

# Module Descriptions

Department of Basic Skills

Basic Skills

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Basic Skills

2009





# DEGREE PLAN

## Basic Skills

### Level 1

Sr.	Module Code	Module Name	Contact Hours
1	BSEL103	English Language Level 1	160
2	BSPE101	Physical Education	32
3	BSTD103	Technical Drawing	48
<b>TOTAL HOURS</b>			<b>240</b>

### Level 2

Sr.	Module Code	Module Name	Contact Hours
1	BSEL204	English Language Level 2	160
2	BSHS201	Occupational Health & Safety	32
3	BSIC201	Islamic Culture	32
4	BSKB201	Keyboarding	32
<b>TOTAL HOURS</b>			<b>256</b>

### Level 3

Sr.	Module Code	Module Name	Contact Hours
1	BSEL305	English Language Level 3	160
2	BSCD304	Computer Aided Technical Drawing	48
3	BSCA303	Computer Application	64
<b>TOTAL HOURS</b>			<b>272</b>

### Level 4

Sr.	Module Code	Module Name	Contact Hours
1	BSEL406	English Language Level 4	160
2	BSTM401	Technical Mathematics	48
3	BSWP401	Workshop Practices	64
<b>TOTAL HOURS</b>			<b>272</b>

Prerequisite —

Level 1

Contact Hours: 160

**Module Description**

This module covers 10 units of **All-Star-1** (the core course material) with each unit consisting of 7 lessons on a wide range of standards-based and life-skill topics. All the ten units are co-related to all of the major US national and state standards for adult instruction. The lessons, which are inter-active in nature, are designed to provide springboards to a wealth of activities developing all of the language skills. Also, this module covers a practical segment of computer aided language learning (CALL) consisting of 6 units with an average of 4 lessons in each unit. These 6 units form the first two modules of an educational software titled **The New Dynamic English**.

**Objectives**

The objectives of this module are:

- To help students achieve the communicative use of contemporary English at high beginner level by engaging and motivating them through stimulating and collaborative language teaching practices.
- To help them extend their general language proficiency at high beginner level.
- To help them understand and respond to instructions in their classrooms and work environment.

**Learning Outcomes**

After completing this module the students should be able to:

- ask and answer simple questions in predictable contexts.
- speak, read and form simple sentences on everyday topics
- comprehend and respond to information about commonly known things.

**Contents****(All-Star)**

- Getting Started
- Places
- Time and Money
- Calendars
- Clothing
- Food
- Families
- Health
- House and Home
- Work

**(The New Dynamic English)**

- Names and Places
- Jobs and Family
- Numbers and Time
- Family Schedules
- Matrix Vocabulary
- Likes and Dislikes
- Review Exercise
- Video Interactions
- Mastery Tests

Prerequisite —

Level 1

Contact Hours: 160

**Pacing Schedule**

Contact Hours	Contents	Skills Gained
14	All-Star 1 Unit 1 Getting Started p. 4 – 19; Unit 2 Places p. 20 – 27 Workbook 1 p. 2 - 25	Exchanging personal information; Map reading; Simple present with be; There is, there are; Prepositions of location; Singular/Plural nouns; Understanding phone numbers; Basic workshop tools; Description of tools
2	Technical English 1 Unit 1 What Do You Know? p. 2 – 8	
14	All-Star 1 Unit 2 Places p. 28 – 35; Unit 3 Time & Money p. 36 – 51 Workbook 1 p. 26 – 47	Asking for & telling time; Yes/No Questions with Be; Interpreting clock time; Using numbers 12 – 90; Writing time using numbers; Asking about business hours/prices; Units of measurement; Shapes
2	Technical English 1 Unit 2 Measurements p. 9 - 12	
14	All-Star 1 Unit 4 Calendars p. 52 – 67; Unit 5 Clothing p. 68 – 71 Workbook 1 p. 48 – 65	Describing the weather; Identifying months; Questions with How many; Wh questions with be; Ordinal numbers; Singular/Plural nouns; More workshop tool descriptions; Quantities
2	Technical English 1 Unit 2 Measurements p. 13– 15; Unit 3 More Tools p. 16 - 17	
14	All-Star 1 Unit 5 Clothing p. 72 – 83 Unit 6 Food p. 84 – 87 Workbook 1 p. 66 - 81	Understanding sizes and price tags; Multiplying & Dividing; Object pronouns; Classifying information; Understanding sales receipts; Location of tools; Proper housekeeping
2	Technical English 1 Unit 3 More Tools p. 18 - 22	
14	All-Star 1 Unit 6 Food p. 88 – 99; Unit 7 Families p. 100 – 107 Workbook 1 p. 82 - 99	Asking for store information; Intonation in Yes/No questions; Food containers; Questions and answers with Do and Don't; Food pyramid; Connecting sentences with And; Calculating serving sizes; Working safely in the shop
2	Technical English 1 Unit 4 Safety Tips p. 23 - 27	
14	All-Star 1 Unit 7 Families p. 108 – 115; Unit 8 Health p. 116 – 127 Workbook 1 p. 100 - 117	Answering the telephone; Linking consonant to vowel; Taking messages including telephone numbers; Family expenses; Making a family budget; Using addition/multiplication to calculate totals; Getting familiar with tool parts
2	Technical English 1 Unit 4 Safety Tips p. 28 – 29 Unit 5 Parts of Tools p. 30 - 32	
14	All-Star 1 Unit 8 Health p. 128 – 131 Unit 9 House and Home p. 132 – 147 Workbook 1 p. 118 - 137	Understanding bar graphs; Regular and irregular verbs; Reading classified ads; Simple Past: Negative and Affirmative; Asking for housing information; Writing classified ads; Safekeeping of workshop tools
2	Technical English 1 Unit 5 Parts of Tools p. 33 - 36	
14	All-Star 1 Unit 10 Work p. 148 – 163 Workbook 1 p. 138 - 151	Listening to a job interview; What to do in an interview; Future with Be going to; Reading a success story; Completing a job application; Reading for specific information; Reasoning
2	Technical English 1 Units 1 – 2 Review	

Prerequisite —

Level **1**

Contact Hours: **160**

**Pacing Schedule**

Contact Hours	Contents	Skills Gained
4	NEW DYNAMIC ENGLISH Module 1, Unit 1 Names and Places	Ability to distinguish between Nations and Nationalities and communicate with one another using Who is and who are-? Participating in Daily Dialogues, Spelling Names and learning vocabulary related to Family Members
4	NEW DYNAMIC ENGLISH Module 1, Unit 2 Jobs and Family	Learning to use vocabulary related to jobs and family, adjectives, troublesome numbers and quantities, Present personal information, and introduce oneself.
4	NEW DYNAMIC ENGLISH Module 1, Unit 3 Numbers and Time	Focusing on units of time, sums and differences of large numbers, numerical operations, and clock times
4	NEW DYNAMIC ENGLISH Module 1 Review	Preparation for the Mastery Test
4	NEW DYNAMIC ENGLISH Module 2, Unit 1 Family Schedule	Learning to practice ordinals, & days of the month, days of the week and useful expressions, family relations and occupations, daily schedule and answer questions
4	NEW DYNAMIC ENGLISH Module 2 Unit 2 Matrix Vocabulary	Learning new vocabulary related to times of day, and time zones; Seasons and Weather; Describing people; Cold and Heat
4	NEW DYNAMIC ENGLISH Module 2, Unit 3 Likes and Dislikes	Describing food, favorite foods, preferences, sports & entertainment. Using ' How well can you do It? Discussing things one likes and Oral Presentation
4	NEW DYNAMIC ENGLISH Module 2 Review	Preparation for the Mastery Test

References:

- All-Star 1 by Linda Lee, Stephen Sloan, Grace Tanaka and Shirley Valesco.
- The New Dynamic English by DynEd International, Inc.
- English for Technical Students 1 by David Bonamy.

المعروف باسم "التمارين الرياضية".  
 • التمارين الرياضية هي أنشطة جسدية تهدف إلى تحسين اللياقة البدنية والصحة العامة.  
 • تشمل التمارين الرياضية مجموعة واسعة من الأنشطة، مثل المشي، الجري، السباحة، ركوب الدراجات، والتدريب الرياضي.

تعد التمارين الرياضية جزءًا مهمًا من نمط الحياة النشط، حيث تساعد على:  
 • تحسين المزاج وتقليل التوتر.  
 • تعزيز النوم الجيد.  
 • تقليل خطر الإصابة بأمراض مزمنة مثل أمراض القلب والسكري.

