

جامعة قطر
QATAR UNIVERSITY

Issue No. 11 - [Fall 2009/2010]

FOUNDATION PROGRAM NEWSLETTER

Knowledge that is known only to a few can be used only by a few.

A piece of information that is shared can go a long way.



THE FOUNDATION PROGRAM ENGLISH DEPARTMENT MISSION STATEMENT

The Foundation Program is committed to developing students' English language proficiency to a level that will allow them to gain entry to and succeed in the academic programs offered by the colleges at Qatar University. The program also aims to help students achieve academic readiness by equipping them with skills such as independent learning, critical thinking and the appropriate use of information and communication technology as a learning tool.



Knowledge that is known only to a few can be used only by a few.
(Gloria Steinem - *Issues Across the Curriculum* - 1997)

A piece of information that is shared can go a long way. (bbc.com)

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Editor's note



[picture courtesy of Ali Shirzad Khalili]

And three wise women and one came and dwelt amongst us. And for four days and four nights they feasted well, worked hard, looked and saw. And verily, they were pleased with what they saw. And departing for a land across the seas, they did promise a first response within the passing of one moon, and pronouncement of a final judgement five months hence.

[Mark Watson – FPED Memo 9]



ON THE WAY TO ACCREDITATION

Together We Can Achieve More

Among the highlights of our Foundation Program English Department (FPED) this semester, and perhaps the most important, was the four-day visit by the Commission on English Language Program Accreditation (CEA) in September, 2009.

Over the past three years, the FPED, under the leadership of Dr. Khalid Al-Ali, the Director of the Foundation Program, and Mr. Robert Kennedy, the Head of the English Department, has embarked on an Accreditation Program with the US-based CEA, the most renowned in its field, to obtain international recognition, and hence become a department of outstanding academic merit.

Achieving accreditation requires qualities of innovation, sound judgement and leadership, as well as expertise, knowledge, and the appreciation and understanding of the use of the latest technology. In this respect, our FPED curriculum has been carefully designed, and regularly reviewed and improved to provide a comprehensive and up-to-date instruction to meet the needs of our students; using the state-of-the-art, teacher-student interactive computing facilities and programs, and broad and varied teaching and learning methods and techniques.

Involvement in the process of accreditation naturally generated tremendous enthusiasm, loyalty, and hard work amongst the Department faculty and staff and those partaking in the numerous tasks and activities coordinated by the 'Accreditation Project Committee' to meet CEA's standards. Together, this lively team of dedicated administrators, faculty and staff have successfully completed the various phases of the accreditation process, and CEA's four-day visit in September was the icing on the cake. CEA's final decision will be announced in April, 2010.

With the commitment the Department has shown to accreditation, and following the successful completion of the final phase, I strongly believe we have proven worthy of international recognition, and are able to bring honour to our Foundation Program and the University.

This Issue

As always, this issue features news and events from both Foundation Program English and Math & Computer Departments. While it cannot cover all of the range of our activities, it does highlight a wide range of happenings in the Fall Semester, to realistically reflect the image of our Program. We are sure you will find a great deal in this issue to inform and interest you.

We are delighted that, this time round, the layout of the Newsletter has greatly improved. Thanks to James FitzGibbon for helping with this. Comments and suggestions from Dr. Mark Watson, the Admin & Facilities Coordinator, and Mr. Robert Kennedy, the Head of the English Department, and from the many anonymous colleagues, have been both constructive and innovative. Our thanks are also due to Ms Kira Litvin, the Student Services Coordinator, and her committee for their invaluable contribution, and to Dr. Sahbi Ayari for the news and events in the Math & Computer Department, to Lulwa Al-Mansoori for chronologically recording events in the English Department, to Jane Hoelker, Ala Halwani and Dr. Fawzi for their regular contributions to most of the Newsletter Issues. Thank you to our colleague Ahmad Hazratzad and Mustafa Omira (the University photographer) for the beautiful pictures they provided. And welcome to Juno Titheridge, who joined the newsletter team this semester as proofreader.

