



(*Vision for the Future*)

CENTRE FOR PREPARATORY STUDIES (CPS) **(English Section)**

Course Syllabus - Spring 2025-26

FPEM101 - Foundational English for Medicine Level 1

A) University Vision, Mission and Values

Vision

Dhofar University aspires to occupy a distinct position among the leading institutions of higher education in the Arab Region.

Mission

To provide quality teaching and learning, conduct research in an inspiring environment conducive to creativity and innovation, and engage with the community.

Core Values

- 1) **Excellence** - Our commitment to excellence drives us to do better consistently.
- 2) **Integrity** - We believe in honesty and coherence between our words and actions.
- 3) **Responsibility** - We accept full responsibility for our actions at all the times.
- 4) **Commitment** - We are committed to give our best and deliver what we promise.
- 5) **Transparency** - For us, transparency is the foundation of trust.
- 6) **Adaptability** - We believe adaptability is the key to success in an ever-changing environment.

B) CPS Vision, Mission and Values

Vision

The Centre for Preparatory Studies aspires to become one of the leading Centers to provide foundation and other preparatory courses in the Arab region, equipping students to be more competitive in colleges inside and outside Oman.

Mission

The Centre for Preparatory Studies strives to expose students to rich, engaging curricula using innovative teaching and learning strategies that enable students to tap their learning potential to become autonomous, and long-life learners.

Values

The core values of the Centre for Preparatory Studies are:

1. Excellence
2. Commitment
3. Discipline
4. Responsibility and Accountability
5. Integrity
6. Life-long Learning

C) Course Description

FPEM 101 is a semester-long intermediate English course and is designed to develop English skills and good study habits. This course also prepares students to meet the CEFR level B1. Skills taught within the course include Reading & Writing, Listening & Speaking. Students will also participate in an extensive reading project during the course. Learning outcomes are aligned with Oman Academic Standards. Upon completion, students will transition to FPEM 102.

D) Course, Instructor and Coordinator Information

Course Information

Course Code	FPEM 101
Course Title	Foundational English for Medicine Level 1
Credit Hours	NA [20 Contact Hours per week]
Pre-requisite	Secondary School Certificate
Co-requisite	NA
Course Category	Lecture/ Interactive Sessions
Language of Delivery	English

Course Coordinator, Instructors Information and Course Schedule

Section	Coordinator	Level	Day	Time (Hrs.)	Email	Office No.	Office Ext.
English	Dr.Stephen Thimothy	1	S-Th		sthimothy@du.edu.om	213A	7550

Instructors and Course Schedule

Section	Class Room	Days	Time	Instructor Name	Email	Office No.	Office Ext.
xx	x	xx	xx	xx	xx	xx	xx
	xx	xx	xx	xx	xx	xx	xx

E) Course Learning Outcomes

Course Learning Outcomes		Assessment Tools
Reading		
1	Read a one- to one-and a half page text and identify the main idea(s) and extract specific information in a given period of time. (approx. 450 -500 words)	Quiz / Test
2	Read an extensive text broadly relevant to the student's area of study (minimum three pages) and respond to questions that require analytical skills, e.g. Deduction	Extensive Reader Project
Writing		
1	Paraphrase information from graphically presented data and write a report.	Exam
2	Write texts of a minimum of 150 words , showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary.	Quiz / Test
Listening		
1	Take notes and respond to questions about the topic, main ideas, details from an extended listening text.	Quiz / Test

2	Follow spoken instructions in order to carry out a task with a number of stages	
Speaking		
1	Actively participate in a discussion by asking questions, agreeing/disagreeing, asking for clarification, sharing information, asking for and expressing opinion.	Quiz
2	Prepare and deliver a presentation of at least THREE minutes using digital resources. Speak clearly and confidently to support the delivery of ideas. Respond confidently to questions.	Quiz/ Test / Exam
General Study Skills		
1	Managing time and accepting responsibility	Portfolio
2	Taking notes	Quiz/Exam
3	Giving presentations	Quiz/Exam

F) Program Learning Outcomes (PLOs): Refer to Scope and Sequence Document

PLOs covered in the course:	a, b, c, d, f, g, i, j
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G) Graduate Attributes (GAs)

1	Master theoretical knowledge and practical skills in the student's chosen discipline commensurate with program level and objectives
2	Demonstrate capacity for effective communication, critical thinking, creativity and innovation
3	Exhibit honesty, discipline and accountability
4	Practice tolerance, humility, respect for differences and commitment to service
5	Practice life-long learning
GAs covered in the course:	
1, 2, 3, 4, and 5	

H) Sustainable Development Goals (SDGs) Covered in the Course (If Any)

No.	Sustainable Development Goals	Course book/Unit/Lesson/Topic
SDG 4	Quality Education	Portfolio
SDG 11	Sustainable Cities and Communities/ Sustainable transport	Unlock 3/Unit 3/Transport
SDG 3	Good Health and Wellbeing	Unlock 3/Unit 5/Health and Fitness

I) Additional Reading Materials, References and Resources

Textbooks	Unlock 2B– Reading, Writing & Critical Thinking – Student's Book, 3 rd Edition, Deborah Hobbs, Michele Lewis, Richard O'Neill, with Chris Sowton, Cambridge University Press, 2025. Unlock 2B – Listening, Speaking & Critical Thinking – Student's Book, 3 rd Edition, Stephanie Dimond-Bayir, Kimberly Russell, with Chris Sowton, Cambridge University Press, 2025. Unlock Level 3 Reading, Writing and Critical Thinking Student's Book with Digital Pack 3 rd Edition, Lida Baker, Carolyn Westbrook, Jessica Williams, with Chris Sowton, Cambridge University Press, 2025. Unlock Level 3 Listening, Speaking and Critical Thinking Student's Book with Digital Pack 3 rd Edition, Greg Archer, Nancy Jordan, Sabina Ostrowska with Chris Sowton, Cambridge University Press, 2025.
Reference Books	NA
Handouts	Practice Tasks
Useful Websites	Cambridge One, Moodle
Software(s)	Unlock 2 Presentation Plus Unlock 3 Presentation Plus
Other Resources	In-house materials (Handouts, class slides etc.)
e-learning Resources	Moodle & Cambridge One

J) Teaching/ Learning Strategies and Use of Technology.

