

Foundation Year Course Syllabus: 2024/25

COURSE DETAILS

Please complete the form as accurately as possible. Please refer to the Head of Department and/or Academic Coordinator of the programme for any clarifications or support.

Foundation year in	Records Management and Archival Science		
Course Code and Title	RMAS 003 - Methodology and understanding in English		
Degree Level and Semester	FY – S1		
Course Credit Hours	20	Lectures	
		Tutorials and laboratory	20
		Other (indicate)	
Prerequisites and Co-requisites (if any)			

FACULTY DETAILS

Name and Status (Professor, Associate Professor, Assistant Professor, Lecturer, Professional etc.)	Kimberly N. Carey Instructor
Institution (SUAD, Sorbonne Université, Université de Paris Cité, Other)	SUAD
Office Hours (Students are kindly asked to observe these office hours or to make an appointment for a different time)	By appointment
Office Phone (if in UAE otherwise provide email)	Not applicable
Email	kimberly.carey@sorbonne.ae

COURSE DELIVERY

Please indicate the mode of delivery to be used for this course in this academic year.

Face to Face Delivery	Blended Learning Delivery	
	Face to Face (%)	Online (%)
	100%	

COURSE DESCRIPTION (as per Course Catalogue)

Please indicate the objective of this course, the key concepts and theories that will be covered.

This course covers the specific rules and structures of English Grammar and their application in various contexts. The overall aim of the course is twofold: to improve grammatical accuracy across a range of simple and complex constructions; to adapt these structures to the demands of various related tasks. The course includes a focus on integrating acquired grammatical skills into written and oral production.

COURSE LEARNING OUTCOMES (CLO)

Please indicate a minimum of 4 and maximum of 6.

Upon completion of this course, students will demonstrate their ability to:

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CLO 1	Employ acquired vocabulary and structures related to the studied themes.
CLO 2	Analyse written texts to identify the writer's ideas and arguments.
CLO 3	Organise thoughts and ideas and present them in a clear and effective format.
CLO 4	Utilise the skills acquired to produce coherent written and spoken texts.
CLO 5	
CLO 6	

REQUIRED MATERIALS

Course Textbooks and Other Recommended Reading Materials

Please indicate here the books and materials each student should have read upon completion of the course and/or books and materials that will be used during the class. Specify the relevant chapter(s) if relevant.

Alice Oshima, Ann Hogue, *Introduction to Academic Writing* (The Longman Academic Writing Series, Level 3), Pearson Education, Inc., 3rd Edition, 2007

Additional handouts, readings, and audio/visual files will be provided by the lecturer.

Supplemental Resources Recommended

Please indicate here the bibliography that students should refer to in order to deepen their knowledge of the course and provide complete citation and/or URL.

Books	Michael McCarthy, Felicity O'Dell, <i>English Vocabulary in Use Advanced</i> , Cambridge University Press, 3 rd Edition, 2017 Martin Hewings, <i>Advanced Grammar in Use</i> , Cambridge University Press, 3 rd Edition, 2013 Raymond Murphy, <i>English Grammar in Use</i> , Cambridge University Press, 5 th Edition, 2019 Any advanced learner's English dictionary
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Websites	<p>Resources for English Writing and Grammar Skills</p> <p>Purdue University Owl Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html</p> <p>The Writing Center – University of North Carolina at Chapel Hill: https://writingcenter.unc.edu/tips-and-tools/</p> <p>Writing Advice – Yale University: https://poorvucenter.yale.edu/undergraduates/writing-advice</p>
Journal Articles	

Equipment Students May Require during the Course

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- Notebook and pen
- Laptop or tablet (for some class activities and assignments)

TEACHING METHODOLOGIES

The method of delivery of this course will be as follows. Please indicate the number of hours per category.

COURSE ASSESSMENT

Student Evaluation Plan

Each student's final grade will be calculated based on the following components and weights. (Indicate the type and weightage as % of the total).