I hope you have all enjoyed a relaxing mid-year break and feel refreshed and rejuvenated for the start of the Spring Semester. Cross your fingers! April this year comes without an "April Fools' Day"!

Abdul Moniem



NATIONAL DAY at Qatar University

[from Campus Life] [pictures added]

In front of the stadium filled with waving Qatari flags and loud applause, QU President Professor Sheikha Al-Misnad addressed members of the QU community on the occasion of Qatar National Day.

The event, which included a grand parade, was organized and orchestrated by 500 QU student volunteers, supported by the Student Activities Department. The students set up six committees, each tasked with presenting an historical period in the development of the State of Qatar.

"I am proud to be part of celebrating this very important day in Qatar and equally proud of the hard work and commitment of the students in making this event remarkable and special," Prof Al-Misnad said; adding, "We will continue to celebrate this day every year to demonstrate our pride in our country and to highlight our efforts to be an integral part of its development."

The parade showcased Qatar's history from the Ottoman presence and the vision of its various rulers to the foundation era of Sheikh Jassim Bin Mohammed Al Thani; and the signing of the Constitution.

Master of Ceremonies and Events Committee member Habis Al-Huwail traced the stages of Qatar's progress and prosperity – its successful oil exploration; the emergence of the first police force; the establishment of the first hospital and the role of its earliest nurses; its education development, including education for girls, the establishment of Qatar University, the inclusion of special-needs education; and the ongoing plans leading towards Qatar Vision 2030.





The event also included a recorded speech by His Highness the Emir on the pillars of his vision for Qatar 2030. It also highlighted Qatar's participation in international events, such as hosting the Asian Games 2006, and its current World Cup Bid 2022.

The parade also featured such national cultural icons as the camel, falcon, pearl diving, date palm, and the *Aldarah*, the traditional male celebratory dance. Prof Al-Misnad urged the students to seize every chance to take full advantage of the services offered at QU that will enhance their skills, knowledge and vision to contribute their best, personally and professionally, for the betterment of the country.

The parade ended with the hoisting of the Qatari flag and the singing of the national anthem. Organizing committee team leader Jassim Al-Na'ama, expressed his delight with the success of the festival. "I commend our volunteers who made every effort and made the festival a resounding success," he said. "The preparatory process was somewhat difficult, especially as it was the first time in the university's history we were celebrating with a parade."

QU staff member Abdullah Al-Humran said: "The festival was a quantum leap in the history of student activities. This huge turnout is evidence of their strong sense of belonging to Qatar – they are now open more than ever to participate in non-academic activities." Student Mohamed Al-Harbi said: "I'm very impressed with the level of the festival. I didn't expect it to be at such a level. I would like to thank QU President and College Deans for sharing their joy with us on this big day."

FOUNDATION PROGRAM FACULTY AND STAFF ON NATIONAL DAY AT QATAR UNIVERSITY



Congratulations! MRS. HANA ALI'S CHILDREN EXCEL

Children of Mrs. Hana Ali (students of Stafford Sri Lankan School) recently won the GASNA-2009. This was an Interschool competition/Category 2, from a total of 60 participating schools.



Our colleague, Mrs. Hana Ali, is an Admin Assistant in the Foundation Program Office.

The announcement was made at the opening ceremony of the 2nd Annual Gas Processing Symposium held at the Ritz Carton on January 12, 2010, under the Patronage of H.H. the Heir Apparent of the State of Qatar, Sheikh Tamim Bin Hamad Al-Thani. The picture (right) shows the winning team: Amer Javed (left) Zuhair Javed (middle) and Sameer Javed (right), with their teacher Mr. Jayakanth Selvaratnam (extreme left) receiving the Winners' Trophy from H.E. Abdulla bin Hamad Al-Attiyah, Deputy Premier and Minister of Energy and Industry and Professor Dr. Sheikah Al-Misnad, the President of Qatar University.



