-solving skills, the formation of positive attitudes toward the subject being taught, and the level of confidence in knowledge or skills. Highly qualified English instructors facilitate and guide student progress continuously and are on hand to offer individual support.

The course includes:

- Daily coursework: short reading assignments, extensive reading, vocabulary assignments, and short writing/grammar assignments
- Class participation: regular attendance and active involvement in individual work, pair work, group work, and all-class activities
- Assessments: reading quizzes, writing assignments, writing tests, and a final exam.

IV. Requirements Fulfilled

This is the Intermediate Writing Skills course (Level 2) in the PMU Preparatory Program. Successful completion of the intermediate-level coursework is required for admission to the advanced level.

V. Prerequisite

The prerequisite for this course is the successful completion of the beginner-level coursework, or a direct pass into the intermediate level through an internationally recognized external examination approved by PMU. (See Section VII Assessment for more information.)

VI. Learning Outcomes

A. Can read with a large degree of independence, for at least a 20-minute focused and continuous period, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively

B. Can make basic inferences from simple information in a short text

C. Can write a story with a simple linear sequence

D. Can write a basic paragraph containing a topic sentence and related details, if provided with a model

E. Can use an on-line learner's dictionary (and thesaurus) to find meaning, pronunciation, part of speech, related words, synonyms/antonyms, models of usage.

F. Can scan short texts to locate specific information

G. Can skim a short text to identify its main purpose.

H. Can identify key subject vocabulary in written descriptions

I. Can derive the probable meaning of simple unknown words from short, familiar contexts

J. Can generally understand straightforward factual texts on familiar topics.

K. Can prepare a simple outline to organize ideas and information

L. Can write about experiences, feelings and reactions in a simple connected text

M. Can use common connectors to tell a story or describe an event in writing.

VII. Assessment Strategy

Progress at the intermediate level is best achieved by regular class attendance and good study habits. Learning is cumulative and ongoing through coursework, quizzes, tests and other assessments in reading, writing, and grammar, and a final exam. Students should aspire to perform, regularly and consistently, well above 70 %, preferably closer to 100 %. See the grading scale below. Every graded assessment that contributes to the weighted total must be available in Blackboard either as an in-Blackboard assignment or scanned and uploaded. If there is a grade in Blackboard contributing to the weighted total, the student's assessed work is viewable. Enhanced Learning projects are marked complete / incomplete at the instructor's discretion according to project completion guidelines communicated to students and posted in Blackboard. Formal and informal assessment opportunities will include:

- **Assessments:** reading quizzes, writing assignments, writing tests, and a final exam.
- **Coursework:** short reading assignments, vocabulary assignments, and short writing/grammar assignments
- **Class participation**: regular attendance and active involvement in individual work, pair work, group work, and all-class communicative activities.

Term Grades: the end of semester final grade is derived from the average of the Writing and Communication course grades. The Writing course grade is calculated as follows:

5 %	**Attendance**	
5 %	**Participation**	
5 %	**Read Theory**	
15 %	**Standardized Quizzes**	reading
40 %	**Standardized Tests**	writing (including vocabulary and grammar)
20 %	**Midterm**	reading and writing (including vocabulary & grammar)
10 %	**Final (Aptis)**	

There is one prerequisite for taking the final exam:

Complete all Enhanced Learning projects.

Plagiarism and Cheating

Plagiarism is when a student deliberately presents another's work, data or information as his/her own without acknowledging the source.

Context

Student plagiarism may take the following forms:

- Using the work of someone else
- Using the Internet as a source of information and inserting that information into a document that he/she has submitted as his/her own work without noting the source.

If you have questions regarding plagiarism, discuss them with your instructor before turning in your work.

Cheating is deliberately attempting to gain marks or academic credit dishonestly. The definition also includes situations where a student helps another gain marks or academic credit dishonestly.

At Prince Mohammad bin Fahd University (PMU), academic dishonesty is not tolerated.

PMU Attendance Policy

Students learn best when they attend class regularly.

Only the following excuses are accepted for student absences with appropriate documentation:

- death of an immediate family member
- prolonged hospitalization
- chronic illness
- serious traffic accidents

A record will be kept of each and every absence and tardy. (Three tardies make one absence). Students are held responsible for keeping an account of their absences and for attending classes. Students can be withdrawn from the course because of poor attendance. Instructors will monitor and inform students when they have reached the 5% and 10% absence mark. After a student reaches 15% absences, for whatever reason, he/she can be dropped from the program after meeting with the Chair or Associate Chair, thus affecting any scholarship he/she may be receiving.

Students who are 110 minutes late to class will receive a tardy. Three tardies equal a 1-hour absence. Students who are more than 10 minutes late are counted absent for one hour.

In certain circumstances, students may not make up missed quizzes and tests.

Grade Scale for PMU Preparatory Program Courses:

A+	96–100 %
A	90–95 %
B+	86–89 %
B	80–85 %
C+	76–79 %
C	70–75 %
D+	66–69 %
D	60–65 %
F	0 - 59 %

VIII. Course Format

This course is interactive and student centered. An underlying tenet of communicative class instruction is: "Prepare at home and participate in class." Thus, students are expected to complete homework (grammar, and reading and writing assignments) in order to be prepared for follow-up activities in class. Minimal time will be spent checking homework. Primarily, students will participate in a variety of structured activities in class that:

- require individual preparation (via homework)
- practice, combine, and consolidate skills
- engage various and multiple senses
- require the student to be active in his or her own learning.

The course meets 2 hours per day, 5 days per week, for a total of 10 hours per week.

IX. Topics to be Covered

In the Intermediate Reading and Writing course the desired competencies and learning outcomes (VI. Learning Outcomes, above) guide the content of the class. A wide variety of subject matter is used, including the required textbooks and supplementary materials to provide content and context for structured reading and writing activities that develop the students' skills.

X. Laboratory

In addition to class work on laptops, students are regularly taken to the computer laboratories to familiarize them with the examinations' settings. While there they use online programs such as Pathways MyELT and others for reading, writing, and grammar practice. Further experimental work is done via unique Enhanced Learning projects. Student designed, organized, staffed and led, they give students the freedom to leave the traditional boundaries of the classroom, learn how to organize their time, think outside the box, pool talents, acquire knowledge of new apps or technology as needed, assign and fulfill roles to get jobs done, assess, both individually and as a group, their successes and failures to learn how to improve future coursework and projects.

XI. Technology

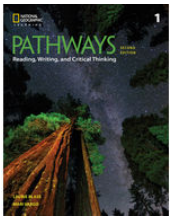
Information Technology skills are acquired as students use MS Office, email, Blackboard CMS and online learning applications to complete assignments. Students are assigned reading, writing and grammar activities to complete online.

XII. Special Projects / Activities

In addition to projects carried out in the Enhanced Learning course, students have opportunities throughout the year to participate in special activities such as Orientation, Preparatory Program bi-campus seminars on topics such as Global Awareness or Stress Management, contribute articles or illustrations to the Preparatory Program's magazine, contribute to Speaker's Corner or other weekly or ad hoc activities. Additional hours are devoted to special presentations designed by PMU's Counseling Services staff specifically for Preparatory Program students and instructors on issues related to health, stress, etc. Advanced students will benefit from workshops designed to introduce them to the PMU majors, the Core Curriculum and the PMU Core Competencies.