من المهم اختيار التمارين المناسبة لاحتياجاتك وقدراتك، والتأكد من أخذ فترات راحة كافية بين التمارين.

# التمارين الرياضية هي أنشطة جسدية تهدف إلى تحسين اللياقة البدنية والصحة العامة. تشمل التمارين الرياضية مجموعة واسعة من الأنشطة، مثل المشي، الجري، السباحة، ركوب الدراجات، والتدريب الرياضي. تعد التمارين الرياضية جزءًا مهمًا من نمط الحياة النشط، حيث تساعد على تحسين المزاج وتقليل التوتر، وتعزيز النوم الجيد، وتقليل خطر الإصابة بأمراض مزمنة مثل أمراض القلب والسكري. من المهم اختيار التمارين المناسبة لاحتياجاتك وقدراتك، والتأكد من أخذ فترات راحة كافية بين التمارين.

التمارين الرياضية هي أنشطة جسدية تهدف إلى تحسين اللياقة البدنية والصحة العامة. تشمل التمارين الرياضية مجموعة واسعة من الأنشطة، مثل المشي، الجري، السباحة، ركوب الدراجات، والتدريب الرياضي. تعد التمارين الرياضية جزءًا مهمًا من نمط الحياة النشط، حيث تساعد على تحسين المزاج وتقليل التوتر، وتعزيز النوم الجيد، وتقليل خطر الإصابة بأمراض مزمنة مثل أمراض القلب والسكري. من المهم اختيار التمارين المناسبة لاحتياجاتك وقدراتك، والتأكد من أخذ فترات راحة كافية بين التمارين.

## وصف المقرر

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## الهدف العام

## الأهداف الموضوعية

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## الموضوعات

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## خطة التدريس

المهارة المكتسبة	الموضوعات	ساعات الإتصال
<p>يمكن الطالب من :</p> <ul style="list-style-type: none"> <li>تعرف المدرب على أسماء الطلاب</li> <li>التنبه على الالتزام باللباس الرياضي في كل محاضرة</li> <li>حث الطلاب على عدم الغياب والالتزام بالحضور في الوقت المحدد ( يحرم الطالب من دخول الاختبار إذا تجاوز غيابه ٤ ساعات )</li> <li>حث الطلاب على المشاركة بفعالية والاستفادة من البرنامج المعد</li> <li>توجيه الطلاب وإرشادهم للخلق الحسن فيما بينهم ومع مدرسيهم وإتباع تعليمات المعهد</li> <li>تعريف الطلاب بالمنهج وطريقة العمل لتحقيق أهداف المقرر</li> <li>تعريف الطلاب بتوزيع الدرجات خلال الفصل الدراسي</li> </ul>	<p>التوجيه والإرشاد</p> <ul style="list-style-type: none"> <li>التعرف على الطلاب</li> <li>اللباس الرياضي</li> <li>الحضور والغياب</li> <li>المشاركة</li> <li>السلوك</li> <li>المقرر</li> <li>الدرجات</li> </ul>	١
<p>يمكن الطالب من :</p> <ul style="list-style-type: none"> <li>معرفة المتدرب التركيب العضلي لجسم الإنسان</li> <li>معرفة المتدرب كيفية تنمية العضلات</li> <li>الإلمام بالتمارين المناسبة لكل عضلات الجسم</li> <li>أن يسهم المتدرب ببعض التمرينات الخاصة بالقوة العضلية</li> </ul> <p>يمكن الطالب من :</p> <ul style="list-style-type: none"> <li>التعرف على كيفية زيادة قوة تحمل عضلات الجسم بشكل عام</li> </ul>	<p>أولاً :</p> <p>القوة العضلية والتحمل العضلي</p> <p>أ - القوة العضلية</p> <ul style="list-style-type: none"> <li>عضلات الرقبة</li> <li>عضلات الكتفين</li> <li>عضلات الذراعين</li> <li>عضلات الصدر</li> <li>عضلات البطن</li> <li>عضلات الظهر</li> <li>عضلات الفخذين</li> <li>عضلات الساقين</li> </ul> <p>ب- التحمل العضلي</p> <ul style="list-style-type: none"> <li>رفع الأثقال</li> <li>تمرينات الكرة الطبية</li> <li>تمرينات الأكياس الرملية</li> </ul>	١٠

## خطة التدريس

المهارة المكتسبة	الموضوعات	ساعات الإتصال
<ul style="list-style-type: none"> <li>التعرف على كيفية المحافظة على القوام السليم</li> <li>زيادة القدرة على تحمل أعباء الحياة اليومية</li> <li>الإلمام بالتمارين المناسبة لعنصر التحمل العضلي</li> </ul>	<ul style="list-style-type: none"> <li>تمارين فردية</li> <li>تمارين زوجية</li> <li>تمارين سويدية</li> <li>جهاز العقلة</li> <li>جهاز المتوازي</li> </ul>	
<p>يمكن الطالب من :</p> <ul style="list-style-type: none"> <li>التعرف على كيفية زيادة كفاءة الجهاز الدوري التنفسي</li> <li>التعرف على كيفية تقوية عضلة القلب</li> <li>توفير الطاقة اللازمة لحدوث الإنقباض العضلي</li> <li>المحافظة على الصحة بشكل عام</li> <li>الإلمام بالتمارين المناسبة لتنمية العنصر</li> <li>أن يذكر الطالب مضار التدخين على الجهاز التنفسي</li> </ul>	<ul style="list-style-type: none"> <li>ثانياً – التحمل الدوري التنفسي</li> <li>الجري ( ٤٠٠م، ٨٠٠م، ١٥٠٠م، ٣٠٠٠م، ٦٠٠٠م)</li> <li>السير المتحرك</li> <li>الدراجة الثابتة</li> <li>نط الحبل الرياضي</li> </ul>	٨
<p>يمكن الطالب من :</p> <ul style="list-style-type: none"> <li>التعرف على كيفية زيادة التوافق العضلي العصبي</li> <li>سرعة الاستجابة للمؤثرات الخارجية</li> <li>خفة الحركة</li> <li>سرعة تعلم المهارات</li> <li>الإلمام بالتمارين المناسبة لتنمية العنصر</li> </ul>	<p>ثالثاً:</p> <ul style="list-style-type: none"> <li>الرشاقة، المرونة، السرعة</li> <li>أ- الرشاقة</li> <li>المشي السريع ( الهرولة )</li> <li>التمارين السويدية</li> <li>تمارين الوثب</li> <li>الجري بين الأقماع</li> <li>قفز الحواجز</li> <li>الدرجة الأمامية</li> </ul>	٩

## خطة التدريس

المهارة المكتسبة	الموضوعات	ساعات الإتصال
<p>يتمكن الطالب من :</p> <ul style="list-style-type: none"> <li>التعرف على كيفية زيادة مرونة مفاصل الجسم</li> <li>التعرف على كيفية تقوية جميع الأربطة المفصالية</li> <li>الإلمام بالتمارين المناسبة لتنمية عنصر المرونة</li> </ul>	<p>ب - المرونة</p> <ul style="list-style-type: none"> <li>مفاصل الرقبة</li> <li>مفصل الكتف</li> <li>مفصل المرفق</li> <li>مفصل الكف</li> <li>مفصل الحوض</li> <li>مفصل الركبة</li> <li>مفصل القدم</li> </ul>	
<p>يتمكن الطالب من :</p> <ul style="list-style-type: none"> <li>التعرف على كيفية زيادة السرعة الحركية</li> <li>سرعة الأداء في تنفيذ الحركات</li> <li>تأمين وظائف وإمكانيات جديدة للجهاز العصبي العضلي</li> <li>الإلمام بالتمارين المناسبة لتنمية عنصر السرعة</li> </ul>	<p>ج - السرعة</p> <ul style="list-style-type: none"> <li>جري ( ٥٠ م ) ( ١٠٠ م )</li> <li>( ٢٠٠ م )</li> <li>السير المتحرك</li> <li>الدراجة الثابتة</li> </ul>	٤

## المراجع

- الدليل التعليمي لمنهج التربية البدنية ( وحدة التربية البدنية بالإدارة العامة للمناهج، ١٤٢٢هـ )
- اللياقة البدنية ومكوناتها ( كمال عبد الحميد- محمد صبحي، ١٤١٧هـ )
- المشي رياضة الجميع ( منصور العواجي، ١٤٢٧هـ )
- اللياقة البدنية لجميع الأعمار ( ريسان خريبط - عبدالرحمن الأنصاري، ٢٠٠١م )
- دليل الرشاقة ( محي الدين عبدالرزاق، ١٤١٩هـ )
- تحويل الدهون إلى عضلات ( تحرير جوكيتا ، ٢٠٠٦م )
- مرشد التدريب للمرونة ( كريستوفر نوريس، ٢٠٠٢م )
- مرشد التدريب بناء العضلات وزيادة القوة ( أنيتابين، ترجمة خالد العماري، ٢٠٠٢م )
- القوة العضلية والمرونة الحركية ( محمد رضوان - أحمد منصور، ١٩٩٩م )

**Objectives**

This Module develops :

- Understanding the meaning of drawing.
- The simple methods of creating drawing.
- How to use the drawing techniques and equipments
- Reading drawings.