Assessment Modalities	Option 1 CA + FA		Option 2	Option 3
	CA %	FA %	CA only %	FA only %
	50	50	NA	NA

CA Table

Types of assignment*	CLO being Measured	Assessment description	Due Date	Weightage of each CC assessment as % of the total CC grade
Quiz / In-class test	1, 2	This quiz will cover content from the first 3 weeks and include multiple choice questions, short answer formats, writing, and/or reading comprehension.	2 October 2024	20%
Mid-term exam / In-class test	1, 2, 3, 4	This exam will cover content from the course to date and include multiple choice questions, short answer formats, writing, and/or reading comprehension.	16 October 2024	40%
Writing / In-class assessment	1, 3, 4	This assessment requires students to write a five-paragraph essay. Students will choose a topic from a list shared by the lecturer.	13 November 2024	40%

FA Table

Types of assignment*	CLO being measured	Assessment description	Due Date	Weightage
Final exam	1, 2, 3, 4	Summative written assessment of the course content.	January 2025 final exam week	50%

***Type of Assessment:** please indicate the format of the assessment. This may include quiz, in-class test, MCQ test, short-questions test, oral presentation, essay, project, assignment, lab report, mid-term or final exam etc.

TEACHING SCHEDULE

In the table below list the session date, topic (content of the course being delivered in each session) and any respective assessment (where applicable).

Please adapt the table to the number of sessions dedicated to your class.

Session	Date	Topic	Assessment	
			Description (as above)	Date
1	18 September 2024	Chapter 3: <i>Paragraph Structure</i> Three parts of a paragraph Apostrophes Outlining		
2	25 September 2024	Chapter 2: <i>Narrative Paragraphs</i> Time order signals Compound sentences and coordinating conjunctions – part 1 Three comma rules		
3	2 October 2023	Introduction to the course Chapter 1: <i>Paragraph Format</i> Academic writing and the writing process Capitalisation rules Simple sentences, subject-verb agreement, and fragments	Quiz (30 minutes)	
4	9 October 2024	Chapter 4: <i>Descriptive Paragraphs</i> Compound sentences and coordinating conjunctions – part 2 (90 minutes)		
5	16 October 2024	Chapter 4: <i>Descriptive Paragraphs</i> Paragraph unity Varying sentence openings Coherence (chapter 5)		
6	23 October 2024	Chapter 5: <i>Logical Division of Ideas</i> Transition signals Run-ons and comma splices Complex sentences (chapter 6)		
7	30 October 2024	Appositives, adjective clauses (chapter 8) (75 minutes)	Mid-term (45 minutes)	
8	6 November 2024	Chapter 9: <i>Essay Organisation</i>		

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		Three parts of an essay Transitions between paragraphs		
9	13 November 2024	Chapter 10: <i>Opinion Essays</i> Developing supporting details Rules for using and punctuating quotations Statistics		
10	20 November 2024		Writing assessment (2 hours)	

CRITERIA FOR BACHELOR LEVEL ASSESSMENT

Element	Measures of levels of achievement	Criteria	Value
Ideas and content	Demonstrates a clear understanding of the approach chosen for the project/ paper. Articulates the strengths and limitations of this approach. Provides evidence of the review of the works of theorists who use this evaluative approach. Shows this theorist's thinking about how assessment should be done and its purposes.	Little evidence	0-9 Failure
		Basic level	10-11 Fair
		Achieved	12-15 Quite Good-Good
		Very Good/Excellent	16-20 Very Good/Excellent"
Creativity	Develops an improvement plan for SUAD that applies the new knowledge. Combines concepts and research with newly created data to make observations, discuss implications, develop generalizations and draw conclusions.	Little evidence	0-9 Failure
		Basic level	10-11 Fair
		Achieved	12-15 Quite Good-Good
		Very Good/Excellent	16-20 Very Good/Excellent
Sources	Demonstrates that source information collected for all media (graphics, facts and quotes). Documents all media sources using required documentation protocols.	Little evidence	0-9 Failure
		Basic level	10-11 Fair
		Achieved	12-15 Quite good - Good
		Very Good/Excellent	16-20 Very Good/Excellent
Presentation	Produces an error-free, well-organised document with a clear narrative structure.	Little evidence	0-9 Failure