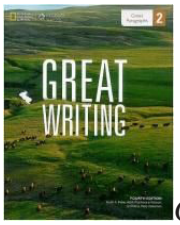
XIII. Textbooks

Required Textbooks:



Pathways 1 Reading, Writing, and Critical Thinking, Second edition, Vargo, M.; Blass, L. (2018). Boston, MA Cengage National Geographic Learning

ISBN: 13: 978133740776-2



Great Writing 2 (4th ed.), Folse, K.S.; MuchmoreVokoun, A.; Solomon, E.V. (2014), Boston, MA: Cengage National Geographic Learning

ISBN: 13: 978-1-285-75060-6

Other Required Items for Class:

- A4sized notebook paper
- Pencils with an eraser
- Pens
- An extra folder for loose handouts
- Laptop computer with wireless capability, audio headset and MS Windows and Office in English
- English/English Learner Dictionary, English/Arabic Arabic/English dictionary or online equivalents

Course Title: PRPW 0061: Advanced Writing Skills

Semester Credit Hours: 0

I. Course Overview

PRPW 0061 is an advanced-level course for EFL learners. This course exposes PMU students to an increasingly student centered, interactive EFL classroom environment and the expectations in that environment. It continues to develop and strengthen students' writing skills to include complex sentence patterns leading to well-organized and structured texts. In addition, students will continue to read daily, improve specific reading skills, acquire more passive and active vocabulary for communication, and expand awareness of complex grammar structures while advancing to internalization of those more familiar. By the end of the course students should attain a high B1.

Classroom Hours (10 hours per week)

II. PMU Competencies and Learning Outcomes

Competencies

Understanding and producing written communication is the predominant student competency developed by this course. Critical thinking is developed through reading and writing activities that require distinguishing between main ideas and details as well as fact and opinion, analyzing and expressing sequences of events, making evidence-based predictions and inferences, drawing conclusions, comparing and contrasting, understanding and expressing cause and effect, making a persuasive argument, recognizing bias, etc. Teamwork, leadership, conflict resolution and problem-solving are emphasized in a large variety of group projects in the classroom. Information technology skills are developed as students use word-processing, email, smart device apps, Blackboard ™ CMS, and the Internet to communicate and to complete assignments.

Learning Outcomes

Students systematically develop and practice independent reading skills related to his/her interests, adapting style and speed of reading to a range of longer texts and for different purposes while learning and using appropriate reference sources. At this level, students write more clearly and show an ability to use different registers within written texts.

By the end of the course, students will have progressed to learning high B1- level reading skills. They will have made considerable progress towards understanding and interpreting various forms of the written language. In writing they will have progressed from high A2/low B1 to high B1. Students will write clear and smooth flowing texts and multi-paragraph compositions in an appropriate and effective style with logical structure that helps the reader to find significant points.

III. Detailed Course Description

This course develops the skills of the advanced EFL learner to (1) read for comprehension by developing reading skills, (2) develop more advanced vocabulary, (3) use a variety of complex grammatical structures and (4) write an appropriate response to a given or chosen topic. In a student centered, interactive classroom, the learner refines advanced level competence in writing skills to form connected sentences within paragraphs of up to 150 words and to compose four paragraph opinion essays of up to 250 words. Practice takes place with the use of online resources.

Enhanced in the student-centered classroom are the acquisition of critical thinking or creative

problem-solving skills, the formation of positive attitudes toward the subject being taught, and the level of confidence in knowledge or skills. Highly qualified English instructors facilitate and guide student progress continuously and are on hand to offer one-on-one support.

The course includes:

- Daily coursework: short reading assignments, extensive reading, and short writing/grammar assignments
- Class participation: regular attendance and active involvement in individual work, pair work, group work, and all-class activities
- Assessments: reading quizzes, writing assignments, writing tests (timed-writing), a midterm exam, and a final exam; writing assignments and writing tests are peer and instructor edited and assessed with rubric-based feedback

IV. Requirements Fulfilled

Successful completion of the program is required for admission to the Core Program. (See Section VII Assessment for more information.)

V. Prerequisite

The prerequisite for this course is the successful completion of the Intermediate course; or a direct pass into the Advanced level through an internationally recognized external examination approved by PMU. (See Section VII Assessment for more information.)

VI. Learning Outcomes

A. can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions

B. can understand and interpret critically, a wide variety of forms of the written language, including maps, charts, and graphs

C. can guess the meaning of an unfamiliar word from context and morphological clues

D. can distinguish between different viewpoints in a simple academic text

E. can identify the main conclusions in a text that presents and contrasts arguments

F. can identify different types of supporting details in a simple academic text, in order to answer specific questions

G. can understand cause and effect relationships in a structured text

H. can recognize the general line of a written argument

I. can understand problem and solution relationships in a structured text (in unit 4 which we do not cover)

J. can make inferences or predictions about the content of articles from headings, titles

K. can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which allows the reader to find significant points

L. can use different registers within written texts

M. can demonstrate basic academic, formal, and informal writing skills, including transfer of formatting skills learned in Theories and Applications of Learning courses

N. can write paragraphs from 120 up to 150+ words as required

O. can connect ideas, sentences and paragraphs using transitional devices and linkers

P. can write grammatically correct sentences using subject/verb agreement, verb tenses, word order, punctuation, and spelling

Q. can write texts and four paragraph opinion essays (200 - 250+ words) on a variety of subjects related to his/her interests

R. can use an on-line learner's dictionary (and thesaurus) to find meaning, pronunciation, parts of speech, related words, synonyms/antonyms, models of usage

S. can apply a process approach to writing by creating and using outlines, planning time to meet due dates, writing initial and final drafts

T. can further develop writing and editing skills by participating in self and peer proofreading, editing and revision

U. can employ appropriate techniques such as using discourse to create coherence, to order paragraphs logically and to frame paragraphs around a single concept

(Grammar)

A. can use *used to* to express habitual actions in the past

B. can understand perfect tense

C. can make predictions using will and going to

D. can recognize simple passive voice

E. can employ adverbial phrases of time, place, & frequency

F. can understand adverbial phrases of degree, extent, probability

G. can distinguish between intensifiers too/enough

H. can make predictions using future tenses

I. can understand and use relative clauses

J. can understand and use some reported speech

K. can use summarizing discourse markers

VII. Assessment Strategy

Formal and informal assessment opportunities will include:

- **Assessments**: reading quizzes, writing assignments, writing tests (timed-writing), a midterm exam, and a final exam; writing assignments and writing tests are peer and instructor edited and assessed with rubric-based feedback
- **Coursework:** increasingly longer reading assignments (exercises), extensive reading, grammar focus, writing assignments varying from sentence work to essays
- **Class participation**: regular attendance and active involvement in individual work, pair work, group work, and all-class communicative activities.

Term Grades: the end of semester final grade is derived from the average of the Writing and Communication course grades. The Writing Skills course grade is calculated as follows:

5 % Attendance	
5 % Participation	
5 % Reading	minimum 5 per week, at least 70% correct
15 % Quizzes	reading
40 % Tests	writing (including vocabulary and grammar)

20 % Midterm reading and writing (including vocabulary and grammar)
10 % Final (Aptis)

There is one prerequisite for taking the final exam:

Complete all Enhanced Learning projects.

Plagiarism and Cheating

Plagiarism is when a student deliberately presents another's work, data or information as his/her own without acknowledging the source.

Per PMU policy, students may be awarded a "0" for any assignment that includes plagiarized work.