Hana's children and their teacher with H.E. Abdulla Al-Attiya and Prof Sheikha Al-Misnad

(Picture courtesy of Gulf Times)

The winning double story model was titled "Natural Gas Qatar (From-To-Beyond)" and depicted the Natural Gas activities in the state of Qatar at its various stages from extraction, processing, refining, to its distribution within and outside the country.

GASNA Interschool Competition was initiated last year by the Gas Processing Center of Qatar University to generate awareness in young children about Natural Gas in Qatar. The competition is open to all national and expatriate schools of Qatar. Anyone looking for further information on this competition can access the GASNA website through the following link:

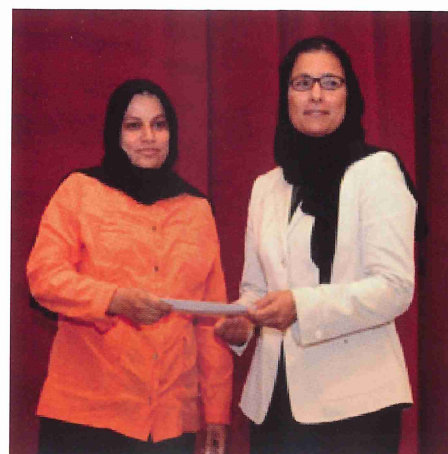
<http://gpc.qu.edu.qa/Gasna.aspx>



CONGRATULATIONS!!!

to Ms. Aisha AlMansoor

The Foundation Program Staff and Faculty congratulate Ms. Aisha Al-Mansoor, the PF Academic and Advising Coordinator, on the occasion of her election as QU "Employee of the Year". We are happy for you, Aisha. Keep up the excellent work.



Message from the Former Faculty Senate Representative

Dear Foundation Faculty

I would like to seize this opportunity to express my sincere thanks to all of you for the support you have given me as your representative in the first University Faculty Senate, as well as in the capacity of the Senate General Secretary, during my three-year term, from Dec 2006 to Dec 2009. I hope I have lived up to your expectations and fulfilled all the tasks required of me.

The University Faculty Senate is the representative body of QU faculty that deals with all matters pertaining to the educational interests of the entire University population. In addition, the Senate is recognized by the University as an advisory and consultative body to the Vice President and Chief Academic Officer on all matters that may affect the achievement of the University's educational goals, including academic research and faculty concerns. However, it must be noted that the Senate, by virtue of its regulations, does not get involved in the internal affairs of any college, department or program, or any administrative or controversial issues that may bring about disagreement.

Over the past three years, the Senate has addressed all faculty recommendations, suggestions and concerns. However, deliberations usually take some time, especially when complicated problems arise. As Faculty Senate Representative, I have been regularly providing information to Foundation faculty about what has and has not been achieved in the course of the past three years of my term.

Finally, I would like to congratulate our newly elected Faculty Senate Representative, Reem Khalid, and wish her all the best during her term in office for the next couple of years.

Ridha bin Rejeb

For more information on the recommendations and suggestions that have been forwarded to QU senior management, please visit this link:

http://www.qu.edu.qa/offices/senate/Senate_Recommendations.php

OR Click on **QU Homepage + Faculty & Staff TAB + Faculty Senate folder + Senate Recommendations + English Version**

THE FOUNDATION PROGRAM ENGLISH DEPARTMENT ON THE THRESHOLD OF ACCREDITATION

The Four-day Visit Of CEA

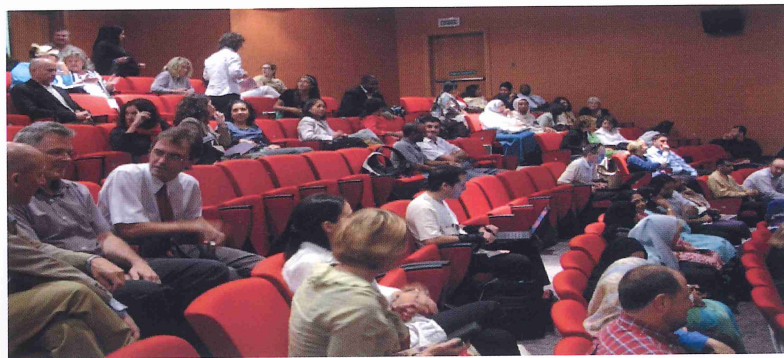
[Adapted from Gulf Times Report] {Pictures added}

The Foundation Program English Department at the University of Qatar teaches Foundation and Post-Foundation English courses to around 3,000 students. The Department has recently completed the final phase of the process for accreditation by the Commission on English Language Program Accreditation (CEA).