English Level 1 covers CEFR B1 which correlates to intermediate level. The course is skill-based and taught by two teachers one for reading, writing and critical thinking skills and one for listening, speaking, and critical thinking skills. Students study 20 hours a week (10 reading & writing and 10 listening & speaking). Additionally, General Study Skills (GSS) are embedded into each course to equip students with fundamental study and academic skills needed for higher education studies. Throughout the course, new concepts are introduced through interactive lectures where students are active learners. Active participation is ensured by using classroom discussions and activities aiming to increase motivation and enhance students' learning experience. The classroom activities help students focus on their critical thinking skills based on Bloom's Taxonomy, which involves both lower and higher-order skills. Students also receive ongoing feedback through short quizzes, assignments, and in class activities. Furthermore, students are encouraged to learn collaboratively by group and peer work, which helps enhance understanding. Also, they are given opportunities for self-directed learning through digital resources for self-study. The students also reflect on their learning experience at the end of each unit using drafting methods and can-do statements. Finally, technology is used effectively in order to provide various learning opportunities. Some of these are video content to promote discussions, CambridgeOne for further practice, and digital classroom materials for extra activities.

K) Research Teaching Nexus

Not Applicable for CPS students

L) Weekly Course Content Outline (Refer to Weekly planner for further details)

Teaching Week	Dates	Topics/Activities to be Covered
Week - 1		First day of Classes
Week - 2		
Week - 3		
Week - 4		
Week - 5		Quiz 1
Week - 6		
Week - 7		<i>Midterm Exams</i>
Week - 8		
Week - 9		
Week - 10		
Week - 11		
Week - 12		Extensive Reader
Week - 13		Quiz 2
Week - 14		
Week - 15		
Week - 16		
Final Exams		

M) Assessment Methods and Schedule

Assessment Tools	Grade Proportion	Week/Dates
Quizzes	10%	Weeks 5 and 13
Midterm Exam	30%	Week 7
General Study Skills Portfolio	10%	Ongoing
Extensive Reader	10%	Week 12
Final Exam	40%	Week 17
Course Work Total	100%	
Minimum Passing Marks	50%	

N) Important Information for Students

1) University Academic Integrity Policy

The university requires its student to adhere to the academic integrity policy and avoid indulgences in the acts of cheating, collusion or plagiarism during examinations or continuous assessment. Any act of academic misconduct will invite sanctions as per DU policy.

(Please refer to DU Student Handbook and Academic Integrity Policy for detailed guidelines.)

2) Class Attendance Rules

Attendance of all classes and course-related activities is obligatory. The maximum absences allowed for a student is 25% of the total number of classes on a particular course. Before reaching the withdrawal stage, LOGSIS warns the students by way of three warnings sent to their DU email account by DAR. This email

messages to students are a formal communication of the university with its students so students are strongly advised to access their DU email accounts on daily basis to track their absences, along other important things, to respond appropriately when needed.

3) The warnings of absences are as follows:

- **First warning:** this is when a student's absence reaches **07%** of the total number of classes on a particular course.
- **Second warning:** this is when a student's absence reaches **14%** of the total number of classes on a particular course.
- **Final warning:** this is when a student's absences reach **21%** of the total number of classes on a particular course.

If the absence crosses **25%**, the student will be dismissed from the course and a "WA" will be shown in his/her transcript against the dismissed course and dismissal letter will be sent to his DU email account.

4) Withdrawal from course:

A student may get withdrawn from one or more courses after the Drop/Add period until --- subject to the following conditions:

- a) A student who withdraws from a course will receive a grade of "W" for that course.
- b) A student who is withdrawn from a course for excessive absences (more than 25%) will receive a grade of "WA" for that course.

5) End of Term Evaluation by Students

All students are required to complete "Online Evaluation" of Course, Graduate Attributes and Course Instructor at the end of the term. The specific dates for evaluation shall be announced by the course instructor in the class. It is mandatory for the students to complete this online evaluation, without which their final grades shall not be announced.

6) Missing Exams:

- Make-up exams shall be conducted only once. In case of final examination, it will be conducted within two weeks of the beginning of the following semester. In case of mid-term examination, it will be conducted within two weeks of the scheduled mid-term exams.
- If students miss a midterm make-up exam, they will be given a percentage of marks that they achieved in the final exam as a midterm score.
- The following excuses are acceptable upon the recommendations of the instructor/coordinator and approval from the CPS council:
 - 1) Medical certificate from a government hospital or clinic
 - 2) Family situation, authorized by DU Students' Affairs Department duly supported by documentary evidence or Wali's Office

O) Additional information, if any

- Nil

References

CPS-English Unit. (2026). *Course syllabus - spring 2025-2026 (semester 2) FPEM101-foundational english for medicine*. [In-house unpublished document]. Centre for Preparatory Studies, Dhofar University.