**Learning Outcomes**

After completing this Module, the students will be able to:

- Identify the drawing equipment
- Select and use of drawing equipment.
- Identify different plane geometrical principles.
- Apply different drawing methods to draw pictorial drawing of mechanical components.
- Draw multi views of mechanical components from given pictorial drawing.
- Identify different dimensional techniques.
- Apply dimensioning of common features.
- Identify the proper techniques for sketching.
- Identify the sectioning plane and views
- Apply the rules of sectioning correctly.
- Read and interpret mechanical drawing

**Contents**

- Basic of engineering Drawing.
- Geometric Construction.
- Pictorial Drawing.
- Orthographic Projection.
- Free Hand Sketch.
- Sectioning.
- Conventions, Symbols, Drawing Types and Interpreting Drawing.

Prerequisite —

Level **1**

Contact Hours: **48**

**Pacing Schedule**

Contact Hours	Contents	Skills Gained
6	Basic of engineering Drawing: The Drawing board and T- square Drawing pencils Erasers Set square Compass Dividers Scale rules protractors Drawing sheet size Types of lines Scale Drawing Lettering	Select and use drawing tools
9	Geometric Construction: Angels & Triangles Polygons, circles and arcs. Bisecting a line & angle Dividing a line into equal parts Construction a Triangle Construction Hexagon( A/C & A/F) Drawing Arcs tangent to (right angle, acute angels, obtuse angle). Drawing Arcs tangent to circles (outside inside). Drawing an Arc tangent to circle and straight line.	Draw simple components by using plane geometry
9	Pictorial Drawing: Isometric & oblique Exercise	Draw 3D shapes
9	Orthographic Projection Multi view Projection Projection of component Surfaces. First & Third angel projection Orthographic Projection Exercises	Draw multi views for a mechanical components
3	Free Hand Sketch Sketching techniques Sketching the views from an actual object Sketching isometric	Sketching simple mechanical components

**Pacing Schedule**

Contact Hours	Contents	Skills Gained
6	Sectioning Definitions. Full Sections. Sectioning of mechanical parts Sectioning. Exercises	Draw the sectional views of mechanical parts
6	Conventions and Symbols Pneumatic & Hydraulic Refrigeration & AC Welding Symbols Electrical Symbols Reading & Interpreting Drawing. Different types of drawings.	Read and interpret drawing

## Reference:

- Technical Drawing  
By Frederick E Giescke
- Fundamentals of Engineering Drawings  
By Cecil H.jensen
- Applied sketching and technical drawing  
By Dr. Ronald J.Lutz

Prerequisite **BSEL 103**

Level **2**

Contact Hours: **160**

**Module Description**

This module covers 10 units of **All-Star-2** (the core course material) with each unit consisting of 7 lessons on a wide range of standards-based and life-skill topics. All the ten units are co-related to all of the major US national and state standards for adult instruction. The lessons, which are inter-active in nature, are designed to provide springboards to a wealth of activities developing all of the language skills. Also, this module covers a practical segment of computer aided language learning (CALL) consisting of 6 units with an average of 4 lessons in each unit. These six units form modules 3 and 4 of **The New Dynamic English**.

**Objectives**

The objectives of this module are:

- To help students achieve the communicative use of contemporary English at pre-intermediate level by engaging and motivating them through stimulating and collaborative language teaching practices.
- To help them understand and respond to instructions on matters of common interest in their classroom environment.
- To help them extend their general language proficiency at pre-intermediate level beyond the classroom environment.

**Learning Outcomes**

After completing this module the students should be able to:

- ask and answer slightly complex questions in predictable contexts.
- figure out and use appropriate words in verbal and written forms of communication.
- speak, read and form complex sentences on everyday topics
- carry on conversations face to face or on the telephone on easy –to-talk-about topics.

**Contents**

**(All-Star)**

- Describing People
- Going to Places
- Dollars and Cents
- Plans and Goals
- Smart Shopping
- Food
- Relationships
- Health
- Home and Safety
- Work

**(The New Dynamic English)**

- Daily Activities
- Our World
- Locations
- Planning Ahead
- Matrix Vocabulary
- Biography
- Review Exercises
- Video Interactions
- Mastery Tests

Prerequisite **BSEL 103**Level **2**Contact Hours: **160****Pacing Schedule**

Contact Hours	Contents	Skills Gained
14	All-Star 2 Unit 1 Describing People p. 4 – 19; Unit 2 Going Places p. 20 – 27 Workbook 2 p. 2 - 25	Exchanging personal information; Present tense; Interpreting information; Present tense negative; Yes/No questions with be/does; Reading and interpreting personal documents; Basic measurements in the workshop
2	Technical English 1 Unit 6 Add, Subtract, Multiply, Divide p. 37 - 43	
14	All-Star 2 Unit 2 Going Places p. 28 – 35; Unit 3 Dollars & Cents p. 36 – 51 Workbook 2 p. 26 - 47	Asking about places in the community; Reading a map, train schedule, telephone directory; Money: coins and bills; Measuring/telling time; Asking for/giving directions; Adjusting tools and equipment
2	Technical English 1 Unit 7 Tighten/Loosen p. 44 - 48	
14	All-Star 2 Unit 4 Plans & Goals p. 52 – 67; Unit 5 Smart Shopping p. 68 – 71 Workbook 2 p. 48 - 65	Talking about goals, plans; Describing a workplace; asking for/giving advice; reading and evaluating a website; reading store flyers; Comparatives/Superlatives; Calculating percentages; Warnings and reasons; Safety in the shop
2	Technical English 1 Unit 7 Warnings p. 49 - 50 Unit 8 Comparisons p. 51 -53	
14	All-Star 2 Unit 5 Smart Shopping p. 72 – 83 Unit 6 Food p. 84 – 87 Workbook 2 p. 66 - 81	Choosing the best alternative; Talking about shopping, food, things in a restaurant; Ordering from a menu; Reading,/interpreting a bar graph; How much, how many; Computing cost of a meal; Materials and properties of materials
2	Technical English 1 Unit 8 Comparisons p. 54 – 57 Unit 9 Materials p. 58 – 62	
14	All-Star 2 Unit 6 Food p. 88 – 99; Unit 7 Relationships p. 100 – 107 Workbook 2 p. 82 - 99	Talking/reading about people and things in a restaurant; Food preparation; Food label ingredients; Eating habits in the US; Talking about relationships, a wedding, customs; Reading and making a family tree; Characteristics of materials; Properties
2	Technical English 1 Unit 9 Materials p. 63 – 64 Unit 10 Properties p. 65 - 67	
14	All-Star 2 Unit 7 Relationships p. 108 – 115; Unit 8 Health p. 116 – 127 Workbook 2 p. 100 - 119	Talking about parts of the body, illnesses and injuries; Should and shouldn't; Might and will; Units of measurement (US); Reading and writing an accident report; Continuation: properties of materials
2	Technical English 1 Unit 10 Properties p. 68 - 71	