	Uses a writing style that enhances content and ideas providing insight and provoking discussion.	Basic level	10-11 Fair
		Achieved	12-15 Quite good - Good
		Very Good/Excellent	16-20 “Very Good/Excellent

POLICY ON ATTENDANCE AND PARTICIPATION

University policy is that students are to attend all classes and to arrive on time. Students are expected to actively participate in class discussions, in-group activities. There is an expectation that students will support each other and demonstrate teamwork in this learning community.

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In case of absence, students are requested to justify each absence within three days following the student's return to classes.

Students who have been excessively absent (more than 20% of a course) may not be permitted to sit the final exam. In that event, all continuous assessment grades will be cancelled, and the student will have to sit the catch-up session (if any) unless the student compensates without taking the catch-up session examination. In the eventuality a course is evaluated through continuous assessment only, the student will have to repeat the course the next year, unless the compensation occurs, as per the rules of the program.

In the case that the student misses an assessment because of an absence, the student may be allowed to make up the assessment. The instructor in charge of the class will then decide if and how the assessment can be retaken. This applies only to continuous assessments. In the event a student misses an exam, no make-up will be organized beside the normal catch-up session, even if the absence is justified.

It is the responsibility of the student to make suitable arrangements with instructors with regards to missed course work. An exceptional scheme can be applied for undergraduate students who cannot attend classes due to employment or for medical reasons, subject to the acceptance of their request by the Head of the Academic department and the Deputy Vice Chancellor for Academic Affairs.

SUAD GRADING SYSTEM

University course work is measured in terms of quantity and quality. The number of credits is a measure of quantity while the grade is the measure of quality.

French system		American system				British system	
							Classification
Tres Bien *	20	A+		4	Excellent	70-100	First Class Honours
	19	A+		4	Excellent		
	18	A+		4	Excellent		
	17	A+	95-100	3.9	Excellent		

	16	A+		3.8	Excellent		
Bien *	15	A		3.7	Excellent	60-69	First Division Second Class Honours (2.1)
	14	A	90-94	3.6	Excellent		
Assez Bien *	13	B+	85-89	3.5	Good	55-59	Second Division Second Class Honours (2.2)
	12	B+		3.4	Good		
Passable	11	B		3	Satisfactory	55-59	Third Class
			80-84				
	10.5	B-		2.8			
	10.01	C+	75-79	2.5			
	10			2	Pass	40-49.9	

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Ajourné	9	C-	69-74	1.9	Poor	36-39.9	Pass/Fail
	8	D		1.7	Poor		
	7	D	64-68	1.4	Poor		
	6	D		1.2	Poor		
	5	D	60-63	1	Very poor	0-35.9	Fail
	4	D			Very poor		
	3	D			Very poor		
	2	D			Very poor		
	1	D			Very poor		
	0	F	0-59	0	Very poor		

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POLICY OF ASSIGNMENTS

University policy is that assignments are due on the date assigned. Instructors may refuse to accept late assignments or lower the grade that would be otherwise given.

ACADEMIC MISCONDUCT

Academic misconduct includes:

- a) cheating (using unauthorized materials, information, or study aids in any academic exercise, plagiarism, falsification of records, unauthorized possession of examinations, intimidation, any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement)
- b) assisting others in any such act; or
- c) attempts to engage in such act.

Academic misconduct will not be tolerated and will be severely penalized (see the Student Code of Conduct).

Course Instructor Name	Kimberly N. Carey
HoD Name	Dr. Yann Rodier
HoD Approval Date	