Syllabus

1	**Course title**	French For Beginners 1
2	**Course number**	2202101
3	**Credit hours**	3 hours
	Contact hours (theory, practical)	3 hours
4	**Prerequisites/corequisites**	
5	**Program title**	Bachelor's Degree in French Language and Literature
6	**Program code**	2200
7	**Awarding institution**	University of Jordan
8	**School**	School of Foreign Languages
9	**Department**	Department of French Language and Literature
10	**Level of course**	Optional course/ no specific year or semester
11	**Year of study and semester (s)**	2021/2022, Second Semester
12	**Final Qualification**	BA
13	**Other department (s) involved in teaching the course**	-
14	**Language of Instruction**	French and Arabic
15	**Teaching methodology**	☐in class ☐Online
16	**Electronic platform(s)**	☐e-learning ☐Microsoft Teams ☐Skype ☐Zoom ☐Others……
17	**Date of production/revision**	February 2022

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18 Course Coordinator:

Name: Office number: Phone number: Email: Office Hours:

19 Other instructors:

Name: Office number:- Phone number: Email: Name: Office number: Phone number: Email:

20 Course Description:

This course aims at giving the beginner students the basic skills needed in oral as well as written French in order to express themselves. They will be instructed to read and write a simple free of error sentences. They will be able to read small texts produced in a simplified level of French in order to improve their reading, listening & communication skills.

21 Course aims and outcomes:

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A- Aims: (PLOs)

This course aims at strengthening and providing the students with a solid theoretical and practical training in the four major language skills, namely listening, reading, writing and speaking.

1. Develop French language skills and engage effectively in a wide range of communicative tasks and activities in academic and non-academic contexts.

2. Analyze, evaluate, and critique French literary works and texts in relation to genres, historical periods, and criticism approaches used in analyzing literary texts and works.

3. Analyze and discuss general issues in relation to the nature and function of natural human language and develop his/her abilities and skills in phonetics, phonology, morphology, syntax, semantics, discourse analysis, and pragmatics.

4. Discuss general issues concerning nature and function of French language with reference to relevant acquisition principles and implications for teaching and learning.

5. Translate professionally from French into Arabic and vice versa employing translation theories and principles.
6. Show respect of cultural diversity, ethics, and professional behavior and appreciate the aesthetic and rhetorical aspects in literary works from a variety of cultures.

7. Use information and communication technology to access global databases and information to develop his/her knowledge and skills and use them in generating new knowledge in French and English literary and linguistic texts.

8. Identify scientific research principles and use higher order thinking skills and critical and creative thinking in analyzing and observing issues related to the knowledge and skills of the French language and literature, and to work within a team.

B- Course Learning Outcomes (CLOs):
Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes		Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	have a basic level of vocabulary	X											X	X							X
2	Know how to recognize and conjugate the verbs in French.	X		X									X	X							X

3	Express themselves in spoken and written simple French.	X											X	X	X					X
4	Have some knowledge about the French culture and civilization	X					X						X	X						X

- **Teaching methods include**: Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include**: 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Entrer en contact avec quelqu'un	1-5	In class	In-class tasks	Main textbook
	1.2	Remplir un formulaire	1	In class	In-class tasks	Main textbook
	1.3	Obtenir un document	1	Online/Microsoft Teams	assignment	Main textbook
2	2.1	Se présenter	4-5	In class	In-class tasks	Main textbook

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	2.2	Saluer	4-5	In class	In-class tasks	Main textbook	
	2.3	Demander des infos	2-4-5	Online/Microsoft Teams	Assignment	Main textbook	
3	3.1	Epeler	4-5	In class	In-class tasks	Main textbook	
	3.2	Donner son accord	4-5	In class	In-class tasks	Main textbook	
	3.3	Le verbe être	1-5	Online/Microsoft Teams	Watch a 10 min video + assignment	Main textbook	
4	4.1	Le verbe s'appeler	1-5	In class	In-class tasks	Main textbook	
	4.2	Les féminins et les masculins des adejctifs	1-5	In class	In-class tasks	Main textbook	
	4.3	Les adjectifs interrogatifs quelle et quel	1-5	Online/Microsoft Teams	In-class tasks +assignment	Main textbook	
5	5.1	Les prépositions dans ;chez ; à	1-2-5	In class	In-class tasks	Main textbook	
	5.2	Les adjectifs possessifs	1-2-4	In class	In-class tasks	Main textbook	
	5.3	Le verbe aller	4-5	Online/Microsoft Teams	Watch a video	Main textbook	

