Benha **Faculty** Agriculture

**Course specifications**

**Programs on which the course is given:** Agricultural Biotechnology, Food Safety & Agri-Business Programs.

**Major or minor element of programmes:** Major

**Department offering the programme:** General

**Department offering the course:** English 2

**Academic Level/semester:** 2nd level/1st semester

**Date of specification approval: May 2014**

**A- Basic Information**

**Title: English 2**  **Code: CJ 1201**

**Weekly Teaching Hours Lecture:** 28hours

**B- Professional Information**

**1 – Overall aims of course**

The course gives the student more insight of English language particularly oriented to the scientific perspective , and especially made for the agriculture sciences. Specific aspects will be stressed upon. Precise usage of English terms are included. Scientific English and specific nomenclature and glossary terms and phrases are covered.

**2 – Intended learning outcomes of course (ILOs)**

**a- Knowledge and understanding**:

a1- reviewing English language statements from linguistic viewpoint.

a2- define and categorize major fields of science.

a3.relate scientific English relative to literature literary English.

a.4.Develop special ability for descriptive English.

**b- Intellectual skills.**

b1-Compare different style of linguistic descriptions.

b2-Contrast literal and scientific English.

b3-Classify different statements of Scientific English

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**c- Professional and practical skills**

c1- Assess ,comprehend and scientific writings.

c2-Conclude study results in proper linguistic forms. .

c3- Select criteria for evaluating scientific literature.

c4- Assess scientific work on specified fields.

**d- General and transferable skills**

d1- Participation in scientific work groups.

d2- Use computer soft-ware in literature review..

d3- familiarize with standard international units (SI units) of measurement..

d4- Use the Web net.

**3- Contents:**

|  |  |  |
| --- | --- | --- |
| Lectures | Hours | Topic |
| 1 | 2 | complete meaningful sentences and Scientific statements |
| 1 | 2 | Passages on scientific topics plants and crops , seeds and germination. |
| 1 | 2 | Exercise on scientific statements  |
| 1 | 2 | Different structures for property description of matter and others |
| 1 | 2 | Plural expression with numbers. |
| 1 | 2 | Extended application with plural expression with numbers. |
| 1 | 2 | Comparative qualified statements |
| 1 | 2 | Drills on previously studied topics.  |
| 1 | 2 | Thought connectives from scientific perspective. |
| 1 | 2 | Standard international (SI) units used in up-to-date scientific writing. |
| 1 | 2 | Experiment description styles and most common irregular verbs used in science. |
| 1 | 2 | Dimensions of matter and the three different descriptive structures  |
| 1 | 2 | Common errors and typical mistakes in writing scientific English. |
| 1 | 2 | Overall revision of course. |

**4– Teaching and learning methods**

4.1- Lectures

4.2-Assignments

4.3-Written and oral drills and exercises.

4.4-Debate panels.

4.5- Open discussions.

**5- Student assessment methods**

5.1:Semester performance to assess, understanding and skills

5.2 :Follow-up exams to assess knowledge and practical skills

5.3: Oral exam to assess intellectual , and transferable skills

5.4 Final exam to assess comprehension and intellectual skills

**Assessment schedule**

Assessment 1 Semester performance exams Weeks 8th and 12th.

Assessment 2 Performance exam Week 15th.

Assessment 3 Oral exam Week 15th.

Assessment 4 Semester Terminal Week 16th.

**Weighing of assessments**

Periodical follow-up 10 %

Practical exam. 10 %

Oral Exam 10%

Semester Terminal Exam 70%

Total 100%

**Any formative-only assessment(s) to be described**

**6- List of references**

6.1- Course notes: Specialized notes and paragraphs by teaching staff.

6.2-Text books: **Bauer, L. 2007.** The linguistics student`s handbook. Edinburgh University Press, UK.

# Swan, M. 2005. Practical English usage. New International

# Oxford University Press, UK.

# Swales, J. 1971.Writing scientific English. Thomas Nelson and Sons

#  Ltd., London, UK.

**7- Facilities required for teaching and learning**

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| **Matrix for English 2 course**  |
| d | c | b | a | Lecture |
| D4 | d3 | d2 | d1 | c4 | c3 | c2 | c1 | b3 | b2 | b1 | a4 | a3 | a2 | a1 |
|  |  |  | X |  |  |  | x |  |  | x |  |  |  | x | complete meaningful sentences and Scientific statements |
| x | x |  | x |  |  |  | x |  | x |  |  | x |  | x | Passages on scientific topics plants and crops , seeds and germination. |
|  |  | x |  | x |  |  | x | x |  | x |  |  | x | x | Exercise on scientific statements  |
| x |  | x | x |  |  | x |  | x |  | x | x |  |  | x | Different structures for property description of matter and others |
|  |  | x |  |  |  | x |  |  |  | x |  |  | x | x | Plural expression with numbers. |
| x | x | x |  | x |  |  | x |  | x |  |  |  | x | x | Extended application with plural expression with numbers. |
| x |  |  | x |  | x |  |  | x |  |  |  |  | x |  | Comparative qualified statements |
| x | x | x | x | x | x | x | x |  | x | x | x | x |  |  | Drills on previously studied topics.  |
| x | x | x | x |  | x | x | x |  | x | x | x | x |  | x | Thought connectives from scientific perspective. |
| x | x | x | x | x | x | x | x | x | x | x |  | x | x | x | Standard international (SI) units used in up-to-date scientific writing. |
| x | x |  |  | x | x |  | x |  | x | x | x | x |  | x | Experiment description styles and most common irregular verbs used in science. |
| x | x | x | x |  |  | x |  |  |  | x | x |  |  |  | Dimensions of matter and the three different descriptive structures  |
|  | x | x | x | x |  | x |  | x |  |  | x |  |  | x | Common errors and typical mistakes in writing scientific English. |
| x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | Overall revision of course. |

White board and board ink-marker, data-show, group debates

**Course coordinators:** Prof Dr. Ali A.Abdelsalam and Esam A. Hasballa.

**Dean of Faculty : The course is common and joint.**