Context

Student plagiarism may take the following forms:

- Using the work of someone else
- Using the Internet as a source of information and inserting that information into a document that he/she has submitted as his/her own work without noting the source.

If you have questions regarding plagiarism, discuss them with your instructor before turning in your work.

Cheating is deliberately attempting to gain marks or academic credit dishonestly. The definition also includes situations where a student helps another gain marks or academic credit dishonestly.

At Prince Mohammad bin Fahd University (PMU), academic dishonesty is not tolerated.

PMU Attendance Policy

Students learn best when they attend class regularly.

Only the following excuses are accepted for student absences with appropriate documentation:

- death of a family member
- prolonged hospitalization
- chronic illness
- serious traffic accidents

Up to three days will be allowed in the case of the death of a family member.

A record will be kept of each and every absence and tardy. (Three tardies make one absence). Students are held responsible for keeping an account of their absences and for attending classes. Students can be withdrawn from the course because of poor attendance. Instructors will monitor and inform students when they have reached the 5% and 10% absence mark. After a student reaches 15% absences, for whatever reason, he/she can be dropped from the program after meeting with the Chair or Associate Chair, thus affecting any scholarship he/she may be receiving.

Students who are 110 minutes late to class will receive a tardy. Three tardies equal a 1-hour absence . Students who are more than 10 minutes late are counted absent for one hour.

In certain circumstances, students may not make up missed quizzes and tests.

Grade Scale for PMU Preparatory Program Courses:

A+	96–100 %
A	90–95 %
B+	86–89 %
B	80–85 %
C+	76–79 %
C	70–75 %
D+	66–69 %
D	60–65 %
F	0 - 59 %

VIII. Course Format

This course is interactive and student centered. An underlying tenet of communicative class instruction is: "Prepare at home and participate in class." Thus, students are expected to complete homework (grammar, reading and writing assignments) in order to be prepared for follow up activities in class. Minimal time will be spent checking homework. Primarily, students will participate in a variety of structured activities in class that:

- require individual preparation (via homework)
- practice, combine, and consolidate skills
- engage various and multiple senses
- require the student to be active in his or her own learning.

The course meets 2 hours per day, 5 days per week, for a total of 10 hours per week.

IX. Topics to be Covered

In the Advanced Reading and Writing course the desired competencies and learning outcomes (VI. Learning Outcomes, above) guide the content of the class. A wide variety of subject matter including the required textbooks and supplementary materials is used to provide content and context for structured reading and writing activities that develop the students' skills.

X. Laboratory

In addition to class work on laptops, students are regularly taken to the computer laboratories to familiarize them with the examination settings. They use online programs for reading, writing, and grammar practice. Student designed, organized, staffed and led, they give students the freedom to leave the traditional boundaries of the classroom, learn how to organize their time, think outside the box, pool talents, acquire knowledge of new apps or technology as needed, assign and fulfill roles to get jobs done, assess, both individually and as a group, their successes and failures to learn how to improve future coursework and projects.

XI. Technology

Information Technology skills are acquired as students use MS Office, email, Blackboard CMS and online learning applications to complete assignments. Students are assigned reading, writing and grammar activities to complete online.

XII. Special Projects / Activities

In addition to projects carried out in the Enhanced Learning course, students have opportunities throughout the year to participate in special activities such as Orientation, Preparatory Program bi-campus seminars on topics such as Global Awareness or Stress Management, contribute articles or illustrations to the Preparatory Program's magazine, contribute to Speaker's Corner or other weekly or ad hoc activities. Additional hours are devoted to special presentations designed by PMU's Counseling Services staff specifically for Preparatory Program students and instructors on issues related to health, stress, etc. Advanced students will benefit from workshops designed to introduce them to the PMU majors, the Core Curriculum and the PMU Core Competencies.

XIII. Textbooks

Required Textbooks:

*Pathways 2 Reading, Writing and Critical Thinking (*Second edition): Blass, L., Vargo, M., (2018) Boston, MA. Cengage National Geographic Learning

ISBN: 13: 978-1-337-40777-9

From Great Paragraphs to Great Essays (3rd ed.): Folse, K.S., Solomon, E.V. and Clabeaux, D. (2015) Boston, MA: Cengage National Geographic Learning

ISBN: 13: 978-1-285-75061-3

Other Required Items for Class:

- A4sized notebook paper
- Pencils with an eraser
- Pens
- An extra folder for loose handouts
- Laptop computer with wireless capability, audio headset and MS Windows and Office in English
- English/English Learner Dictionary, English/Arabic Arabic/English dictionary or online equivalents

C. MATHEMATICS SYLLABI

PRPM 0011	Introductory Algebra
PRPM 0012	Intermediate Algebra
PRPM 0022	Pre-Calculus

Course Title: PRPM 0011: Introductory Algebra

Semester Credit Hours: 0 (4, 1)

I. Course Overview

This course is an introduction to mathematical thinking in the context of the real number system and functional relationships. To assist in solving problems, the course incorporates the use of technology, specifically graphing calculators and Excel spreadsheets.

II. PMU Competencies and Learning Outcomes

The study of mathematics in the PMU Preparation Year Program is more than covering a list of concepts or skills. In keeping with this goal, Introductory Algebra is student-centered and promotes exploration into quantitative methods and how they are useful in life experiences. The course actively strives to build a community of learners with a commitment to understanding and intellectual growth. This community occurs through teamwork, focusing on the day-to-day challenges of reading, writing, conversation, and problem solving. Key to the format is the concept known as social construction of knowledge. The course also places emphasis on using the graphing calculator and Excel spreadsheets. The course, therefore, addresses critical thinking and problem solving, communication, leadership, team building, and technological competence.

III. Detailed Course Description

Introductory Algebra is taught in English to advance students' abilities to think mathematically in the English language. The course topics include: mathematical structure, variables and relationships; the whole number, integer, rational number, and real number systems; functional relationships; and linear and quadratic functions. Among the mathematical skills the students will develop are the ability to view interrelated principles of mathematics, reason mathematically, communicate mathematically, and synthesize mathematical ideas and problem solving approaches.

IV. Requirements Fulfilled

This course is required of all PMU students entering the Preparation Year Program.

V. Required Prerequisites

This course requires satisfactory completion of high school algebra.

VI. Learning Outcomes

A. To view mathematics as a system of interrelated principles.

B. To reason mathematically.

C. To communicate mathematics accurately, verbally, in writing, and in the use of various representations.

D. To use a variety of tools, physical models, and appropriate technology to demonstrate an understanding of concepts and relationships and their applications in the world in which we live.

E. To think critically as they analyze problems.

F. To reflect on what they know, and how they know it.

G. To make conjectures, present arguments to support or explain conjectures.

H. To develop the habit of looking for counter-examples.

I. To synthesize the key mathematical ideas and problem-solving approaches by applying them

to diverse problems and by exploring the interconnections between them using appropriate technologies.