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6	6.1	Aborder une personne	1-2	In class	In-class tasks+assignment	Main textbook
	6.2	Demander quelque chose	1-2	In class	In-class tasks	Main textbook
	6.3	Les prepositions En ; à ; au ; aux	1-2	Online/Microsoft Teams	Watch a video + assignment	Main textbook
7	7.1	Faire connaissance	3	In class	In-class tasks	Main textbook
	7.2	Dire sa profession	3	In class	In-class tasks	Main textbook
	7.3	Les verbe en -er	3	Online/Microsoft Teams	Watch a video	Main textbook
8	8.1	révision	1-5	In class	In-class tasks	Main textbook
	8.2	Midterm Exam		In class		
	8.3	Answering the exam questions		Online/Microsoft Teams	In-class tasks	Main textbook
9	9.1	Presentation	1-4	In class	In-class tasks	Main textbook
	9.2	Presentation	1-4	In class	In-class tasks	Main textbook
	9.3	Parler de soi	4	Online/Microsoft Teams	Watch video	Main textbook
10	10.1	La situation de famille	1-3-5	In class	In-class tasks	Main textbook
	10.2	Les verbes avoir et faire	1-3-5	In class	In-class tasks+ assignment	Main textbook

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	10.3	Parler du temps qu'il fait	1-3-5	Online/Microsoft Teams	In-class tasks	Main textbook	
11	11.1	Compter 0-60	2-5	In class	In-class tasks	Main textbook	
	11.2	Reading	2-4-5	In class	In-class tasks	Main textbook	
	11.3	Quiz	1-2	Online/Microsoft Teams	In-class	Main textbook	
12	12.1	Conversation téléphonique simple	1-4	In class	In-class tasks	Main textbook	
	12.2	Exprimer une obligation	4	In class	In-class tasks	Main textbook	
	12.3	Indicateurs du temps	4	Online/Microsoft Teams	Watch a video	Main textbook	
13	13.1	Rédiger un courriel simple	11-2	In class	In-class tasks	Main textbook	
	13.2	Compter 60-100	1-2	In class	In-class tasks	Main textbook	
	13.3	Inviter quelqu'un	1-2	Online/Microsoft Teams	In-class tasks + assignment	Main textbook	
14	14.1	Project –dialogue	1-2	In class	In-class tasks	Main textbook	
	14.2	Project-dialogue	1-2	In class	In-class tasks	Main textbook	
	14.3	Les verbes en –DRE et -IR	4-5	Online/Microsoft Teams	Watch a video	Main textbook	
15	15.1	Revision	1-5	In class	Discussion	Main textbook	
	15.2	Revision	1-5	Online/Microsoft Teams	Discussion	Main textbook	

	15.3	Revision	1-5	Online/Microsoft Teams	Discussion	Main textbook

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Assignments	10	Multilingual speech communities, dictation, reading, conversation.	1-4	1-15	Microsoft Team+ E-Learning+ in-class
presentation	5	By choice depending on the units titles	1-4	9	In-class
Project	5	Dialogue in groups	3	14	In-class
Midterm Exam	30	Multilingual speech communities	1-4	8	On campus
Final Exam	50	Multilingual speech communities, language variation (focus on users), language variation (focus on uses)	1-4	15	On campus

24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

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25 Course Policies:

A- Attendance policies:
As per the University Regulations.

B- Absences from exams and submitting assignments on time:
As per the University Regulations.

C- Health and safety procedures:
Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:
As per the University Regulations.

E- Grading policy:
As explained above in 23.

F- Available university services that support achievement in the course:
Please ask me or your academic advisor for any help or support.

26 References:

A- Required book(s), assigned reading and audio-visuals:

Objectif Express 1

Anne-Lyse Dubois et Béatrice Tauzin ; Hachette 2013

27. Additional information:

28. Rubrics

Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by the student are not explained clearly.	There is some explanation provided by the student of the topic and research questions	Topic and research questions are identified and fully explained in great detail by the student.	

			presented, but it is not enough.	Appropriate vocabulary is used in explanations.	
Correct Work/Solution	30%	No work is shown by the student that correctly provides a solution to the problem identified.	The work presented to solve this problem is insufficient.	Work presented fully explains the correct procedure to provide a solution for the problem. Appropriate vocabulary is used in explanations.	
Problem Solving Strategy	30%	Strategy, tools and procedures to deal with the topic and research questions are not provided.	Strategy, tools and procedures to deal with the research questions are not detailed enough.	Strategy and tools to deal with the research questions are fully explained. Appropriate vocabulary is used in explanations.	
Neatness and presentation skills	10%	The presentation is sloppy or unorganized. There is visible evidence that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	
Instructor's Comments:					