Mr. Robert Kennedy, Ms T. O'Donnell and Dr. Khalid

The Department started working with the CEA, the biggest and the most famous body in its field, three years ago, and the delegation finished its four-day accreditation site visit in September, 2010. The mission of the US-based CEA is to promote excellence in the field of English language teaching and administration through accreditation, of programs and institutions world-wide.



The purpose of their visit was to verify a self-study, conducted by the Foundation English Program, and also to begin a process of determining whether the standards were being met. Self-study is the means by which a program evaluates its performance in providing quality English language instruction to its students in relation to each of CEA's 52 standards. The CEA team was led by CEA Executive Director Theresa D O'Donnell, with review

team leader Rebecca Smith-Murdoch and reviewer Susan Marie Rumann. The review team carried out classroom visits and interviewed faculty, students and officials during the four-day visit. The decision on accreditation will be made in April after the CEA has reviewed the self-study, the review team report, the response to the report and a financial review.

Accreditation Project Co-ordinator, Justin Richards, was of the view that the Program has already reaped the benefits of the self-study, leading to major reforms in all areas. "The best example being the curriculum, which has been completely changed to outcomes-based, that allows more accurate measurements of student achievement, thereby enabling us to better serve our students," he said. Asked about the duration of a potential accreditation, Theresa O'Donnell said that if the standards were mostly met, it could lead to a five-year term. "If there are areas that need to be improved in a substantive way, a one-year term could be given, followed by a four-year grant once the standards are met." Asserting that CEA's accreditation is very rigorous, Theresa O'Donnell observed that it takes great effort and huge professional commitment from a program, involving the entire faculty. Dr Al-Ali, FP Director, pointed out that the Foundation



The CEA Team with Dr. Khalid and Justin Richards

English Program has learnt a lot by undergoing the process of Accreditation and is doing very well.



Stephanie Pinnacle and Roger Barlow, both lecturers in the Foundation Program English Department, are members of the Accreditation Project Committee.

Student Activities

Fall 2009 semester has been busy! As the new Student Services Coordinator, I have endeavored to keep the past services consistent while improving and adding new services. CEA Accreditation has also helped to shape the standards for quality student service and support within our department.

This academic year we are more focused on providing IELTS and TOEFL support for students who are exiting the program. We had 16 committee teachers who provided tutorials on the men's and women's campuses. We also had 3 peer tutors, Bappy, Bishar and Elizabeth, providing 14 hours of tutorials in IELTS, TOEFL and basic English skills for male students.

We expanded the hours of the Men's Student Learning Center to be open four days a week—Sunday (Stella Peck), Monday and Wednesday (Jahed, a student assistant) from 9:30-2:30 and Thursday (Jane Tate) from 9:30-11:30. We will continue to improve the quality of materials and self-access study at the SLC for male students. Lab Technicians, Mohammad Afinas and Ramesh Khatwani, monitored self-access lab times for 9 hours weekly on the Men's Campus and 4 hours weekly on the Women's Campus.



Kira Litvin, Student Services Coordinator

In addition, we offered IELTS skills workshops to give students a more comprehensive overview and intensive practice for each skill area. Workshops were designed and delivered by David Moran (IELTS Reading), Fatma Alyan (IELTS Listening), Sophia Bukhari & Fatma Abu Jalalah (IELTS Writing) and Pavel Tzenkov (IELTS Speaking).

A plan to create a Men's Foundation Success video to be used for course orientation and motivation was carried out by Anita Ghajar-Selim and Amer Yacoub. They offered a morning and afternoon basic MovieMaker workshop and encouraged male students to submit their original video footage and interviews with students.