VII. Assessment Strategy

A. Assessment

Assessment in the mathematics courses will focus on two factors: assessment of mathematical competencies, and assessment of the PMU core competencies. These will closely follow the techniques established in the text for the course, *Mathematical Investigations*. Assessment methods, as established by this text, include the following activities:

- Investigations – A series of inquiry exercises that discover mathematical concepts and develop answers to questions through class activities are the cornerstone of the course. Students will work in teams to complete Investigations given in the text. Attendance during the Investigations and completion of the Investigations are critical for success.
- Explorations – Each section of the text ends with a set of Explorations. Each Exploration begins with a request that the student builds and maintains a glossary of key words and phrases. Completion of the glossary is critical since understanding mathematical vocabulary plays a key role in developing mathematical power. Completion of all Explorations will be expected.
- Concept Maps – Concept Maps are visual methods of displaying knowledge of a given concept. Critical components of a Concept Map include a central concept, a set of related concepts, and links between concepts demonstrating relationships.
- Reflections – Reflections require students to reflect on what they have learned in the given section and preceding sections. Most require the student to write a paragraph or two discussing an important mathematical idea.
- Unit Problem Sets – There will be three cumulative problem sets. They will be distributed during the fifth, ninth, and fifteenth weeks of the semester.
- Journals – At the beginning of each week, students will submit a journal entry that requires analysis the concepts they learned the previous week.
- Final Exam – Students will sit for a comprehensive test designed to measure the mathematical skills covered in the course.
- Portfolio – Students will be required to keep a notebook (typically, a three-ring binder) containing all their work for the semester, with the exception of the Investigations and glossary, which will be completed on pages provided in the text. The binder will include completed Explorations, Concept Maps, Reflections, Journals, Unit Problem Sets, and in-class assessments. These documents, along with the completed Investigations and the glossary, will be the primary evidence for the student's grade.

B. Grading

Semester grades will be determined by a combination of final exam and the instructor's assessment of student performance on the activities noted above. During class periods, the instructor will make observational assessments designed to assess performance and assist students in achieving goals or improving their work. On written work, the instructor will note the quality of the work and areas needing improvement. These will become part of the student's course Portfolio.

VIII. Course Format

Class time will include the following activities:

- Investigations: student-centered activities from the text designed to promote active involvement with the course material. These activities will usually occur in small groups.
- Whole class discussion: instructor- or student-led discussion of course concepts or problems.
- In-class assessments: individual and group problem sessions designed to assess student understanding of material.
- Laboratory sessions will provide students time to complete the group and individual assignments that have not been completed in class, or those assigned as out-of-class exercises. The instructor will supervise these sessions.

Classroom Hours (5 hours per week) **Class:** 4 hours
Lab: 1 hour

IX. Topics to be Covered

A. What Is Mathematics? Introducing Structure, Variables, and Relationships
   1. Learning mathematics
   2. Thinking mathematically
   3. Using variables to generalize
   4. Expanding the notion of variable
   5. Making connections: What does it mean to do mathematics?

B. Whole Numbers: Introducing a Mathematical System
   1. Whole number domains
   2. Order of operations with whole numbers
   3. Algebraic extensions of order of operations to polynomials
   4. Properties that change the order of operations
   5. Making connections: What does it mean to generalize?

C. Functional Relationships
   1. Investigating relationships numerically
   2. Function: Algebraic representation
   3. Function: Geometric representation
   4. Triangular numbers
   5. Making Connections: What is a function?

D. Integers
   1. Integers and the algebraic extension
   2. Operation on integers
   3. The absolute value function
   4. Graphing with integers
   5. Using a graphing utility
   6. Functions over the integers
   7. Making connections: How do integers explain the mathematics?

E. Rational Numbers: Further Expansion of a Mathematical System
   1. Rates of change
   2. Rational numbers, rational expressions, and proportional reasoning
   3. Investigating rational number operations
   4. Reciprocal functions and variation
   5. Integer exponents and exponent properties
   6. Making connections: Is there anything rational about functions?

F. Real Numbers: Completing a Mathematical System
   1. Real numbers and the algebraic extension
   2. The square root function
   3. Classes of basic functions
   4. Linear functions
   5. Quadratic functions
   6. Making connections: Is there really a completion to the number system?

G. Answering Questions With Linear and Quadratic Functions
   1. Linear equations and inequalities in one variable
   2. Systems of equations
   3. Factoring quadratic functions with integer zeros
   4. Factoring quadratic functions with rational zeros
   5. Making connections: Linking multiple representations of functions

X. Laboratory Exercises

Laboratory sessions will provide students time to complete the group and individual assignments that have not been completed in class, or those assigned as out-of-class exercises. These sessions will require no special laboratory equipment or facilities and may be completed on the students' laptop computers. The instructor will supervise these sessions:

- Explorations
- Concept maps
- Reflections
- Unit problem sets
- Journals

XI. Technology Component

Students use graphing calculators regularly in conjunction with the text. The graphing calculator is a function machine that has the capability of displaying both input and output on the screen simultaneously so that students can obtain immediate feedback, discover patterns, and identify their previously learned misconceptions. Students will also have access to Microsoft Excel on their laptop computers that can be used in some of the investigations and explorations to achieve similar goals.

XII. Special Projects/Activities

There are no special projects required for this course.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

Miller/O'Neill/Hyde: *Beginning and Intermediate Algebra*, 5th Ed. (McGraw-Hill)

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. *Graphing Calculator Manual for Mathematical Investigations*
   NOTE: This supplement contains reference manuals for TI-82, TI-83, and TI-83 Plus graphing calculators, as well as an index of procedures for each model.
2. *Student's Solutions Manual for Mathematical Investigations* (Optional)
3. *Instructor's Solutions Manual and Resource Guide for Mathematical Investigations*.
   NOTE: This supplement contains fully worked-out solutions to all explorations and review exercises in the text. It also contains sample group and individual skills exams, extensive resources for alternative assessment, teaching notes for each chapter, sample syllabi, classroom-management tips for teaching in a collaborative setting, and black-line masters.

D. Supplemental Online Materials

As provided by the publisher

E. Other

1. TI-83, or TI-83 Plus graphing calculator
2. Microsoft Office software which includes EXCEL
3. Laptop computer

Course Title: PRPM 0012: Intermediate Algebra

Semester Credit Hours: 0 (4,1)

I. Course Overview

A continuation of PRPM 0011, this course focuses on mathematical thinking and data analysis applied to linear, quadratic, rational, logarithmic, and exponential functions. The course incorporates the use of technology to help solve problems, specifically through the use of graphing calculators and Excel spreadsheets.

II. PMU Competencies and Learning Outcomes

Like its predecessor, Introductory Algebra, this course does more than cover a list of concepts or skills. Intermediate Algebra is student-centered and promotes exploration into quantitative methods and how they are useful in life experiences. The course will actively strive to build a community of learners through teamwork and a focus on the day-to-day challenges of reading, writing, conversation, and problem solving. Key to the format is the concept known as social construction of knowledge. The course also emphasizes use of the graphing calculator and Excel spreadsheets. The course therefore addresses critical thinking and problem solving, communication, leadership, team building, and technological competence.

III. Detailed Course Description

Intermediate Algebra is taught in English to advance students' abilities to think mathematically in the English language. The course topics include: working with data, rates of change, creating models, comparing different mathematical models, polynomial functions, non-polynomial functions, and transcendental models. Among the mathematical skills the students will develop are the ability to view interrelated principles of mathematics, reason mathematically, communicate mathematically, and synthesize mathematical ideas and problem solving approaches.

IV. Requirements Fulfilled

This course is required of PMU students intending to major in interior design (College of Engineering) or one of the programs offered by the College of Business Administration.

V. Required Prerequisites

PRPM 0011: Introductory Algebra.

VI. Learning Outcomes

A. To view mathematics as a system of interrelated principles.

B. To reason mathematically.

C. To communicate mathematics accurately, verbally, in writing, and in the use of various representations.

D. To use a variety of tools, physical models, and appropriate technology to demonstrate an understanding of concepts and relationships and their applications in the world in which we live.