Syllabus

Assignment Score _____

Rubric for Term-paper

Topic	Weight	Beginning	Developing	Accomplished	Exemplary	Score
Organization (Overall order, flow, transitions, and report sections)	40%	Details and examples are not organized, are hard to follow and understand. The paper is not divided into sections.	Information is scattered and needs further development. The paper is divided into sections but needs improvement.	Information is logically ordered with paragraphs and transitions. The paper is divided into clear sections.	Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and comprehension. The paper is divided into clear sections and each section is used effectively to convey target information	
Quality of Information on the topic of the presentation	40%	Unable to find specific details about research questions and hypotheses.	Details about research questions and hypotheses are somewhat sketchy.	Some details about research questions and hypotheses do not support the topic presented by the student.	Supporting details about research questions and hypotheses are specific to topic and provide the necessary information.	
Grammar & Spelling	20%	Numerous grammatical and/or spelling errors.	Three to five grammatical or spelling errors.	Fewer than 3 grammatical or spelling errors.	No spelling or grammatical errors.	

Syllabus

Instructor's Comments:	

Assignment Score _____

Name of Course Coordinator: **Dr.Ashraf Allawama** Signature: **ASHRAF**. Date: **1/6/2022**

Head of Curriculum Committee/Department: ---------- Signature: ----------

Head of Department:..... Signature: .....

Head of Curriculum Committee/Faculty: ---------- Signature: ----------

Dean:..... Signature: .....

University of Jordan
Department of European Languages (DEL) – Italian Section
First Semester 2014/2015

Course Title : Italian for Beginners 1
Course Code : 2203105
Prerequisite : None

Course Objectives:

This language course aims at introducing students to the grammatical structures of Italian with the aim of training them to understand the spoken and the written texts.

Learning Outcomes:

A: Knowledge and Understanding (Students should):

A1) know some Italian vocabulary,
A2) know the basic elements of a simple sentence, and
A3) understand the internal relations between the elements of an Italian sentence.

B: Intellectual/Cognitive/Analytical Skills (Students should be able to):

B1) recognize the basic elements of a simple sentence such as: verb, noun, adjective, pronoun, etc.,
B2) analyze a simple Italian sentence into its basic units, and
B3) recognize some similarities and differences between the Italian language and their native language.

C: Subject Specific Skills (Students should):

C1) distinguish the Italian sounds and words,
C2) recognize some Italian vocabulary necessary for oral and written skills,
C3) conjugate the Italian main and auxiliary verbs, and
C4) recognize simple present and past tenses.

D: Transferable Skills (Students should):

D1) read and understand the Italian language,
D2) study vocabulary and build up simple sentences,
D3) speak simple sentences out loud,
D4) write simple Italian passages, and
D5) know about the customs and lifestyle of Italy and Italian speaking world.

Teaching Methods:

1) **Lectures:** three hours per week. (Regular attendance is essential.)
2) **Assignments:** The students are asked to read the textbookin advance and to practice the oral conversation they learn in classroom.
3) **Reports:** The students are asked to prepare simple dialogues in order to practice the language use in classroom.
4) **Projects:** With the help of the teacher, the students are asked to choose a simple Italian text (mainly a simple fable), read it, understand it, rewrite it by their own words, and narrate it loudly in classroom.

Tests and Evaluations:

Participation and activities : %20
Mid-Term Exam : %30
Final Exam : %50

Textbooks:

🕮Chiuchiù, A., F. Minciarelli e M. Silvestrini: ***Grammatica italiana per stranieri: IN ITALIANO 1***. Edizione Guerra, Perugia 1990. (+ cassettes).
🕮Chiuchiù, A., M. C. Fazi and R. Bagianti: *I verbi italiani: regolari e irregolari*. Edizione Guerra, Perugia1983.