We also launched a student services referral process this semester, which is designed to help teachers identify academic and personal services for students in need. We initiated the use of a comprehensive referral form for teachers to use to counsel and communicate with students about where to go for support. During Orientation Week and weeks two through three, all Foundation English students were invited to Student Services Presentations aimed to inform them about peer tutoring (men's campus) and the Student Learning and Support Center (women's campus).

There were a lot more activities and many great successes, described by committee members in the next few pages.

SPRING SEMESTER WILL PROVE TO BE EVEN MORE ACTION-PACKED, WITH MONTHLY FIELD TRIPS, OUTSIDE SPEAKERS, MORE IELTS AND TOEFL WORKSHOPS, PRACTICE EXAMS, EXAM PREP TUTORIALS AND A NEW COMPETITION!

SLC Upgrade

This Fall Semester, we have re-organized the materials in the Men's SLC. There is now a section for fiction/non-fiction books and magazines at native speaker level. The graded readers are categorized by level, including level 1 sections for pre-intermediate, elementary and beginner. The reference section includes books on reading, writing, listening, speaking, dictionaries and vocabulary, grammar and study skills. We do not have a lot of IELTS material so we will be working to make more self-access sheets. At the moment, we have IELTS grammar and common mistakes (intermediate and advanced), as well as a few speaking, reading and listening practice activities. There are many TOEFL paper-based practice tests, but only a few iBT basic skills and tips handouts. We will be working on creating more TOEFL iBT material soon.



Students can borrow books for up to two weeks. Some of the IELTS and TOEFL material is available as handouts which students can take away, while the rest can be used only in the SLC.

Jane Tate

Exam Preparation

Here is a brief update on what has been happening on the TOEFL exam tutorial front. First of all, this semester we have moved to a new location in the engineering building. This new room is large, bright and very quiet, a much better place for tutorials than the old location in the activities center.

This is also the first semester that we have been assisting students to prepare for the iBT version of the exam. Student reaction to the iBT has been mixed. It seems that the new all-computer, multi-tasking format of the exam is not very popular with many students. As a result, we saw a steady increase in student interest in the IELTS exam for most of the semester. Then, when it was announced that the paper version of the TOEFL exam would still be made available each semester, there was a major surge of interest. The tutorials for the paper version of the test are now well attended.



I would like to encourage teachers to remind students that TOEFL exam assistance is available each week for both versions of the test. The schedule for the tutorials is posted on the wall in various locations around the foundation program and available from the Student Services coordinator. However, interested students should not wait until a few weeks before the exam to start their preparation. They would do well to start attending the tutorials several months before they intend to sit the test.

Peter MacFarquhar

IELTS READING TUTORIAL

IELTS

The test
that sets the
standard

It was a pleasure to facilitate a weekly IELTS reading tutorial for female Qatar University Foundation students, during the 2009 Fall Semester. The tutorials were always well attended by highly motivated students keen to enhance their reading and test taking skills. Receiving a respectable mark in IELTS reading is no mean feat – candidates must tackle 40 questions of varying formats on 3 unrelated readings within the space of an hour. It is strongly advisable for students, no matter how strong their English-language skills may be, to attend some sort of pretest tutorial in order to familiarize themselves with the demanding test format before tackling the exam itself.

Inevitably, one major obstacle IELTS candidates often stumble upon is time management. To combat this, we looked at a variety of techniques learners can apply in order to get through the exercises within the given time frame, including skimming an article for its 'gist' and scanning for key information. Throughout the tutorials, we looked at a mixture of articles taken from a variety of sources. We also explored the web for free online resources that specialize in IELTS reading, so that students could gain some practice autonomously. Perhaps the best practice method for candidates is to read as often as they can – especially from English newspapers and magazines, where IELTS articles are often taken from.