E. To think critically as they analyze problems.

F. To reflect on what they know, and how they know it.

G. To make conjectures, present arguments to support or explain conjectures.

H. To develop the habit of looking for counter-examples.

I. To synthesize the key mathematical ideas and problem-solving approaches by applying them to diverse problems and by exploring the interconnections between them using appropriate technologies.

VII. Assessment Strategy

A. Assessment

Assessment in the mathematics courses will focus on two factors: assessment of mathematical competencies, and assessment of the PMU core competencies. These will closely follow the techniques established in the text for the course, *Applying Algebraic Thinking to Data.* Assessment methods, as established by this text, include the following activities:

- Investigations – A series of inquiry exercises that discover mathematical concepts and develop answers to questions through class activities are the cornerstone of the course. Students will work in teams to complete Investigations given in the text. Attendance during the Investigations and completion of the Investigations are critical for success.
- Explorations – Each section of the text ends with a set of Explorations. Each Exploration begins with a request that the student builds and maintains a glossary of key words and phrases. Completion of the glossary is critical since understanding mathematical vocabulary plays a key role in developing mathematical power. Completion of all Explorations will be expected.
- Concept Maps – Concept Maps are visual methods of displaying knowledge of a given concept. Critical components of a Concept Map include a central concept, a set of related concepts, and links between concepts demonstrating relationships.
- Reflections – Reflections require students to reflect on what they have learned in the given section and preceding sections. Most require the student to write a paragraph or two discussing an important mathematical idea.
- Unit Problem Sets – There will be three cumulative problem sets. They will be distributed during the fifth, ninth, and fifteenth weeks of the semester.
- Journals – At the beginning of each week, students will submit a journal entry that requires analysis the concepts they learned the previous week.
- Final Exam – Students will sit for a comprehensive test designed to measure the mathematical skills covered in the course.
- Portfolio – Students will be required to keep a notebook (typically, a three-ring binder)

containing all their work for the semester, with the exception of the Investigations and glossary, which will be completed on pages provided in the text. The binder will include completed Explorations, Concept Maps, Reflections, Journals, Unit Problem Sets, and in-class assessments. These documents, along with the completed Investigations and the glossary, will be the primary evidence for the student's grade.

B. Grading

Semester grades will be determined by a combination of final exam and the instructor's assessment of student performance on the activities noted above. During class periods, the instructor will make observational assessments designed to assess performance and assist students in achieving goals or improving their work. On written work, the instructor will note the quality of the work and areas needing improvement. These will become part of the student's course Portfolio.

VIII. Course Format

Class time will include the following activities:

- Investigations: student-centered activities from the text designed to promote active involvement with the course material. These activities will usually occur in small groups.
- Whole class discussion: instructor- or student-led discussion of course concepts or problems.
- In-class assessments: individual and group problem sessions designed to assess student understanding of material.
- Laboratory sessions will provide students time to complete the group and individual assignments that have not been completed in class, or those assigned as out-of-class exercises. The instructor will supervise these sessions.

Classroom Hours (5 hours per week) **Class:** 4 hours
Lab: 1 hour

IX. Topics to be Covered

A. Working with Data
1. Distributions of data
2. Relations, functions, and measures of central tendency
3. Representations of functions
4. Function notation
5. Working with data: Review

B. Constant and Accelerated Change
1. Rates of change
2. Number sequences
3. Generalizing sequences
4. Domain and range: Crucial considerations
5. Constant and accelerated change: Review

C. Expressing Situations Involving Change Algebraically
1. Linear models for change
2. Exponential models for change
3. Building quadratic models
4. Liner, exponential, and quadratic models for change
5. Expressing situations involving change algebraically: Review

D. Data: Creating Models and Answering Questions
1. Exploring the meaning of mathematical actions
2. What does it mean to solve?
3. Models and their representations

4. Applying linear models to data
5. Applying exponential models to data
6. Applying polynomial models to data
7. Data: Creating models and answering questions: Review

E. Considering Several Models Simultaneously
1. Comparing models: An introduction to systems of equations
2. More manipulations of systems of equations
3. Organizing information to create systems
4. Coded messages and the algebra of matrices
5. Matrices and linear systems: An auspicious partnership
6. Considering several models simultaneously: Review

F. Manipulating Quadratic Models
1. Key features: Intercepts, zeros, and factors
2. Graphical analysis of quadratic models
3. Finding foots
4. The reality of complex numbers
5. General solution procedures for quadratic equations
6. Manipulating quadratic models: Review

G. Non-Polynomial Algebraic Functions
1. Rational functions
2. Using operations to investigate rational functions
3. Roots extended
4. Rational exponents
5. Distance formula and radical equations
6. Non-polynomial algebraic functions: Review

H. Transcendental models
1. Inverse relationships
2. Exponential models revisited
3. Logarithmic function introduction
4. Logarithmic models
5. Transcendental models: Review

X. Laboratory Exercises

Laboratory sessions will provide students time to complete the group and individual assignments that have not been completed in class, or those assigned as out-of-class exercises. These sessions will require no special laboratory equipment or facilities and may be completed on the students' laptop computers. The instructor will supervise these sessions:

- Explorations
- Concept maps
- Reflections
- Unit problem sets
- Journals

XI. Technology Component

Students use graphing calculators regularly in conjunction with the text. The graphing calculator is a function machine that has the capability of displaying both input and output on the screen simultaneously so that students can obtain immediate feedback, discover patterns, and identify their previously learned misconceptions. Students will also have access to Microsoft Excel on their laptop computers that can be used in some of the investigations and explorations to achieve similar goals.

XII. Special Projects/Activities

There are no special projects required for this course.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

Miller/O'Neill/Hyde: *Beginning and Intermediate Algebra*, 5th Ed. (McGraw-Hill)

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. *Graphing Calculator Manual for Applying Algebraic Thinking to Data*
2. *Student's Solutions Manual for Applying Algebraic Thinking to Data* (Optional)

D. Supplemental Online Materials

As provided by the publisher

E. Other

1. TI-83, or TI-83 Plus graphing calculator
2. Microsoft Office software which includes EXCEL
3. Laptop computer

Course Title: PRPM 0022: Pre-Calculus

Semester Credit Hours: 0 (5, 1)

I. Course Overview

This course provides an overview of pre-calculus mathematics with an emphasis on elementary functions and their applications. The course incorporates the use of technology to help solve problems, specifically through the use of graphing calculators and Excel spreadsheets.

II. PMU Competencies and Learning Outcomes

Pre-calculus is a student-centered approach to mathematics that is more than a list of rote concepts or skills. It promotes exploration into quantitative methods and how they are useful in life experiences. Using teamwork, a focus on the day-to-day challenges of reading, writing, conversation, and problem solving, the course will strive to build a community of learners with a commitment to understanding and intellectual growth. Key to the format is concept known as social construction of knowledge. The course emphasizes the use of the graphing calculator and Excel spreadsheets. The course therefore addresses critical thinking and problem solving, communication, leadership, team building, and technological competence.

III. Detailed Course Description

Pre-calculus is taught in English to advance students' abilities to think mathematically in the English language. The course topics include: introduction to functions, linear and exponential models, transformations of functions, exponential and logarithmic functions, polynomial and rational functions, periodic functions, triangle trigonometry, and parametric equations. Among the mathematical skills the students will develop are the ability to view interrelated principles of mathematics, reason mathematically, communicate mathematically, and synthesize mathematical ideas and problem solving approaches.