Prerequisite **BSEL 103**

Level **2**

Contact Hours: **160**

**Pacing Schedule**

Contact Hours	Contents	Skills Gained
14	All-Star 2 Unit 8 Health p. 128 – 131 Unit 9 Home and Safety p. 132 – 147 Workbook 2 p. 120 - 137	Talking about actions, problems at home; Completing a maintenance request form; Commands and requests; Converting temperatures; Weather forecasts; Summary of lessons (Units 6 – 10)
2	Technical English 1 Revision p. 72 – 76	
14	All-Star 2 Unit 10 Work p. 148 – 163 Workbook 2 p. 138 - 151	Talking about jobs, job skills, and work experience; Reading and writing job trips; Have to/don't have to; Would like/would rather; Computing overtime pay; Summary of lessons
2	Technical English 1 Revision	
4	NEW DYNAMIC ENGLISH Module 3, Unit 1 Daily Activities	Skill in using verbs in the recent past and in the immediate future and ability to discuss things they did at different times
4	NEW DYNAMIC ENGLISH Module 3, Unit 2 Our World	Ability to talk about people and things with reference to distance, size, weight or cost and to explain and discuss 'there are' and 'there is' as a way to assert existence
4	NEW DYNAMIC ENGLISH Module 3, Unit 3 Locations	Competence in discussing various ways of expressing locations and in describing their neighborhood, the area they go shopping, or their favorite part of town
4	NEW DYNAMIC ENGLISH Module 3 Review	Preparation for the Mastery Test
4	NEW DYNAMIC ENGLISH Module 4, Unit 1 Planning Ahead	Skill in using travel vocabulary and different modals and proficiency in expressing themselves using the appropriate modals
4	NEW DYNAMIC ENGLISH Module 4, Unit 2 Matrix Vocabulary	Ability to identify and describe foods from different places and answer questions related to their favorite food, drink, etc.
4	NEW DYNAMIC ENGLISH Module 4, Unit 3 Biography	Ability to discuss historical dates and time reference and answer Wh-questions with confidence
4	NEW DYNAMIC ENGLISH Module 2 Review	Preparation for the Mastery Test

References:

- All-Star 2 by Linda Lee, Kristin Sherman, Stephen Sloan, Grace Tanaka and Shirley Valesco.
- The New Dynamic English by DynEd International, Inc.
- English for Technical Students 1 by David Bonamy.

**Objectives**

- Explain accidents causes.
- Explain the cost of accidents.
- Differentiate between different types of hazards inside workplaces.
- Training on first aid.
- Training on fire fighting.
- Ventilations inside workplaces.
- Lighting inside workplaces

**Learning Outcomes**

After completing the Module, Students should know:

- The importance of health and safety
- Why accidents happen.
- The duties of employer and employees
- The Meaning of: Hazard, Risk, Safe, Accident, Dangerous occurrence.
- Housekeeping
- Safe lifting & carrying
- Know how to guard machines
- The specific electrical and chemical hazards
- How to use personal Protective Equipment
- The most common types of body injuries.
- Types of extinguishers and how to fight fires.
- First aid and CPR.

**Contents**

- General safety & operation rules
- Housekeeping
- Safe lifting & carrying
- Machine Safety
- Electrical Safety
- Chemical Safety
- Safety Signs
- First Aid
- FIRE Safety
- Ventilations and lighting.

Prerequisite —

Level **2**Contact Hours: **32****Pacing Schedule**

Contact Hours	Contents	Skills Gained
4	<ul style="list-style-type: none"> <li>• General Workshop safety</li> <li>• Why we worry about Safety</li> <li>• Accident causes</li> <li>• Cost of Accidents</li> <li>• Worker Rights</li> <li>• Safety &amp; operation rules</li> <li>• Personal Hygiene</li> <li>• Clothing</li> <li>• Personal Protective equipment</li> </ul>	The importance of health and safety
4	<ul style="list-style-type: none"> <li>• Housekeeping</li> <li>• General safety of tools</li> <li>• Lockout / Tag out</li> <li>• Safe lifting &amp; carrying</li> <li>• Preventing Falls</li> </ul>	Housekeeping
4	<ul style="list-style-type: none"> <li>• Falling objects</li> <li>• Safe Ladder-using</li> <li>• Hazards around Machinery &amp; Equipment</li> <li>• Types of machine motion</li> <li>• Tools selection &amp; Maintenance</li> </ul>	Using Ladder and Tools Selection
3	<ul style="list-style-type: none"> <li>• Machine Guarding</li> <li>• Types of guards</li> </ul>	Machine Guard
2	<ul style="list-style-type: none"> <li>• Basic Circuit Concept</li> <li>• Fundamentals Of Electrical Hazards</li> <li>• Electrical Safety Precautions</li> </ul>	Electrical hazards
2	<ul style="list-style-type: none"> <li>• How Chemicals enter body</li> <li>• Types of chemicals</li> <li>• Safety steps</li> <li>• MSDS</li> </ul>	Chemical hazards
3	<ul style="list-style-type: none"> <li>• Fire Components</li> <li>• Source of ignition</li> <li>• Prevention of fire</li> <li>• Classes of fire</li> <li>• Extinguishing fires</li> <li>• Fire Signs</li> </ul>	Fighting fire

Prerequisite —

Level **2**Contact Hours: **32****Pacing Schedule**

Contact Hours	Contents	Skills Gained
2	<ul style="list-style-type: none"> <li>• First Aid Kit Supplies</li> <li>• Nose bleeding</li> <li>• Cut &amp; Scrapes</li> <li>• Shock</li> </ul>	First aid
2	<ul style="list-style-type: none"> <li>• Burns</li> <li>• Electrical Injuries</li> <li>• CPR</li> </ul>	First aid
2	<ul style="list-style-type: none"> <li>• Prohibition Signs</li> <li>• Obligation Signs</li> </ul>	Safety signs
2	<ul style="list-style-type: none"> <li>• Danger signs</li> <li>• Security signs</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Ventilations and lighting inside workplaces</li> </ul>	

References:

Occupational Health &amp; Safety (In House).

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**وصف المقرر**

- يتناول المقرر أربعة محاور :
- مقدمات في الثقافة والأخلاق الإسلامية( مع دراسة موجزة لكتاب : معالم الشخصية الإسلامية للدكتور عمر الأشقر ).
- حفظ سورة مختارة وخمسة أحاديث قصيرة .
- أخلاق الموظف المسلم .
- الحوار ( المحاضرة الثانية من كل أسبوع).

**الهدف العام**

- 1- الرقي بمستوى التفكير .
- 2- تعزيز مبدأ الإصلاح من الداخل .
- 3- تأكيد ضرورة التلازم بين النظرية والتطبيق .

**الأهداف الموضوعية**

- 1- حفظ سورة مختارة ، وخمسة أحاديث قصيرة .
- 2- فهم مقدمات في الثقافة والأخلاق الإسلامية .
- 3- الربط العملي بين المقدمات النظرية والسلوك .
- 4- تعويد الطالب على الحوار الهادئ ، وأدب الاستماع ، والشجاعة الأدبية في الدفاع عن وجهات نظره ، وتقبل وجهات نظر الآخرين إذا وافقت الحق .

**الموضوعات**

- 1- تعريف الثقافة والأخلاق الإسلامية.
- 2- الحث على الأخلاق الإسلامية ، أصولها ، أثارها ، حرب أعداء المسلمين لها .
- 3- معالم الشخصية الإسلامية.
- 4- أخلاق الموظف المسلم ، الإبداع الوظيفي ، الانحراف الوظيفي .
- 5- حوارات مفتوحة ، تناقش من خلالها محاور المادة النظرية.
- 6- حفظ سورة كريمة بمقدار وجهين من المصحف الشريف ، وخمسة أحاديث بمقدار سطر واحد لكل منها .

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المراجع :

- القرآن الكريم .
- قواعد وفوائد من الأربعين النووية ، ناظم محمد سلطان ، الدار السلفية ، الكويت ، ط ١ - ١٤٠٨ هـ .
- معالم الشخصية الإسلامية ، د/ عمر سليمان الأشقر ، دار النفايس ، الأردن ، ط ٧ - ١٤٢١ هـ .
- نحو ثقافة إسلامية أصيلة ، د/ عمر سليمان الأشقر ، دار النفايس ، الأردن ، ط ١٢ - ١٤٢٣ هـ .
- الأخلاق الإسلامية وأسسها ، د/ عبدالرحمن حسن الميداني ، دار القلم ، سوريا ، ط ٣ - ١٤١٣ هـ .
- أخلاقيات العمل وحسن الأداء ، معهد الجبيل التقني .
- أخلاقيات الموظف المسلم ، د/ أحمد عبدالرحمن الشميمري ، الجمعية السعودية للإدارة ، ط ٣ - ١٤٢٥ هـ .
- السلوك الوظيفي ، المؤسسة العامة للتعليم الفني والتدريب المهني ، خالد محمد الزامل وخالد محمد الخالدي ، ١٤٢٣ هـ .
- أخلاقيات المهنة ، للأستاذ / صالح المحيميد ، برنامج الأمير محمد بن فهد لتأهيل وتوظيف الشباب السعودي .