Feedback from the students who attended the tutorials was positive, with many asking for more tutorial time. Khulood Ali from level 2 claimed, *"It was good and I learned how to find the answers but I suggest they give us more time to learn it would be better."* Meanwhile, Ohood Saeed from level 3 claimed, *"The tutorial is a good experience because it helps me to know more about the IELTS. It is good to know that there are some strategies that can help me in the test."*

Glenn Royer Stevens



IELTS Reading Workshop

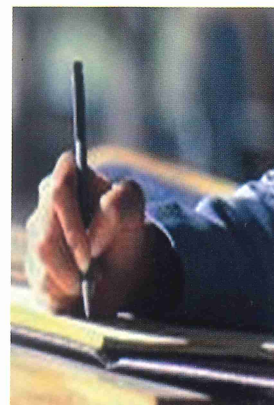
In mid-November an IELTS Reading Workshop was held in the New Engineering building in an attempt to tackle the variety of reading tasks contained in the test.

At the end of the workshop, the students realized that there are no tricks or cheats for the IELTS test. If your English is good enough, you'll get the score you need. Nevertheless, we discussed some of the different ways of starting the test. Many students do practice exams but they don't use those tests to try different ways of tackling the test; the workshop gave a couple of different ways of approaching it. Students need to know that improving your English is not easy and that it takes work. Doing test after test after test won't, by itself, improve your score.

Do you want to know the top three tips for doing well in the IELTS Reading Test?

1. Read
2. Read more
3. Read even more

David Moran



IELTS Writing Workshop

Dr. Fatma Abu Jalalah and I have been involved with Foundation English Student Services, tutoring students for IELTS exams. Since there was a good number of students attending these sessions regularly, we felt the need to conduct an intensive workshop which would give students an overview of the writing component. Dr. Fatma Abu Jalalah and I conducted the workshop on both campuses, targeting the writing section of the test.

During the first half hour, Dr. Fatma dealt with Task 1 by presenting a PowerPoint show that gave some hands-on information to describe trends. She highlighted the dos and don'ts of this task. Students had the opportunity to see a variety of graphs and diagrams that are likely to appear in the exam. It was a student-centered workshop where the students were asked to do some related exercises with the help of the facilitator.

The next half hour I talked about Task 2. In a PowerPoint presentation, I explained how to understand a prompt and the students practiced making judgments about what needs to be done. Some strategies for writing the introduction and conclusion were discussed and practiced. At this point, students were introduced to some critical thinking strategies that are required, especially while writing an argumentative essay. The presentation highlighted the use of transitions and other basic dos and don'ts for Task 2. Finally, the students looked at some sample answers, to understand the kind of mistakes they need to avoid when writing this task. A list of useful websites was also given to students who wished to practice in their free time.

All in all, conducting such workshops for students preparing for IELTS is a very satisfying experience. Most students who attended these workshops found them useful and wanted us to repeat them next semester.

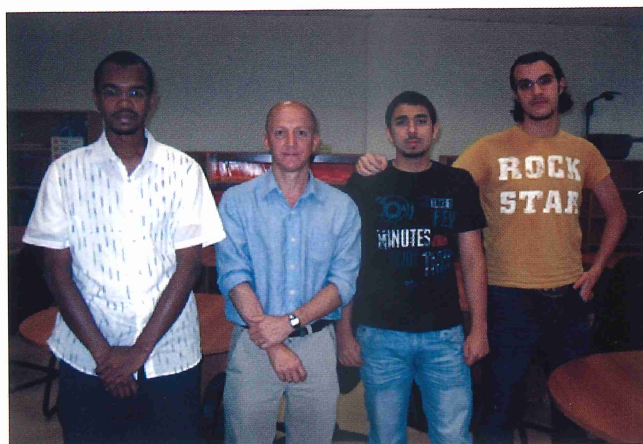
Sophia Bukhari

Men's IELTS Speaking Tutorial

This Fall Semester '09, I found that the men's IELTS speaking tutorial went very well. The students who attended were a real pleasure to work with. They were prepared to practice and needed very little, if any, prompting. Their level of motivation showed in how they kept track of their mistakes. They followed through by writing down areas of weakness and highlighting areas of success. They really did take my advice on techniques and strategies for continued improvement as well. On the whole, they were patient, mature and easy-going.