IV. Requirements Fulfilled

This course is required of PMU students intending to pursue majors in the College of Engineering (other than interior design) and the College of Information Technology.

V. Required Prerequisites

PRPM 0011: Introductory Algebra.

VI. Learning Outcomes

A. To view mathematics as a system of interrelated principles.

B. To reason mathematically.

C. To communicate mathematics accurately, verbally, in writing, and in the use of various representations.

D. To use a variety of tools, physical models, and appropriate technology to demonstrate an understanding of concepts and relationships and their applications in the world in which we live.

E. To think critically as they analyze problems.

F. To reflect on what they know, and how they know it.

G. To make conjectures, present arguments to support or explain conjectures.

H. To develop the habit of looking for counter-examples.

I. To synthesize the key mathematical ideas and problem-solving approaches by applying them to diverse problems and by exploring the interconnections between them using appropriate technologies.

VII. Assessment Strategy

A. Assessment

Assessment in the mathematics courses will focus on two factors: assessment of mathematical competencies, and assessment of the PMU core competencies. These will closely follow the techniques that the student learned in PRPM 0011 using the text *Mathematical Investigations.* Assessment methods, as established by this text, include the following activities:

- Investigations – A series of inquiry exercises that discover mathematical concepts and develop answers to questions through class activities are the cornerstone of the course. Students will work in teams to complete Investigations given in the text. Attendance during the Investigations and completion of the Investigations are critical for success.
- Explorations – Each section of the text ends with a set of Explorations. Each Exploration begins with a request that the student builds and maintains a glossary of key words and phrases. Completion of the glossary is critical since understanding mathematical vocabulary plays a key role in developing mathematical power. Completion of all Explorations will be expected.
- Concept Maps – Concept Maps are visual methods of displaying knowledge of a given concept. Critical components of a Concept Map include a central concept, a set of related concepts, and links between concepts demonstrating relationships.
- Reflections – Reflections require students to reflect on what they have learned in the given section and preceding sections. Most require the student to write a paragraph or two discussing an important mathematical idea.
- Unit Problem Sets – There will be three cumulative problem sets. They will be distributed during the fifth, ninth, and fifteenth weeks of the semester.
- Journals – At the beginning of each week, students will submit a journal entry that requires analysis the concepts they learned the previous week.
- Final Exam – Students will sit for a comprehensive test designed to measure the mathematical skills covered in the course.
- Portfolio – Students will be required to keep a notebook (typically, a three-ring binder)

containing all their work for the semester, with the exception of the Investigations and glossary, which will be completed on pages provided in the text. The binder will include completed Explorations, Concept Maps, Reflections, Journals, Unit Problem Sets, and in-class assessments. These documents, along with the completed Investigations and the glossary, will be the primary evidence for the student's grade.

B. Grading

Semester grades will be determined by a combination of final exam and the instructor's assessment of student performance on the activities noted above. During class periods, the instructor will make observational assessments designed to assess performance and assist students in achieving goals or improving their work. On written work, the instructor will note the quality of the work and areas needing improvement. These will become part of the student's course Portfolio.

VIII. Course Format

Class time will include the following activities:

- Introductory Activities: student-centered activities from the text designed to promote active involvement with the course material. These activities will usually occur in small groups.
- Whole class discussion: instructor- or student-led discussion of course concepts or problems.
- In-class assessments: individual and group problem sessions designed to assess student understanding of material.
- Laboratory sessions will provide students time to complete the group and individual assignments that have not been completed in class, or those assigned as out-of-class exercises. The instructor will supervise these sessions.

Classroom Hours (6 hours per week) **Class:** 5 hours
Lab: 1 hour

IX. Topics to be Covered

A. Introducing Functions
   1. Defining functions
   2. Using functions to model the real world
   3. Watching function values change

B. Linear aqnd Exponential Models
   1. Introducing linear models
   2. Introducing exponential models
   3. Linear model upgrades

C. Transforming Functions
   1. Transformations
   2. Sequential relationships
   3. Inverse relationships

D. Exponential and Logarithmic Functions
   1. Exponential functions
   2. The natural exponential function
   3. Logarithmic functions
   4. Logarithmic transformations
   5. Logistic growth

E. Polynomial and Rational Functions
   1. Quadratic functions and models
   2. Polynomial functions and models

3. Rational functions and models

F. Periodic Functions
   1. The sine and cosine functions
   2. Circular functions and their graphs
   3. Sinusoidal models
   4. Inverse circular (trigonometric) functions

G. Triangle Trigonometry
   1. Right triangles and trigonometric functions
   2. The trigonometry of non-right triangles
   3. Angles, arc lengths, and radians

H. Multiple Inputs/Multiple Outputs
   1. Functions with more than one input variable
   2. Parametric equations – motion along a line
   3. Parametric equations – motion along a curve

X. Laboratory Exercises

Laboratory sessions will provide students time to complete the group and individual assignments that have not been completed in class, or those assigned as out-of-class exercises. These sessions will require no special laboratory equipment or facilities and may be completed on the students' laptop computers. The instructor will supervise these sessions:

- Chapter exercises
- Projects and explorations
- Journals
- Labs

XI. Technology Component

Students use graphing calculators regularly in conjunction with the text. The graphing calculator is a function machine that has the capability of displaying both input and output on the screen simultaneously so that students can obtain immediate feedback, discover patterns, and identify their previously learned misconceptions. Students will also have access to Excel on their laptop computers that can be used in some of the investigations and explorations to achieve similar goals.

XII. Special Projects/Activities

There are no special projects required for this course.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

Miller, Julie, and Donna Gerken, *Precalculus*, McGraw-Hill Education; 1st edition, 2016.

ISBN 0078035600

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. *Student Solutions Manual for Precalculus Concepts in Context* (Optional)

2. *Precalculus Concepts in Context: Instructor's Resource Manual with Solutions*
   NOTE: The manual contains valuable tips for using the text, including suggestions for conducting a lab period, promoting group work, making effective use of the write-in features, and fostering good writing in lab reports. It contains sample syllabi for courses of various lengths. It gives detailed section-by-section commentary, presenting the rationale for each section and concrete ways of communicating the ideas to students. A key feature of the manual is several pages of specific suggestions for evaluating lab reports for each of the 14 labs. It also contains a map that illustrates the sections to which each problem in the end-of-chapter problem sets corresponds. Most importantly, it provides worked out solutions to all of the problems in the text.
3. *Graphing Calculator Manual for Precalculus Concepts in Context*
   NOTE: The manual provides instructions for the TI-83 Plus, 85/86, 89, 92 Plus and Voyage 200. Each section begins with a tutorial on the basics of each calculator, such as navigating the keyboard, basic calculations, graphing, and troubleshooting, followed by text-specific instructions of the concepts covered in each chapter.
4. *Test Bank*
   NOTE: The Test Bank includes four tests per chapter as well as two final exams. The tests are made up of a combination of multiple-choice, free-response, true/false, and fill-in-the-blank questions.
5. *Brooks/Cole Assessment (BCA) Instructor Version*
   BCA Tutorial Student Version
   NOTE: The instructor version includes BCA Testing and BCA Tutorial. BCA Testing is an Internet-ready, text-specific testing suite that allows instructors to customize exams and track student progress in a browser-based format. BCA Tutorial is a text-specific, interactive tutorial software program delivered via the Web and is offered in both student and instructor versions.

