



## Course Syllabus

### BGU EFL Level: Advanced B / CEFR Level: B2

|                      |   |
|----------------------|---|
| <b>Course Title</b>  | Advanced B<br>Science and<br>Technology |
| <b>Class Type</b>    | Practical                               |
| <b>Time Offered</b>  | Fall/Spring Semester                    |
| <b>Years Offered</b> | Second-year students                    |
| <b>Weekly Hours</b>  | 4                                       |

#### **Course description**

The course is designed for students of Science and Engineering faculties, the School of Medical Laboratory Science, and the School of Pharmacy. It enhances the four main communicative skills (reading, speaking, writing, and listening) in an academic context, and incorporates authentic academic materials related to the science and technology fields.

#### **Course objectives**

The purpose of the course is to build on students' academic English language skills by engaging them in listening, speaking, reading, writing, and grammar learning activities that are relevant to real-world academic encounters. Moreover, it develops additional skills necessary for academic study, such as paraphrasing, critical thinking, effective note-taking, citation and referencing, and avoiding plagiarism.

#### **Teaching Methods**

The course employs a variety of foreign language teaching methods, among them traditional, communicative, direct, reading, and immersive approaches.

#### **Intended learning outcomes:**

By the end of the course students should be able to demonstrate that they can do the following:

#### **Communicative objectives**

1. Reading Comprehension
  - Can read with a large degree of independence lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
2. Listening Comprehension
  - Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.



3. Spoken Production and Interaction
  - Can give clear, detailed descriptions and presentations on a wide range of subjects, expanding and supporting ideas with subsidiary points and relevant examples.
  - Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.
4. Written Production and Interaction
  - Can express news and views effectively in writing, and relate to those of others.
  - Can write clear, detailed texts on a variety of subjects related to their field of study, synthesising and evaluating information and arguments from a number of sources.
5. Mediation
  - Can work collaboratively with people from different backgrounds, creating a positive atmosphere by providing support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.

### *Linguistic competence*

- Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.

### *Materials*

1. Course materials will be posted on Moodle.
2. Dictionary: Choose the format you are most comfortable with.

**No Quicktionaries, no smartphone dictionaries, no smartwatches, and no laptops or tablets are allowed on exams.**

**The use of such tools in class is at the teacher's discretion.**

- \* *Dictionaries may not be shared nor may they beep during exams.*



### *Assessments*

|                          |                                      |
|--------------------------|--------------------------------------|
| <b>Class Grade</b>       | <b>50%</b>                           |
| • Speaking and Listening | 20%                                  |
| • A Writing Portfolio    | 20%                                  |
| • Presentation           | 10%                                  |
| <b>Final Exam</b>        | <b>50% (the passing grade is 56)</b> |

### *Departmental Rules*

1. **Full attendance** is mandatory from the first week of the semester. The following list of excused absences will be allowed by teachers (relevant documentation should be provided):
  - Medical emergency (hospitalization)
  - Reserve Duty\*
  - Bereavement (seven days for the immediate family), a funeral of a grandparent

In the event of other extenuating circumstances not listed above you should speak directly with your teacher. To qualify as an excused absence, a student must contact the teacher prior to the class session.

In any event, missing **more than two** lessons will result in a failing course grade (800).

\* Students who have to miss more than two classes due to reserve duty should consider enrolling in the next semester. Any absences beyond reserve duty will not be permitted.

#### **\*Swords of Iron**

Reservists can miss up to four lessons due to reserve duty, i.e. a student has to attend at least seven lessons. If a student cannot attend at least seven lessons, he/she should register to the course in the Spring semester.

2. Completing class and home assignments and handing them in on time when requested to do so.
3. A student without a class grade will not be allowed to take the final exam and the final course grade will be 800.