Finally, I want to add that one very dedicated student came back to show me his latest IELTS speaking score of 6. His last effort was a 4.5. He said he followed all aspects of what we went over in the tutorial on getting prepared and passed the IELTS for the first time!

Ben Sempek



MY EXPERIENCE AS A PEER TUTOR

Working as a tutor at the Foundation English Department has been an enjoyable and valuable experience. The students I worked with were enthusiastic, bright and always keen to give their best. Although the attendance was limited at the beginning, once word had spread about the tutorials, a steady stream of students appeared to each class. They were eager to learn and an inspiration for me to teach. As the weeks passed, I can confidently state that the students all demonstrated considerable improvement. I do hope that the material they learnt in our sessions will be remembered, and that they will be able to carry it on and apply it to their future study.



Elizabeth Jose [Peer tutor]

EXCURSIONS

Museum of Islamic Arts Field Trip

Sunday December 20th 2009

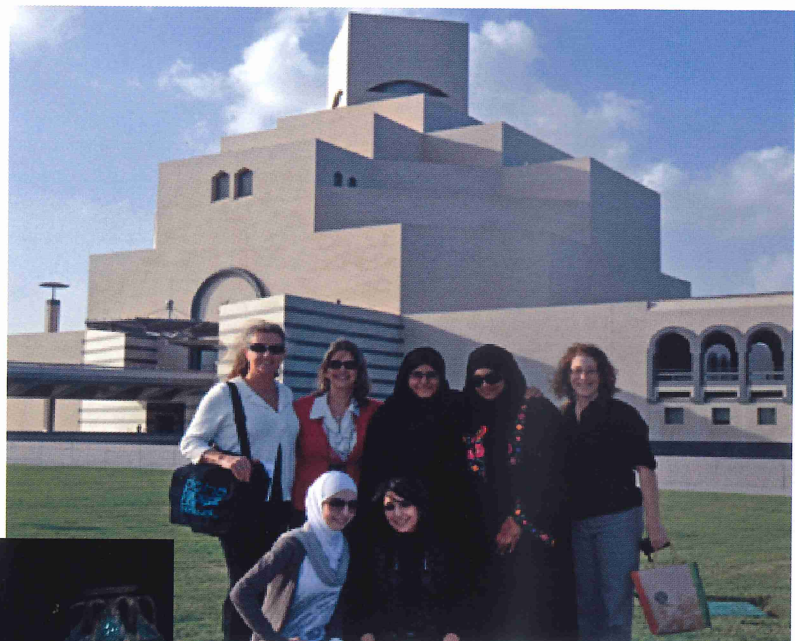
On Sunday the 20th December 2009, fifty two female students and four teachers from the Foundation English Department, boarded buses and headed for the beautiful Museum of Islamic Arts situated on the Corniche.

Most of the students had never visited the museum before and many were quite shocked when they saw for themselves the stunning architecture and historic artifacts on display.

The students were given a guided tour of the museum by the staff and then had some free time to explore for themselves and take photographs, before boarding the bus again to return to the University.

Amongst all the excitement and chatter on the bus during the return journey, many positive comments were made about the trip, some of which are included on the next page.

[Victoria Howard]



Student Comments on the Excursion

(Submitted by students from class 170)

The trip was so exciting. We really enjoyed the guided trip in the museum in the first half hour. We saw what is in the museum by a girl who told us some history stories. Then they give us some time to look on our own. Me and my friends went out in the beautiful air to take a lot of photos. Finally we went back to our bus and took photo with our teachers and came back to the University.

Alaa Adil

The trip was so interesting and I really enjoy it because I was with my friend and my teacher. The building was amazing. Also I've got a fantastic picture with my friend and teacher. Another thing that I liked, was the history of some countries and their items from the past. Everything was very organized by the teacher and the museum security people. I enjoyed laughing on the bus and taking pictures

Hana Adel

I had a fantastic time at the museum. It was a fun trip and I discovered a lot of information I didn't know. I really liked it.