Prerequisite —

Level 2

Contact Hours: 32

**Objectives**

This course develops:

- The typing skills by touch method.
- To develop speed, accuracy and correct typing method.

**Learning Outcomes**

After completing this course, the students will be able to:

- Type by touch method.
- The student will type minimum of 15w/min.
- Typing accuracy will be above 90%.

**Contents**

- Introduction.
- Home Row.
- Home Row + Shift.
- Third Row.
- First Row.
- First Row + Shift.
- Fourth Row.
- Index, Middle, Ring Finger.
- Articles and Literature.

**Pacing Schedule**

Contact Hours	Contents	Skills Gained
3	<p style="text-align: center;"><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Keyboard</li> <li>• Key Pads</li> <li>• Function Key Pad, Alphanumeric Key Pad</li> <li>• Special Character Key Pad, Numeric Key Pad</li> </ul>	Introduction to Keyboarding
3	<p style="text-align: center;"><b>Home Row</b></p> <ul style="list-style-type: none"> <li>• Letter of Home Row</li> <li>• Finger Position on Home Row</li> </ul>	Home Row
3	<p style="text-align: center;"><b>Home Row + Shift</b></p> <ul style="list-style-type: none"> <li>• Shift position on keyboarding</li> <li>• Use of shift for capital letters</li> </ul>	Home Row + Shift
3	<p style="text-align: center;"><b>Third Row</b></p> <ul style="list-style-type: none"> <li>• Letters of Third Row</li> <li>• Finger position for Third Row</li> </ul>	Third Row
2	<p style="text-align: center;"><b>First Row</b></p> <ul style="list-style-type: none"> <li>• Letters of First Row</li> <li>• Finger Position for First Row</li> </ul>	First Row
3	<p style="text-align: center;"><b>First Row + Shift</b></p> <ul style="list-style-type: none"> <li>• Letters of First Row + Shift</li> <li>• Finger Position for First Row</li> </ul>	First Row + Shift
4	<p style="text-align: center;"><b>Fourth Row</b></p> <ul style="list-style-type: none"> <li>• Letters of Fourth Row</li> <li>• Finger position for Fourth Row</li> </ul>	Fourth Row
4	<p style="text-align: center;"><b>Index, Middle, Ring Finger</b></p> <ul style="list-style-type: none"> <li>• Index, Middle, Ring Finger position on the keyboard</li> <li>• Letters for Index, Middle, Ring Finger</li> </ul>	Finger Position
3 4	<p style="text-align: center;"><b>Articles and Literature</b></p> <ul style="list-style-type: none"> <li>• Typing Article Science</li> <li>• Typing Literature</li> </ul>	Article Typing

Reference:

Software for Typing Tutor version 6.2

Prerequisite **BSEL 204**

Level **3**

Contact Hours: **160**

**Module Description**

This module covers 8 units of **All-Star-3** (the core course material) with each unit consisting of 7 lessons on a wide range of standards-based and life-skill topics. All the 8 units are co-related to all of the major US national and state standards for adult instruction. The lessons, which are inter-active in nature, are designed to provide springboards to a wealth of activities developing all of the language skills. Also, this module covers a practical segment of computer aided language learning (CALL) consisting of 6 units with an average of four lessons in each unit. These six units form modules 5 and 6 of **The New Dynamic English**.

**Objectives**

The objectives of this module are:

- To help students achieve the communicative use of contemporary English at intermediate level by engaging and motivating them through stimulating and collaborative language teaching practices.
- To help them speak confidently about family life, habits, work, and ambitions and to deal with emergency situations by comprehending and giving simple instructions and advice.
- To help them improve their accuracy and fluency in verbal and written communication.

**Learning Outcomes**

After completing this module the students should be able to:

- communicate more accurately in predictable contexts.
- confidently speak and write about personal and general matters known to them.
- actively participate in conversations involving appropriate stimuli and responses

**Contents**

**(All-Star)**

- Setting Goals
- Housing
- Healthy Living
- Money and Consumer Issues
- Accidents and Emergencies
- Community
- Work
- Communication

**(The New Dynamic English)**

- On a Trip
- Energy Sources
- Directions
- Life Experience
- Matrix Vocabulary
- Comparisons
- Review Exercises
- Video Interactions & Mastery Tests

Prerequisite **BSEL 204**Level **3**Contact Hours: **160****Pacing Schedule**

Contact Hours	Contents	Skills Gained
14	All-Star 3 Unit 1 <b>Setting Goals</b> p. 4 – 21 <b>Workbook 3</b> p. 2 - 21	Expressing daily routines; Past Time clauses with <i>When</i> ; Making Inferences; Writing about personal goals; Taking down notes; Future Time clauses with <i>When</i> ; Following instructions when using different basic workshop tools
2	Technical English 2 Unit 1 <b>Tools and Instructions</b> p. 1 – 5	
14	All-Star 3 Unit 2 <b>Housing</b> p. 22 – 39 <b>Workbook 3</b> p. 22 - 41	Describing and Reporting housing types and problems; Using Comparative and Superlative Adjectives; Evaluating a house for sale; Classifying and Making decisions; Using <i>as + adjective + as</i> ; Checking a spark plug; Putting up a shelf
2	Technical English 2 Unit 1 <b>Tools and Instructions</b> p. 9 – 12; Unit 2 <b>More Instructions</b> p. 10	
14	All-Star 3 Unit 3 <b>Healthy Living</b> p. 40 – 57 <b>Workbook 3</b> p. 42 – 61	Giving opinions about healthy and unhealthy behavior; Summarizing given ideas; Present Perfect tense; Writing about health problems; Using the Simple Past and Present Perfect; More on instructions and Imperatives used in the workshop
2	Technical English 2 Unit 2 <b>Instructions and Imperatives</b> p. 11– 15	
14	All-Star 3 Unit 4 <b>Money and Consumer Issues</b> p.58 – 75 <b>Workbook 3</b> p. 62 - 81	Offering polite disagreements; Using context clues; Choosing the best alternative; Taking notes; Writing about a purchase done; Gerunds; Making outlines; Finding main ideas; Drilling a hole in a steel plate; Brake system of an automobile
2	Technical English 2 Unit 2 <b>Instructions and Imperatives</b> p. 16 – 17 Unit 3 <b>Steps and Processes</b> p. 18 – 21	
14	All-Star 3 Unit 5 <b>Accidents and Emergencies</b> p. 76 – 93; <b>Workbook 3</b> p. 82 - 101	Talking about work injuries; Filling out accident reports; Past Continuous Tense; Writing about job preferences; Simple Past and Past Continuous; Fuel Warning Light System; Water Taps; Adjectives used in measurements
2	Technical English 2 Unit 3 <b>Steps and Processes</b> p. 22 – 25 Unit 4 <b>Measurements</b> p. 26 – 29	
14	All-Star 3 Unit 6 <b>Community</b> p. 94 – 111 <b>Workbook 3</b> p. 102 - 121	Discussing community rules; Comparing differences in different cultures; Predicting outcomes; Infinitives; Writing a summary of a story; Properties of materials
2	Technical English 2 Unit 4 <b>Measurements</b> p. 30 – 33 Unit 5 <b>Ratio and Percentage</b> p. 34 – 36	
14	All-Star 3 Unit 7 <b>Work</b> p. 112 – 129 <b>Workbook 3</b> p. 122 - 141	Understanding workplaces; Asking questions about a position; Real Conditionals; Writing a résumé; Formulating a cover letter; Percentage average; Ratio and proportions
2	Technical English 2 Unit 5 <b>Ratio and Percentage</b> p. 37 – 41	