D. Supplemental Online Materials

As provided by the publisher

E. Other

1. TI-83 Plus, 85/86, 89, 92 Plus or Voyage 200 graphing calculator
2. Microsoft Office software which includes EXCEL
3. Laptop computer

D. STUDY SKILLS AND LEARNING STRATEGIES SYLLABI

PRPL 0011 Theories and Applications of Learning I
PRPL 0012 Theories and Applications of Learning II

Course Title: PRPL 0011: Theories and Applications of Learning I

Semester Credit Hours: 0

Course Title: PRPL 0011: Theories and Applications of Learning I

Semester Credit Hours: 0

Classroom Hours: 2 hours per week
Online Hours: 1 hour per week

I. Course Overview

This course aims to increase the opportunity for success for Intermediate Level students by teaching proven academic learning strategies requiring in-depth analysis and consistent application, resulting in academic success and preparation for professional careers. These skills and strategies include motivation and goal setting, learning styles, time management, self-assessment, academic reading, note-taking, test taking, memory techniques, communication and teamwork, and the use of technology (Microsoft software applications) for class and home assignments. The successful student will master a repertoire of skills that will provide great benefit to his/her professional careers, and enable him/her to become an effective lifelong learner.

II. PMU Competencies and Learning Outcomes

The PMU Competencies of interpersonal communication, teamwork, critical thinking and problem solving, and technological competencies are all actively developed in this course. Professional competencies are constructed as students think critically about skills essential to both academic and professional success such as planning and time management.

The overarching desired outcome of the course is for students to acquire and internalize the habits of able learners and become aware of and have opportunities to practice proven learning strategies and techniques which will serve them in their years of university courses and beyond. In order to achieve academic success, in addition to learning effective learning strategies, students will practice the empowering skill of autonomous learning. They will develop their creativity by working on presentations with other students and acquire new instructor, self, and peer-taught techniques. Students will become more confident users of word-processing, e-mail, presentation tools, and the Internet, all in the English language, to complete assignments. Upon completion of the course the student should be better prepared to be an effective communicator who recognizes the importance of planning and critical thinking in different oral and written communication situations.

III. Detailed Course Description

The objective of this course is to provide students with practice in skills which are essential for effective study and academic success.

Students learn how organization, goal setting, and motivation assist with identifying values, priorities, and goal achievement. Students learn how to maximize time, think reflectively and independently, and identify learning strategies in order to implement effective study methods. Students learn to identify key information from lectures, practice a variety of note-taking styles, build reading strategies to build retention, predict exam content, and understand a variety a test-taking skills. Students learn the value of communication and teamwork through in-class dialogue among peers, instructors, and within teams. Students learn and practice basic vocabulary and functions of

Microsoft Word and PowerPoint for class assignments and projects.

IV. Requirements Fulfilled

This course is required for all students who enter in the PMU Preparation Year Program at the Pre-Beginner, Beginner, and Intermediate levels.

V. Prerequisites

Students must have achieved Overall CEFR B1, either by obtaining B1 at the end of the Beginner Level or in placement tests at the beginning of the Preparation Year Program.

VI. Learning Outcomes

Upon completion of the course, the students will:

CLO1. Develop a system of organizing resources, notes, and work space which suits ones values, priorities, and personality.
CLO2. Analyze basic concepts related to motivation in university life and scholastic progress resulting in setting goals which lead to academic success.
CLO3. Design a plan to schedule study time for maximum efficiency, overcome procrastination, and prioritize coursework.
CLO4. Measure the ability to practice reflective and independent thinking by questioning received information and identify inconsistencies and errors in reasoning in order to support one's own values and beliefs.
CLO5. Differentiate varied learning strategies while identifying preferred styles to implement effective study methods.
CLO6. Write key information from lectures in order to note what is essential while learning how to make comprehensive notes and practice a variety of note-taking styles.
CLO7. Evaluate textbook strategies for reading and learning comprehension. Focus is on the SQ3R method of processing and increasing retention of written materials.
CLO8. Interpret the importance of learning outcomes in order to predict exam content. Learn basic tips and strategies for taking tests of varying styles, such as multiple-choice, true-false, short answers, and essays.
CLO9. Evaluate strategies to enhance dialogue in diverse settings among peers, instructors, and within teams.
CLO10. Operate basic functions of Microsoft Word and PowerPoint for class assignments and projects.

VII. Assessment Strategy

Each component of the course is weighted as follows:

Organization	20%
Technology Skills	20%
Learning Skills	30%
Mid-term Exam	10%
Final Exam	20%
TOTAL	**100%**

- The *organizational* score will come from the Blackboard and Live Binder portfolio setup, in addition to properly submitted assignments in respective folders and advisor meetings.
- The *technology* score will derive from MS Word (i.e. touch typing & accuracy; speed typing), and MS PowerPoint assignments, activities and assessment.
- The *learning skills* score will come from weekly in-class assignments, SMART goal setting, evaluating an argument, note-taking, and team presentation activities.
- The *exam* scores are based on the results from mid-term and final-term assessment exams that consist of both theories and applications.

Plagiarism and Cheating

Plagiarism is when a student deliberately presents another's work, data or information as his/her own without acknowledging the source.

Context

Student plagiarism may take the following forms:

- Using the work of someone else
- Using the Internet as a source of information, data and pictures and inserting the material into a document without noting the source and submitting it as the student's own work.

If you have questions regarding plagiarism, discuss them with your instructor before turning in your work.

Cheating is a deliberate attempt to gain marks or academic credit in a dishonest way. The definition also includes situations where a student helps another gain marks or academic credit dishonestly.

At Prince Mohammad University (PMU) academic dishonesty is not tolerated. If a student plagiarizes or cheats he/she will receive an 'F' grade for that assessment.

VIII. Course Format

The course will consist of short lectures, class discussion, individual and group work assignments, both in and outside of class.

IX. Topics to be Covered

The named content below will correspond to the topics covered in the course textbook, such as:

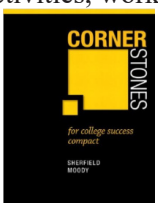
a. Organization (Assessment & Study Materials)
b. Motivation and Goal Setting
c. Time Management
d. Critical & creative thinking skills
e. Learning Styles and Strategies
f. Capturing Information – Listening Skills & Note-Taking
g. Reading Strategies & Comprehension
h. Memory, Studying & Test-Taking
i. Communication Skills and Teamwork (Oral & Written)
j. MS Word and PowerPoint

X. Technology Component

Information Technology skills are applied and practiced as students use word processing, e-mail, presentation tools, and the Internet to complete class/home assignments. Students are assigned reading, vocabulary, listening, and speaking activities to synthesize and apply newly acquired learning skills.

XI. Course Material

Blackboard Basic Portfolio will be used by students on their personal computers during class in conjunction with activities, worksheets, and assessments completed with the instructor during class hours.



A. Required Textbook
Robert M. Sherfield & Patricia G. Moody. (2012). *Cornerstones for College Success Compact*. Pearson. (eText is also available.)

B. Instructor Materials in Blackboard

C. Personal Computer (laptop)

XII. PMU Attendance Policy

Per PMU policy, no absences will be excused except those reasons listed below on provision of valid documentation:

- Death of an immediate family member
- Serious accident
- Chronic illness
- Prolonged hospitalization

A record will be kept of each and every absence and tardy. (Three tardies make one absence). Students are now held responsible for keeping an account of their absences and for attending classes.