Course Schedule:

WEEK	TOPIC	READINGS
First	Introduction	----------
Second	The verb *ESSERE*: simple present, names and adjectives.	Chiuchiù, Minciarelli and Silvestrini Unit 1
Third	The verb *ESSERE*: simple present, names and adjectives.	Chiuchiù, Minciarelli and Silvestrini Unit 1
Fourth	The verb *AVERE*: simple present, names and adjectives (in *–e*).	Chiuchiù, Minciarelli and Silvestrini Unit 2
Fifth	The verb *AVERE*: simple present, names and adjectives (in *–e*).	Chiuchiù, Minciarelli and Silvestrini Unit 2
Sixth	The three main groups of the Italian verb: simple present, and the article.	Chiuchiù, Minciarelli and Silvestrini Unit 3
Seventh	The three main groups of the Italian verb: simple present, and the article.	Chiuchiù, Minciarelli and Silvestrini Unit 3
Eighth	The three main groups of the Italian verb: simple present, and the article.	Chiuchiù, Minciarelli and Silvestrini Unit 3
Ninth	Possessive pronouns, irregular verbs, prepositions, and expressions of time.	Chiuchiù, Minciarelli and Silvestrini Unit 4
Tenth	Possessive pronouns, irregular verbs, prepositions, and expressions of time.	Chiuchiù, Minciarelli and Silvestrini Unit 4
Eleventh	Past tense (*passatoprossimo*), other prepositions and articles, and irregular plurals.	Chiuchiù, Minciarelli and Silvestrini Unit 4
Twelfth	Past tense (*passatoprossimo*), other prepositions and articles, and irregular plurals.	Chiuchiù, Minciarelli and Silvestrini Unit 5

Thirteenth	Past tense (*passatoprossimo*), other prepositions and articles, and irregular plurals.	Chiuchiù, Minciarelli and Silvestrini Unit 5
Fourteenth	Revision	Chiuchiù, Minciarelli and Silvestrini Units1-5
Fifteenth	Practice	Reading, Listening, Writing and conversation

Participation and Attendance

The course is taught in Italian. Attendance is mandatory; absences is allowed to a maximum of 15% of the lectures. If more than 7 classes (Sun., Tues. and Thurs.) and of 5 classes (Mon. & Wed.) are missed, students cannot take the final exam. Attendance, interest, active participation and homework are assessed with 20% of the final grade. Students are expected to have completed homework BEFORE class, come prepared with questions and also to participate in in-class work. Students must have a copy of the required textbook and bring it to class.

The University of Jordan

Accreditation & Quality Assurance Center

COURSE Syllabus

1	Course title	Spanish for speciality (I)
2	Course number	**2203100**
3	Credit hours (theory, practical)	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	None
5	Program title	Bachelor's Degree in Spanish and English
6	Program code	2201
7	Awarding institution	University of Jordan
8	Faculty	Faculty of Foreign Languages
9	Department	Department of European Languages
10	Level of course	First Year
11	Year of study and semester (s)	First year, first semester
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	-
14	Language of Instruction	Spanish
15	Date of production/revision	2015

16. Course Coordinator:

Office numbers, office hours, phone numbers, and email addresses should be listed.

17. Other instructors:

Office numbers, office hours, phone numbers, and email addresses should be listed.

18. Course Description:

As stated in the approved study plan.

The course aims at continuing to develop and enrich the four skills gained previously. At the end of

the semester, the students are expected to be able to deal with more complex texts, to conduct conversations (in the fields of home, health, daily activities, orientation in the city and basic facts about Spain) and to recognize and employ grammar units such as (the definite and indefinite pronouns, the imperative, perfect, accusative and dative, genitive, prepositions, etc.). In addition to that, situations of the daily life of Spanish speaking countries will be introduced and explained, in order to confront the students with a piece of the Spanish culture.

19. Course aims and outcomes:

A- Aims:

The course aims at giving the students the tools which they need for Spanish Language.

B- Intended Learning Outcomes (ILOs): Upon successful completion of this course students will be able to …

A) Knowledge and understanding (students should)

A1) introduce themselves appropriately

A2) recognize numbers and use them in relevant situations

A3) name the surrounding objects

A4) be able to shop for food, order in a restaurant, express likes or dislikes

A5) tell about leisure activities, write a simple postcard, make appointments

A6) describe persons, houses, furniture, neighbours

B) Intellectual / Cognitive / Analytical skills (Students should be able to use)

B1) the main verbs (to be and to have) plus other mainly used regular and irregular verbs

B2) definite and indefinite articles

B3) personal pronouns

B4) negation

B5) possessive pronouns

B6) the notion of nominative versus accusative

B7) modal verbs

B8) separable verbs

B9) locative prepositions

B10) indefinite pronouns

C) Subject Specific Skills (Students should)

C1) be able to recognize native Spanish speakers from others during listening texts or authentic situations.