Prerequisite **BSEL 204**

Level **3**

Contact Hours: **160**

**Pacing Schedule**

Contact Hours	Contents	Skills Gained
14	All-Star 3 Unit 8 <b>Communication</b> p. 130 – 147 <b>Workbook 3</b> p. 142 - 161	Practicing phone skills; Understanding ways of communicating to people; Communicating at work; Present Unreal Conditional Statements; Writing a persuasive paragraph
2	Technical English 2 <b>Units 1 – 5 Review</b> p. 42 – 45	
4	<b>NEW DYNAMIC ENGLISH</b> Module 5, Unit 1 <b>On A Trip</b>	Ability to discuss schedules / trip or project terms and to use verbs in past tense / past participle; Skill in comparing experiences and reasoning
4	<b>NEW DYNAMIC ENGLISH</b> Module 5, Unit 2 <b>Energy Sources</b>	Proficiency in discussing terms related to energy & environment and to talk about different energy sources
4	<b>NEW DYNAMIC ENGLISH</b> Module 5, Unit 3 <b>Directions</b>	Ability to discuss various ways of giving directions and to ask questions or give answers to queries involving spatial relations
4	<b>NEW DYNAMIC ENGLISH</b> Module 5 <b>Review</b>	Preparation for the Mastery Test
4	<b>NEW DYNAMIC ENGLISH</b> Module 6, Unit 1 <b>Life Experience</b>	Ability to use the past/present perfect/passive and to arrive at logical decisions
4	<b>NEW DYNAMIC ENGLISH</b> Module 6 Unit 2 <b>Matrix Vocabulary</b>	Ability to discuss and identify terms related to clothing, feelings and personality and communicate personal preferences relative to the above topics
4	<b>NEW DYNAMIC ENGLISH</b> Module 6, Unit 3 <b>Comparisons</b>	Ability to compare people based on physical characteristics and to discuss data related to the economy and geography of a certain place
4	<b>NEW DYNAMIC ENGLISH</b> Module 6 <b>Review</b>	Preparation for the Mastery Test

References:

- All-Star 3 by Linda Lee, Kristin Sherman, Stephen Sloan, Grace Tanaka and Shirley Valesco.
- The New Dynamic English by DynEd International, Inc.
- English for Technical Students 2 by David Bonamy.

**Objectives**

This Module develops:

- Understanding the Auto CAD window and its functions.
- Creating 2D objects
- Understanding the concept of 3D drawing.
- Constructing solid shapes.
- Understanding 3D operations.

**Learning Outcomes**

After completing this Module, the students will be able to:

- Create, apply, and audit AutoCAD drawings
- Create technical support knowledge-base through Interpreting AutoCAD technical drawings.
- Create, convert, manage, and modify drawing properties to match company's standards.
- Using AutoCAD as a design portal at site.
- Create 3D models of an object and convert them to 2D drawings.
- Understand the Cartesian coordinate system (X- axis, Y- axis and Z- axis)

**Contents**

- Introduction
- Drawing Aids
- Drawing Objects
- Object Selection
- Zoom Commands
- Object Snap
- Modify Objects
- Dimensioning
- Introduction for creating 3D models
- Drawing Solid models

Prerequisite **BSTD 103**

Level **3**

Contact Hours: **48**

**Pacing Schedule**

Contact Hours	Contents	Skills Gained
2	<p style="text-align: center;"><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Starting up AutoCAD</li> <li>• Opening AutoCAD</li> <li>• Identification of drawing window</li> <li>• Saving Drawing</li> </ul>	How to start the Auto CAD program
2	<p style="text-align: center;"><b>Drawing Aids</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Ortho mode</li> <li>• Drafting setting</li> <li>• Setting grid limits</li> <li>• Snap mode</li> <li>• The drawing grid</li> </ul>	Controlling on Auto CAD window
8	<p style="text-align: center;"><b>Drawing Objects</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Lines</li> <li>• Using coordinates</li> <li>• construction line command</li> <li>• The ray command</li> <li>• The polyline family</li> <li>• rectangle command</li> <li>• The polygon command</li> <li>• The donut command</li> <li>• Circles, arcs and ellipse commands</li> <li>• Points and point style</li> <li>• Multilines</li> </ul>	Create and modifying lines
2	<p style="text-align: center;"><b>Object Selection</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Selecting objects by picking</li> <li>• The undo options</li> <li>• Window polygon selection</li> <li>• Fence selection</li> <li>• Selecting all objects</li> </ul>	Selecting the objects
1	<p style="text-align: center;"><b>Zoom Command</b></p> <ul style="list-style-type: none"> <li>• AutoCAD's zoom command toolbar</li> <li>• Zoom real time-pan command</li> <li>• Zoom commands.</li> </ul>	Controlling the zoom

**Pacing Schedule**

Contact Hours	Contents	Skills Gained
2	<p style="text-align: center;"><b>Object Snap</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Objects snap commands</li> <li>• Endpoint</li> <li>• Midpoint</li> <li>• Intersection</li> <li>• Insert</li> <li>• Extension</li> <li>• Center</li> <li>• Quadrant</li> <li>• Tangent</li> <li>• Perpendicular</li> <li>• Parallel</li> <li>• Node</li> <li>• Nearest</li> <li>• Apparent intersection</li> </ul>	Running the object snap
8	<p style="text-align: center;"><b>Modifying Objects</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Modifying Objects</li> <li>• The Erase Command</li> <li>• The Copy Command</li> <li>• Command</li> <li>• The Mirror</li> <li>• The Offset Command</li> <li>• The Array Command</li> <li>• The Move Command</li> <li>• The Rotate Command</li> <li>• The Scale Command</li> <li>• Model space &amp; Layout Paper Space</li> <li>• Stretching with Grips</li> <li>• The Lengthen Command</li> <li>• The Trim Command</li> <li>• The Extend Command</li> <li>• The Break Command</li> <li>• The Chamfer Com</li> <li>• The Fillet Command</li> <li>• The Explode Command</li> <li>• Layers</li> <li>• Text</li> <li>• Multiline Text</li> <li>• Plotting</li> <li>• The Stretch Command</li> <li>• Hatching</li> </ul>	Controlling the modify menu

Prerequisite **BSTD 103**Level **3**Contact Hours: **48****Pacing Schedule**

Contact Hours	Contents	Skills Gained
3	<p style="text-align: center;"><b>Dimensioning</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Selecting Dimension Commands</li> <li>• Dimension Commands</li> <li>• Blocks</li> <li>• Ordinate Dimensions</li> </ul>	Creating dimensioning
6	<p style="text-align: center;"><b>Construction solid shapes</b></p> <ul style="list-style-type: none"> <li>• Construction Box</li> <li>• Construction Sphere</li> <li>• Construction Cylinder</li> <li>• Construction Cone</li> <li>• Construction Wedge</li> <li>• Construction Tours</li> </ul>	Drawing the solid shape
2	<p style="text-align: center;"><b>Introduction to 3D model</b></p> <ul style="list-style-type: none"> <li>• Viewing 3D models</li> <li>• Hiding lines</li> <li>• Wire frame model</li> <li>• Surface model</li> <li>• Solid model</li> </ul>	Crating 3D models
4	<p style="text-align: center;"><b>UCS</b></p> <ul style="list-style-type: none"> <li>• Moving UCS</li> <li>• Rotating UCS</li> <li>• Plane view</li> </ul>	Controlling the UCS
4	<p style="text-align: center;"><b>Boolean operations</b></p> <ul style="list-style-type: none"> <li>• Union</li> <li>• Subtract</li> <li>• Intersection</li> <li>• Extrude</li> <li>• Region</li> <li>• Polyline</li> </ul>	Modifying the 3D shapes
2	<p style="text-align: center;"><b>3D operations</b></p> <ul style="list-style-type: none"> <li>• Mirror</li> <li>• Rotate 3D</li> <li>• align</li> <li>• 3D array</li> </ul>	Controlling 3D operation
2	<p style="text-align: center;"><b>Solid edit</b></p> <ul style="list-style-type: none"> <li>• Extrude edit</li> <li>• Move edit</li> <li>• Offset edit</li> <li>• Delete edit</li> </ul>	Modifying solid shapes

## References:

- Exercise work book for Beginning AutoCAD by Chery R. Shrock
- Exercise work book for Beginning AutoCAD by Chery R. Shrock

**Objectives**

This course will provide the students with:

- The knowledge on the of concept information technology hardware and software.
- It introduces them to graphical user interface using MS windows.
- The widely needed application packages in the area of word processing and spreadsheet.

**Learning Outcomes**

After completing this course the student will be able to:

- Work with Microsoft Windows, Word, and Excel.
- He will be able to define technical terms related to the mentioned applications.

**Contents**

- Concept of Information Technology Using the Computer and Managing Files
- Word Processing.
- Spreadsheets.

