Syllabus ANG1

Crédits : 2
VH Cours : 0.00
VH TD : 30.00

ANG1
Anglais 1
English 1
Coef : 2

Pré-requis :

Ingénierie des Compétences

Familles de Compétences
- CF9 : Gérer des projets de toute nature

Type de compétence: TEC : Technique, MET : Méthodologique, MOD : Modélisation, OPE : Opérationnel

<table>
<thead>
<tr>
<th>Famille de Compétence</th>
<th>Compétence</th>
<th>Elément de Compétence</th>
<th>Type</th>
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<tbody>
<tr>
<td>CF9</td>
<td>C9.5</td>
<td>S'exprimer et rédiger efficacement en langue anglaise</td>
<td>OPE</td>
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<td>C95.1: Acquérir le vocabulaire de l’anglais spécifique à l’informatique</td>
<td>OPE</td>
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<td>C95.4: Ecrire en anglais dans un style académique</td>
<td>MET</td>
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<td>C95.5: Ecouter et inférer le sens d’un discours en anglais</td>
<td>TEC</td>
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<td>C95.6: S’exprimer correctement, en considérant le niveau de maîtrise de la langue</td>
<td>OPE</td>
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Niveau de compétence: Base, Intermédiaire, Avancé

Description du programme de la matière

Objectifs:

This is an ESP (English for Specific Purposes) course aimed at the improvement of the students’ language skills in the context of computing and information technology.
The course is focused on the four skills: listening and speaking, reading and writing in addition to a language focus aimed to cover key points of grammar.
The course is structured into units; each unit consists of a set of activities focused on five major components:
activities aimed to enhance the student’s ability to communicate about computing topics; (brainstorming in groups using mind maps, speaking in turns, role plays)
activities aimed to develop the students’ listening skill based on videos or listening trucks relevant to the topic of the unit studied.
The listening tasks would increase the keenness of hearing so that students can associate meanings with sounds, infer meaning from the speaker's discourse, understand, evaluate, organize, take notes and retrieve information.
activities aimed to develop the skill of reading and understanding written material based on a variety of texts in the specialization; through reading-based tasks, students will learn some strategies of speed-reading as skimming and scanning. Students will also learn to recognize and understand the vocabulary required to function in a computing context.
activities aimed to help the students develop their overall knowledge and understanding of English grammar with specific focus on those key points in the English grammar appropriate for the decoding of texts in the specialization.
Academic writing (writing paragraphs and essays)

1
Computer Users
Warming up: introduce vocab. through speaking (brainstorming and mind mapping)
Writing: Introd. to Paragraph writing (lay out + content—introduce subject of 1st paragraph—computer users + drawing a graphic organizer + writing the 1st draft of the paragraph)

2
Computer Users
Listening: “computers are making us dump” listening truck+ quiz + debate
Reading: a selected text, “Computers Make the World Smaller and Smarter”
Gram. Revising Present Tenses
Writing: revising 1st draft (requirements of a topic sentence + supporting sentences + concluding sentence) + writing 2nd draft.

3
Computer History
Listening: watching video “computer history” + quiz
Writing: editing the 2nd draft of paragraph (data show display of sample student compositions)

4
Computer History
Reading: a selected text “Computers: 1950 to the Present”
Grammar: reviewing past tenses
Speaking: strategies of public speaking

5

Computer Architecture
Warming up: introduce vocab. through a reading text “What is inside the computer?”

Speaking: pair work—role play (exchanging technical information—computer shop assistant and customer)

Gram. Asking questions + Useful language functions in a computer shop

6

Computer Architecture
Listening (watching a video about computer architecture and answer quiz questions)

Reading: a selected text “Cache Memory”

7

Peripherals
Reading: How a laser printer works?

Listening: 3D printers

Gram. Comparison contrast structures + types of sentences (focus on compound sentence)

8

Peripherals
Reading: (1st mock test)

Writing: a selected text: “Researchers store computer operating system and short movie on DNA”

Writing: how to write a comparative contrastive essay--writing an outline + writing the introduction (hook; thesis)

9

Operating Systems
Warming up: vocab. Describing characteristics of different OS (grp.Work)

Grammar: -ing form + infinitives

Writing: revising the introduction of the comparative contrastive essay + writing body paragraphs + writing the conclusion

10

Operating Systems
Listening: test (in class quiz)

Reading: selected text “Operating systems”

Writing: revising sample essays (data show display)

11

Computer Applications
Warming up: Vocab. speaking: gp. Act. describe a computer application of your choice, describing a process

Gram.: passive constructions

Reading: selected text “Artificial intelligence”

Listening: Artificial intelligence a threat to humanity?

Followed by a debate

12

Writing: collect final drafts of essays

Written test (vocabulary and grammar--half an hour during lunch break)

Finish with oral presentations

RECOMMENDATIONS
Assessment of listening: 1quiz per semester. The quiz tests the student’s capacity to understand spoken English. (4 marks)

Assessment of speaking: a minimum of 5 minutes and a max. of 10 mnts. To speak before the class (topics are free). The speaking can be individual, pair work, or group work. (Though students are assessed according to a speaking rubric, a common mark—4 pts. —is attributed to each student). Students can choose the date when to speak; speaking presentations start week 3 until the end of the semester.

Assessment of writing: first year students should write a paragraph and an essay (1 pt. for the first paragraph + 3 pts. for the essay) (though written compositions are checked according to a detailed writing rubric, a common mark—4 pts.—is attributed to each student who writes his paragraph and essay).

Assessment of read/vocab and grammar: 1 quiz per semester assigned to test the vocabulary and grammar. (8 marks: 4 pts. vocab + 4 gram.) The average of the assessment of the listening, speaking, writing, reading and grammar would constitute a mark over 20 which would constitute the mark of the midterm.

Travail Personnel:


Zemach, Dorothy E., Rumisek, Lisa A. Academic Writing , From Paragraph to Essay. Macmillan, 2005


Bibliographie:

Websites
https://www.explainthatstuff.com
https://phys.org
https://www.brainpop.com/
https://www.bbc.com/bitesize