C2) be able to response to simple questions relating to such audio scenes (authentic and / or synthetic)

D) Transferable skills (Students should)

D1) be able to construct a grammatically correct sentence using the basics given in the course

D2) make use of the gained vocabulary to speak in authentic situations

D3) get used to working in pairs and/or groups to achieve certain tasks

20. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Grammar : personal pronouns, conjugation of the regular and irregular verbs : ser, estar & introduction to the conjugation of regular verbs according to a general rule. Presentations, salutations	1 - 2				
Grammar : present singular of the verbs : trabajar, estudiar, vivir y tener. The noun : grammatical gender. Indefinite articles : un, una, definite articles, demonstrative pronouns, the 2 pronunos : tu and usted.	3				
Grammar : present singular of the verbs :	4				

trabajar, estudiar, vivir y tener. The noun : grammatical gender. Indefinite articles : un, una, definite articles, demonstrative pronouns, the 2 pronunos : tu and usted.						
Grammar : gender and number of the name in spanish, possessive articles en singular and plural, particles of interrogation : quien?, cuantos(as)?, como?, conjugation of the verb to have in Spanish, the demonstrative s in Spanish, the use of the verb : *haber*, the use of the indefinite articles *: un, una, unos, unas*. Contents : The family and its members, how to give a physical and	5-6					

psychological description of the people, the numbers, to express the existence of something.					
the uses of the verbs : *ser & estar*, the particl of interrogation : por que?, prepsition and adverbes of place. Contents : describe a population: geographic situation, numbers of the habitants, relevant aspects, describe a house, describe a room.	7-8				
Grammar : the particles : *un – uno*, affirmative imperative, singular, prepositions : *a, de, por*, verbs : *gustar & encantar*, forms and syntaxes, pronouns of direct object, adverbs :	9-10				

tambien, tampoco, si, no. Contents : ask about the existence and situation of public places.					
Grammar: regular and irregular verbs: volver, hacer, acostarse, salir, ir, doler. Pronombres reflexivos: nos, os, se y expresiones de frecuencia. Muy y mucho. Frases exclamativas. Contents: talking about habitual actions and how usually we do things. Make suggestions, offer things and accept them.	11-12				
Grammar: irregular verbs like querer+ infinitive, poder+ infinitive. Presente de indicativo: alternancia e-	13				

ie y o-ou. Contents: how to make a phone call. Talking about sickness, treatments and parts of the body.					
Grammar: préterito indefinido+ irregular verbs. Contents: talking about past. Habitual actions in present and the differences with the past.	14				

21. Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods:
lectures

22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Course evaluation:
Midterm exam: 30%

- Participation, homework, quizzes, etc.: 20%

- Final Exam: 50%

23. Course Policies:

A- Attendance policies:

Only the number of absences allowed by the university is accepted. Low attendance influences the participation mark (An absent student cannot participate).

B- Absences from exams and handing in assignments on time:

Mid-term and finals can be made up with an official excuse. Quizzes can **never** be made up no matter how justified your absence was.

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

F- Available university services that support achievement in the course:

24. Required equipment:

25. References:

A- Required book (s), assigned reading and audio-visuals:

Virgilio Borobio (2004): ***Curso de español para extranjeros. Inicial 1***. Madrid: SM

B- Recommended books, materials, and media:

-

26. Additional information:

Name of Course Coordinator: Dr. Dorothee Fritz-Ababneh Signature: ---------- Date: ---------

Head of curriculum committee/Department: ---------- Signature: ----------

Head of Department: Dr. Akram Odeh Signature: ----------

Head of curriculum committee/Faculty: ---------- Signature: ----------

Dean: Dr. Adnan Al-Smadi -Signature: ----------

Copy to:

Head of Department

Assistant Dean for Quality Assurance

Course File

The University of Jordan

Accreditation & Quality Assurance Center

COURSE Syllabus

1	Course title	German for Beginners 1
2	Course number	2203101
3	Credit hours (theory, practical)	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	-
5	Program title	Bachelor's Degree in German and English
6	Program code	
7	Awarding institution	Jordan University
8	Faculty	Faculty of Foreign Languages
9	Department	Department of European Languages
10	Level of course	First year
11	Year of study and semester (s)	First year, First Semester
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	-
14	Language of Instruction	German
15	Date of production/revision	2015

16. Course Coordinator:

Office numbers, office hours, phone numbers, and email addresses should be listed.