Prerequisite **BSKB 201**Level **3**Contact Hours: **64****Pacing Schedule**

Contact Hours	Contents	Skills Gained
16	<p style="text-align: center;"><b>Concept of Information Technology</b></p> <ul style="list-style-type: none"> <li>• Definition of computer, Hardware &amp; Software</li> <li>• Input &amp; Output devices.</li> <li>• Main Parts of a Personal Computer</li> <li>• Keyboard functions.</li> </ul>	Familiarization with Computer Hardware
16	<p style="text-align: center;"><b>Using the Computer &amp; Managing Files</b></p> <ul style="list-style-type: none"> <li>• Windows and its components.</li> <li>• Creating and understanding Folders' hierarchy.</li> <li>• Creating and Saving Files.</li> <li>• Copy, Cut, delete, restore, rename Files &amp; Folders.</li> <li>• Dragging and dropping Files &amp; Folders from one location to another.</li> <li>• Create icons for Files, Folders, Floppy drives, Hard drives, CD-ROM drives, etc.</li> </ul>	Operating System Fundamental
16	<p style="text-align: center;"><b>Word Processing</b></p> <ul style="list-style-type: none"> <li>• Word processing Window &amp; toolbars.</li> <li>• Understanding various Drop down menus and the commands available.</li> <li>• Text entry.</li> </ul>	Use of Microsoft Word Processing
6	<ul style="list-style-type: none"> <li>• Shortcuts Keys.</li> <li>• Creating Tables.</li> <li>• Converting text to a table or vice versa.</li> <li>• Working with Tables.</li> <li>• Table properties.</li> </ul>	
16	<p style="text-align: center;"><b>Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• Spreadsheet Windows &amp; toolbars.</li> <li>• Data type</li> <li>• Insert, copy, move, rename or Deleting Sheets from a Workbook.</li> <li>• Sheet format.</li> <li>• Formulas &amp; Functions.</li> <li>• Spreadsheet Windows &amp; toolbars.</li> </ul> <p style="text-align: center;"><b>Practical Examination</b></p>	Use of Microsoft Spreadsheet

Reference:

Step By Step Microsoft Office XP,(Microsoft Press).

Prerequisite **BSEL 305**Level **4**Contact Hours: **160****Module Description**

This module covers ten units of **All-Star-4** (the core course material) with each unit consisting of an average of 8 lessons on a wide range of standards-based and life-skill topics. All the 8 units are co-related to all of the major US national and state standards for adult instruction. The lessons, which are inter-active in nature, are designed to provide springboards to a wealth of activities developing all of the language skills. Also, this module covers a practical segment of computer aided language learning (CALL) consisting of six units with an average of four lessons in each unit. These six units form modules 7 and 8 of **The New Dynamic English**.

**Objectives**

The objectives of this module are:

- To help students achieve the communicative use of contemporary English at upper Intermediate level by engaging and motivating them through stimulating and collaborative language teaching practices.
- To help them communicate effectively both face to face and on the telephone in simple social transactions.
- To help them carry on more interactive conversation by expressing and defending opinions.

**Learning Outcomes**

After completing this module the students should be able to:

- carry on conversations face to face and on the phone on simple social topics
- interact with others expressing and defending opinions
- express ideas concisely and effectively, both in speaking and writing, on a range of topics.

**Contents****(All-Star)**

- Skills and Abilities
- Getting Around
- Your Health
- Rights and Responsibilities
- Consumers Views and news
- Rules and Laws
- Career Paths
- Money Matters

**(The New Dynamic English)**

- Life Choices
- Epidemic
- Space and Time
- The Secret Code
- Matrix Vocabulary
- UFO's – foe and against
- Review Exercise
- Video Interactions
- Mastery Tests

Prerequisite **BSEL 305**

Level **4**

Contact Hours: **160**

**Pacing Schedule**

Contact Hours	Contents	Skills Gained
14	All-Star 4 Unit 1 <b>Skills &amp; Abilities</b> p. 4 – 21 <b>Workbook 4</b> p. 2 - 21	Talking about personal & professional goals; Completing a class registration form; Types of skills; Direct and indirect <i>yes/no</i> questions;
2	Technical English 2 Unit 6 <b>Tools and Instructions</b> p. 46 - 50	Talking about telephone behavior; Basic repair and installation of simple gadgets
14	All-Star 4 Unit 2 <b>Getting Around</b> p. 22 – 39 <b>Workbook 4</b> p. 22 – 41	Types of transportation & solving transportation problems; Making inferences; Reading an insurance policy; Past form of <i>should, could</i> ;
2	Technical English 2 Unit 6 <b>Tools and Instructions</b> p. 51 – 53 Unit 7 <b>Properties</b> p. 54 - 55	Reading schedules; Properties of materials
14	All-Star 4 Unit 3 <b>Your Health</b> p. 40 – 57 <b>Workbook 4</b> p. 42 – 61	Talking about a health emergency, types of health care professionals and specialties;
2	Technical English 2 Unit 7 <b>Specific Tools for Specific Jobs</b> p. 56 – 59	Reading about nutrition labels; Adverb clauses of time, reason and contrast; Different tools for different jobs
14	All-Star 4 Unit 4 <b>Rights &amp; Responsibilities</b> p.58 – 75 <b>Workbook 4</b> p. 62 - 81	Active and passive verbs; Understanding bar and line graphs; Discussing social issues;
2	Technical English 2 Unit 7 <b>Painting Equipment</b> p. 60 – 61 Unit 8 <b>Warnings</b> p. 62 - 65	Expressing agreement and disagreement; Making car panels; Painting jobs; Warnings and reasons; Safety in the workplace
14	All-Star 4 Unit 5 <b>Consumer News &amp; Views</b> p. 76 – 93; <b>Workbook 4</b> p. 82 - 101	Talking about advertising, shopping; Reading advertisements, tips for consumers; Analyzing ads; Shopping terms; Writing a shopping list;
2	Technical English 2 Unit 8 <b>Dangers at Work</b> p. 63 - 68	Tag questions; Writing a letter of complaint; Dangers at work and how to avoid them
14	All-Star 4 Unit 6 <b>Rules &amp; Laws</b> p. 94 – 111 <b>Workbook 4</b> p. 102 - 121	Understanding courtroom language; Listening to conversations between customers and salespeople; Adjective clauses; Listening to recorded messages; Repairing and maintaining equipment and tools
2	Technical English 2 Unit 9 <b>Checklist of Jobs</b> p. 69 - 74	
14	All-Star 4 Unit 7 <b>Career Paths</b> p. 112 – 129 <b>Workbook 4</b> p. 122 - 141	Talking about workplace situations, responsibilities, and behavior; Work rules, online job postings; Past perfect, Past real conditional;
2	Technical English 2 Unit 9 <b>Finding Fault</b> p. 75 – 77 Unit 10 <b>Safety Devices</b> p. 78 - 80	Finding fault in a car; Building a road
14	All-Star 4 Unit 8 <b>Money Matters</b> p. 130 – 147 <b>Workbook 4</b> p. 142 - 161	Talking about household budgets, expenses; Reading questions about money issues; Quoted/Reported speech; Talking about financial terms; Accident report; Avoiding accidents in the shop

Prerequisite **BSEL 305**Level **4**Contact Hours: **160****Pacing Schedule**

Contact Hours	Contents	Skills Gained
2	Technical English 2 Unit 10 <b>Safety Devices</b> p. 81 – 85 <b>Revision</b> p. 86 - 89	
4	<b>NEW DYNAMIC ENGLISH</b> Module 7, Unit 1 <b>Life's Choices</b>	Ability to discuss contrary-to-fact conditionals and to describe a recent event that could have had a different outcome
4	<b>NEW DYNAMIC ENGLISH</b> Module 7, Unit 2 <b>Epidemic</b>	Ability to discuss vocabulary related to health & medicine and to skillfully present an issue with regard to technology and change
4	<b>NEW DYNAMIC ENGLISH</b> Module 7, Unit 3 <b>Space and Time</b>	Ability to give instructions without names and to give clear, step by step, detailed instructions about how to do something
4	<b>NEW DYNAMIC ENGLISH</b> Module 7 <b>Review</b>	Preparation for the Mastery Test
4	<b>NEW DYNAMIC ENGLISH</b> Module 8, Unit 1 <b>The Secret Code</b>	Ability to use contrast contrary-to-fact conditionals and to present an analysis of the conclusions that can be drawn from an experiment
4	<b>NEW DYNAMIC ENGLISH</b> Module 8 Unit 2 <b>Matrix Vocabulary</b>	Ability to use descriptive phrases and clauses and prepare an outline about a person's life, and then give a one or two minute oral presentation
4	<b>NEW DYNAMIC ENGLISH</b> Module 8, Unit 3 <b>UFOs: For and Against</b>	Proficiency in sentence ordering and pronoun reference and ability to analyze a TV commercial or magazine advertisement
4	<b>NEW DYNAMIC ENGLISH</b> Module 8 <b>Review</b>	Preparation for the Mastery Test

## References:

- All-Star 4 by Linda Lee, Kristin Sherman, Stephen Sloan, Grace Tanaka and Shirley Valesco.
- The New Dynamic English by DynEd International, Inc.
- English for Technical Students 2 by David Bonamy.