Instructors will monitor and inform students when they have reached the 5% and 10% absences. Upon reaching the 15% absences for whatever reason, the student can be dropped from the course after meeting with the Chair/Associate Chair. Being dropped from the program will negatively affect any scholarship the student may be receiving.

XIII. Grade Scale for PMU Preparatory Courses

	%		%
A+	96 -100	**C**	70 – 75
A	90 – 95	**D+**	66 – 69
B+	86 – 89	**D**	60 – 65
B	80 – 85	**F**	0 - 59
C+	76 – 79		

Course Title: PRPL 0012: Theories and Applications of Learning II

Semester Credit Hours: 0

Course Title: PRPL 0012: Theories and Applications of Learning II

Semester Credit Hours: 0
Classroom Hours: 2 hours per week

I. Course Overview

This course expands upon PRPL 0011: Theories and Applications of Learning by introducing foundational critical thinking skills. It will also continue to develop students' awareness and appreciation of diversity, team communication and electronic resource skills. Through continued guided application of learning strategies, individual assistance with course and major selection, discussion of career and professional development, students will continue to build skills necessary to academic success.

II. PMU Competencies and Learning Outcomes

Students will continue developing skills that will help them succeed in academic courses and prepare them for university level study. Class discussions and participation in activities focusing on issues important to their success will help them achieve the desired PMU competencies. Students will learn and develop critical thinking and problem-solving skills through daily application of these skills in examination and analysis of a common topic. Students will develop and apply teamwork skills through application of effective discussion strategies leading to consensus building and product improvement. Leadership skills will be developed through development self-reflection and collaborative work on shared projects. Technological competencies will be further developed through more in-depth instruction in the use of the Microsoft Office suite of software and electronic resources.

III. Detailed Course Description

This course expands upon PRPL 0011: Theories and Applications of Learning by introducing foundational critical thinking skills. It will also continue to develop students' global awareness, team communication and electronic resource skills. Through continued guided application of learning strategies, individual assistance with course and major selection, discussion of career and professional development, students will continue to build skills necessary to academic success.

IV. Requirements Fulfilled

This course is required for all students entering the Preparatory Program at the Advanced level and students who have successfully completed PRPL0011.

V. Required Prerequisites

Students must have earned a grade "C" or better in PRPL 0011. Please note: For those students who are directly admitted to the Advanced level of the Prep Program, they are NOT required to take the PRPL 0011 course.

VI. Learning Outcomes

- Students can explain the benefits of working/studying in a diverse environment.
- Students can apply critical thinking and problem-solving skills to scenarios regarding effective promotion of diversity in the workplace.
- Students can describe campus resources (student services, library and Internet resources, and finance) as well as demonstrate basic computer literacy including word processing, spreadsheets, presentation graphs and email systems (Microsoft Office).
- Students can demonstrate critical thinking skills by critically consuming and assessing media, books, Internet, etc.
- Students can explain academic honesty, recognize instances of plagiarism, and describe steps to take to avoid academic dishonesty.
- Students understand and can describe the coursework in their degree plan and its role in shaping their education.
- Students can articulate the relationship between their coursework and their career goals.
- Students develop and practice skills in conflict resolution and consensus building communication.

This course also builds upon students' growth and development in PRPL 0011, and those skills remain applicable for this course. Students should develop further those skill sets while in PRPL 0012.

VII. Assessment Strategy

Students learn positive academic behaviors through consistent practice. Attainment of course objectives will be measured by a variety of in class and homework assignments. These include:

Coursework* & Assignments	30%
Group Projects	10%
Course Degree Plan Structure	10%
Midterm	20%
Final Exam	20%
Attendance & Participation	10%
TOTAL	**100%**

*to include: MS Word, Excel, PowerPoint, Access and Outlook. Coursework requires students to apply learning strategies they have been taught to assignments completed in their other classes. This constitutes a major portion of the grade because it is the best assessment of application of learning strategies.

PMU Attendance Policy

Students learn best when they attend class regularly.
Only the following excuses are accepted for student absences with appropriate documentation:

- death of an immediate family member
- prolonged hospitalization
- chronic illness
- serious traffic accidents

A record will be kept of each and every absence and tardy. (Three tardies make one absence). Students are held responsible for keeping an account of their absences and for attending classes. Students can be withdrawn from the course because of poor attendance. Instructors will monitor and inform students when they have reached the 5% and 10% absence mark. After a student reaches 15% absences, for whatever reason, he/she can be dropped from the program after meeting with the Chair or Associate Chair, thus affecting any scholarship he/she may be receiving.
Students who are 1-10 minutes late to class will receive a tardy. Three tardies equal 1-hour absence.
Students who are more than 10 minutes late are counted absent for one hour.
Students may not make up missed quizzes and tests.

Absence Percentages (official numbers to be determined by the Director):
5% 2 hours of class missed (1 days)
10% 4 hours of class missed (2 days)
15% 6 hours of class missed (3 days)

Grade Scale for PMU Preparation Program Courses:

A+	96 - 100	C+	76 – 79	F <59
A	90 - 95	C	70 - 75	
B+	86 - 89	D+	66 - 69	
B	80 - 85	D	60 - 65	

VIII. Course Format

The course will consist of short lectures, class discussion, individual and group work assignments.

IX. Topics to be Covered

A. Computer Literacy and Resources
   1. Microsoft Outlook
   2. Microsoft Word
   3. Microsoft Excel
   4. Microsoft PowerPoint
   5. Electronic Resources: E-Library

B. Critical Thinking and Problem Solving
   1. Critical thinking
   2. Assumptions
   3. Decision making
   4. Problem solving

C. Communicating
   1. Listening
   2. Writing
   3. Constructive criticism
   4. Conflict resolution

D. Diversity
   1. Living with diversity
   2. Communicating with other cultures
   3. Adapting to the culture of higher education

E. Professional Development
   1. Plagiarism / Academic Honesty
   2. Career planning
   3. Job skills
   4. APA
   5. Course Degree Plan Structure

X. Laboratory Exercises

This course requires 5 hours per week attendance at study workshops and/or tutoring.

XI. Technology Component

A. Students will learn software application programs since such programs will be the delivery methods for both in-class and homework assignments. Required writing assignments including daily journals must be submitted electronically through the university's course management program. Microsoft Outlook will be used on a daily basis to teach time management, task organization, e-mail, and Microsoft Office (Word, Excel, Access, and PowerPoint) and Microsoft OneNote or Microsoft Publisher will be taught and applied to daily assignments. Research projects will require the use of electronic resources and internet use.

B. Most homework assignments can be completed using the students' personal laptop computers. Others may utilize a computer lab during periods outside the regular class times.

XII. Special Projects/Activities

XIII. Textbooks and Teaching Aids

A. Required Textbook –

Mulbery, K., Hogan, L., Rutledge, A., Krebs, C., & Cameron, E. (2014). *Microsoft Office 2013: Volume 1*.

B. Supplemental Online Materials

MyITLab – N/A

C. Supplemental Print Materials

1. *Houghton Mifflin College Survival Planner* (included in HM package)
2. Myers-Briggs Type Indicator (included in HM package)
3. StrengthsQuest* by Gallup, available from the following site: http://www.strengthsquest.com/home

D. Other

Microsoft Office 2013 or 16 installed on laptop