17. Other instructors:

Office numbers, office hours, phone numbers, and email addresses should be listed.

18. Course Description:

As stated in the approved study plan.

This course targets students with no prior knowledge of the German language and aims at:

1. gradually introducing and developing all main four skills: reading, writing, speaking and listening of the German Language
2. using the above mentioned skills through situations and contexts of the daily life as authentically as possible
3. acquainting them with typical scenes of the German speaking countries' culture.

19. Course aims and outcomes:

A- Aims:

The course aims at giving the students the tools which they need for literary analysis.

B- Intended Learning Outcomes (ILOs): Upon successful completion of this course students will be able to …

A)Knowledge and understanding (Students should)
A1) introduce themselves appropriately
A2) recognize numbers and use them in relevant situations
A3) name the surrounding objects
A4) be able to shop for food, order in a restaurant, express likes or dislikes
A5) tell about leisure activities, write a simple postcard, make appointments
A6) describe houses, furniture, neighbors

B)Intellectual/Cognitive/Analytical skills (Students should be able to use)
B1) the main verbs (To be and to have) plus other mainly used regular and irregular verbs
B2) definite and indefinite articles
B3) personal pronouns
B4) negation
B5) possessive pronouns
B6) the notion of nominative versus accusative
B7) modal verbs
B8) separable verbs
B9) locative prepositions (in, an, auf)
B10) indefinite pronouns

C) Subject Specific Skills (Students should)
C1) be able to recognize native German speakers from others during listening texts or authentic situations
C2) be able to response to simple questions relating to such audio scenes (authentic and/or synthetic)

D) Transferable skills (Students should)
D1) be able to construct a grammatically correct sentence using the basics given in the course
D2) make use of the gained vocabulary to speak in authentic situations
D3) get used to working in pairs and/or groups to achieve certain tasks

20. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Lektion 1 Grammar: personal pronouns, conjugation of the irregular verbs: sein, haben & introduction to the conjugation of regular verbs according to a general rule. Contents: self introduction and introduction of others in matters of name, work, age, origin, etc..,	1/2/3/4				

numbers from 0-100.					
Lektion 2 Grammar: definite and indefinite articles (masculine, feminine or neutral) in the nominative condition, negation, possessive articles in the nominative condition. Contents: Naming objects and describing them, numbers from 100-1000.	4/5/6				
Lektion 3 Grammar: definite & indefinite articles, possessive articles and negation in the accusative condition, the notion of **accusative** opposing to **nominative,** conjugation of irregular verbs with vocals changes (such as: essen, nehmen), the modal verb "möchten". Contents: eating and drinking, ordering food in a restaurant, asking for and paying the bill, eating habits, compliments and complaints about food, shopping for food.	7/8/9				
Lektion 4 Grammar: separable verbs (trennbare Verben), modal verbs („müssen", „dürfen", „können") more verbs with vocals changes (lesen, fernsehen, schlafen, treffen). Contents: Leisure activities, telling time, writing a postcard, making appointments, "allowed and forbidden" signs.	10/11 /12				
Lektion 5 (if time permits) Grammar: location prepositions (in, an, auf), indefinite pronouns. Contents: descriptions of houses, apartments, the furniture, looking in housing advertisements for suitable	13/14 /15				

21. Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods:
Lectures

22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

MidtermTest : (30%),
(20% for participation, homework and activity in the classroom)
Final Exam: will be notified later (50%)

23. Course Policies:

A- Attendance policies:

Only the number of absences allowed by the university is accepted. Low attendance influences the participation mark (An absent student cannot participate).

B- Absences from exams and handing in assignments on time:

Mid-term and finals can be made up with an official excuse.

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

F- Available university services that support achievement in the course:

24. Required equipment:

25. References:

Text Book(s) - A reader has been assembled using mainly:

Text Book
„Studio d A1" (Kursbuch), Lektion 1 - Lektion 5, in addition to it, the adjacent exercise book (Arbeitsbuch) will also be required and regularly used.
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26. Additional information:

Name of Course Coordinator: ----------Signature: ---------- Date: ----------

Head of curriculum committee/Department: ---------- Signature: ----------

Head of Department: ---------- Signature: ----------

Head of curriculum committee/Faculty: ---------- Signature: ----------

Dean: ---------- -Signature: ----------

Copy to:
Head of Department
Assistant Dean for Quality Assurance
Course File