Prerequisite —

Level 4

Contact Hours: 48

**Objectives**

This module develops:

- Fundamental knowledge on various arithmetical operations.
- Algebraic skills specifically on solving equations and analyzing and interpreting graphs.
- Knowledge of the students about trigonometric concepts such as angles and triangles, the Pythagorean Theorem and the six trigonometric ratios among others.
- Know-how of the students in dealing with areas and volumes of geometric figures.

**Learning Outcomes**

After completing the module, the students should be able to:

- Develop their analytical skills about the different operations in arithmetic.
- Improve their skills in solving algebraic equations.
- Solve with mastery those problems involving trigonometric ratios and geometric areas and volumes.

**Contents**

- Arithmetical Concepts and Operations Involving Whole Numbers, Fractions, Decimal Numbers, Ratio, Proportion, Percentages and Indices
- Basic Algebraic Operations and Linear Equations.
- Illustration and Interpretation of Graphs
- Angles, Triangles, Pythagorean Theorem and the Trigonometric Ratios.
- Area and Volume Calculations of Important Geometric Figures.

## Pacing Schedule

Contact Hour/s	Contents	Skills Gained
4	<p><b>Operations in Arithmetic</b></p> <p><b>Whole Numbers:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Addition, Subtraction, Multiplication and Division</li> <li>• Prime Factors, Factors and Multiples</li> <li>• LCM, HCF</li> <li>• Directed Numbers</li> </ul>	Mastery on various arithmetic Operations.
4	<p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>• Define numerator and denominator</li> <li>• Reducing Fraction to its Lowest Terms</li> <li>• Proper Fraction, Improper Fraction and Mixed Numbers</li> <li>• Addition and Subtraction of Fractions</li> <li>• Multiplication and Division of Fractions</li> <li>• Conversion of Mixed Number to Fraction</li> </ul>	Knowledge on different operations involving fractions.
3	<p><b>Decimal System:</b></p> <ul style="list-style-type: none"> <li>• Addition and Subtraction of Decimals</li> <li>• Multiplying and Dividing Decimals by 10, 100, etc.</li> <li>• Multiplication and Division</li> </ul>	Knowledge on different operations involving decimals numbers.
3	<ul style="list-style-type: none"> <li>• Significant Figures</li> <li>• Rounding and Degree of Accuracy</li> <li>• Fraction to Decimal Conversion and Vice Versa</li> </ul>	Rounding off numbers.
4	<p><b>Ratio, Proportion and Percentages:</b></p> <ul style="list-style-type: none"> <li>• Define Ratio</li> <li>• Direct and Inverse Proportion</li> <li>• Proportional Parts</li> <li>• Percentages</li> <li>• Percentages of Quantity</li> </ul>	Knowledge on ratio, proportion and percentages.
3	<p><b>INDICES</b></p> <p><b>Unit Conversion of Physical Quantities:</b></p> <ul style="list-style-type: none"> <li>• SI Units</li> <li>• Units of Physical Quantities</li> <li>• Conversion of Physical Quantities from one unit to the other and vice versa</li> </ul>	Performing operations with any given directed number.
3	<p><b>Basic Algebraic Operations</b></p> <p><b>Introduction to Algebra:</b></p> <ul style="list-style-type: none"> <li>• Operations of Algebraic Quantities</li> <li>• Product of Two Binomial Expressions</li> <li>• Square of Binomial Expressions</li> </ul>	Solving various operations involving algebraic quantities.
3	<ul style="list-style-type: none"> <li>• Factoring</li> <li>• Mixed Operations with Fractions</li> </ul>	

Prerequisite —

Level **4**

Contact Hours: **48**

**Pacing Schedule**

Contact Hour/s	Contents	Skills Gained
3	<b>Linear Equations:</b> <ul style="list-style-type: none"> <li>Solving Linear Equations</li> </ul>	Knowledge on solving algebraic equations.
3	<b>Simultaneous Linear Equations:</b> <ul style="list-style-type: none"> <li>Solutions of Simultaneous Linear Equations</li> </ul>	
3	<b>Graphs:</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Graphs of Simple Equations</li> <li>Concepts about Gradient (Slope), y intercept</li> <li>State the Law of Straight Line</li> <li>Graphs of Experimental Data</li> </ul>	Evaluation of Formulae  Plotting and analyzing a linear graph.
3	<b>Angles and Straight Lines:</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Angular Measurements</li> <li>Types of Angles</li> <li>Properties of Angles and Straight Lines</li> </ul>	Mastering the different types of angles and other related concepts.
3	<b>Triangles:</b> <ul style="list-style-type: none"> <li>Types of Triangles</li> <li>Use of Pythagorean Theorem</li> </ul> <b>Trigonometry:</b> <ul style="list-style-type: none"> <li>Define Sine, Cosine and Tangent Ratios</li> </ul>	Mastering the different kinds of angles and applying Pythagorean Theorem.
3	<b>Area and Volume:</b> <ul style="list-style-type: none"> <li>Introduction</li> <li>Calculate the Area and Perimeter of Rectangle, Square, Parallelogram, Trapezium</li> </ul>	Knowledge on area and perimeter estimation.
3	<ul style="list-style-type: none"> <li>Area of (Triangle, Circle and Semi-Circle)</li> <li>Area of Composite Figures</li> <li>Calculate the Volume of Rectangular Solid, Cylinder and Cubes</li> <li>Similar Shapes</li> </ul>	Knowledge on volume calculations.
	REVISIONS	

Reference:  
 BTEC First Mathematics for Technicians  
 by A. Greer and G.W. Taylor

- Objectives** Development of basic skills in the fields of:
- Measurement techniques and measuring Tools.
  - Filing, marking, numbering, folding threading and drilling
  - Sheet metal fabrication.
  - Soldering process.

- Learning Outcomes** After completing this module, the students will able to:
- Recognize the safety rules in the workshop.
  - Using the hand tools.
  - Using the measuring Tools with 0.01 mm accuracy.
  - Fabricating sheet metal.
  - Using soldering to join metals.

- Contents**
- General workshop safety.
  - Hand power tools.
  - Definition of the used tools in the workshop.
  - Measurement techniques and measuring Tools.
  - Cutting and Layout.
  - Filing, marking, Stamping, threading and drilling.
  - Rolling ,folding and joining metals.
  - Sheet metal fabrications.
  - Soldering process.
  - Practical project.

Prerequisite **BSHS 201**Level **4**Contact Hours: **64****Pacing Schedule**

Contact Hours	Contents	Skills Gained
4	General Workshop safety Hazards Inside Workshops	Safety inside Work places
20	Introduction to SI units and British units. Steel rule with 0.5 mm accuracy. Steel rule with (1/8, 1/16, 1/32 and 1/64 inch) accuracy. Vernier Caliper with 0.1 and 0.05 mm accuracy. Vernier Caliper with 1/128 inch accuracy. External Micrometer with 0.01 mm accuracy. Internal micrometer with 0.01 mm accuracy. Depth micrometer with 0.01 accuracy. Protractor to measure angles with 1 degree accuracy. Thread, filler and radius gages. Revision.	Knowledge of measurement techniques and measuring tools
20	Types of Tools in bench work Reading and interpreting drawings Sawing to cut the work piece Marking the work piece by layout tools (Scriber, center punch, divider and protractor) Stamping and lettering (by metal stamp) Filing using different types of file shapes Drilling and related operations Threading by Taps and dies Finishing Project	Using hand tools and layout tools
20	Types of Tools and machines used in Sheet metal Shearing using Hand shears, bench shears and guillotine shears Folding using Folding machine Joining process by spot welding Joining process by riveting Soldering process Painting Finishing Project	Working with sheet metal. Understanding methods of fabrications. Using soldering

Reference:

Workshop Practices (In House).