Naden

It was a very nice trip. I had fun and discovered many traditional things.

Fatma Al-Adbab

Our trip to the museum of Islamic Art was great...Also, it was my wish to see the Islamic art.

Khadija

I had a great time at the museum and I learned a lot of information about the history of Islamic art. It was a fun trip.

Lulwa Al-Sada

The trip was interesting. I learnt a lot of things about our Islamic and I enjoyed the natural view of the water.

Salwa

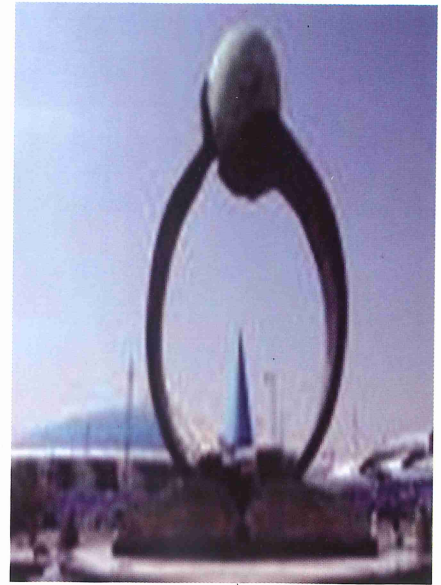
The museum was a wonderful experience to learn about my ancestor history and their culture and how they were advanced in education

Unsigned



Aspire Trip

On Monday, November 2, 2009, Foundation English female students participated in a trip designed to familiarize them with the facilities at the Aspire Ladies Fitness Zone. The first stop was a tour of the Aspire Dome – a facility they had never been inside. We were greeted by Ms. Mina who gave us a walking tour of the Aspire Dome football, basketball and gymnastic facilities. She pointed out the area reserved for children's exercise programs and even a cafeteria for healthy refreshments. Following this tour, our students were treated to a presentation on nutrition where each student had the chance to practice her English skills by asking questions about healthy eating.



We then boarded a bus for the Aspire Ladies Fitness Club building where our students met Ms Mina again and were given a tour of the various exercise classrooms available to women members, including the aerobic exercise room, the weight training room, the gym and the spinning room, as well as the changing area. They were issued keys to lockers for their personal items where they stored their regular university clothes, bags and mobiles and

met Ms. Khayria in a large exercise room to participate in an exercise class designed specifically for them.

Ms Khayria began her exercise program by discussing the importance of exercise in achieving overall good health, and then launched into a group of warm-up exercises followed by a good 30 minutes of an aerobic exercise routine accompanied by music. At the end of this class, bottles of water were supplied to our thirsty group who were smiling as they piled back into the bus for a well deserved lunch back at the University!

[Carmel Underwood]



Student reflections on the Aspire Trip.

Last week, we went to sport zone with my teachers. This zone is very big and wide. It has a lot of sport halls same as: Football, Basketball and Handball. However, a general health explanation has been given from nutrition specialist about how we could maintain a healthy and fitness body. Finally we went to a club which is for women and we enjoyed our time dancing and laughing.

Sheikha Al Qahtani

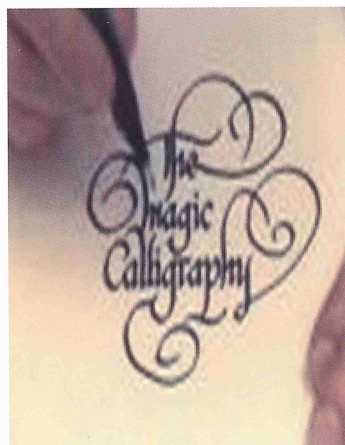
Last week I went in a trip to Aspire zone. It's very big and beautiful place. When I went there I felt very comfortable. Everything there was healthy and modern. They give us small presentation about healthy food, unhealthy food and how to protect us by sports. Then they show us their activities like many sports and many types of dance for exercise. I learned a lot of important thing there and I love this place very much. I recommend all of people in different age to go there because they know how to make you feel very comfortable and beautiful by sports and dance. Everyone who visit Aspire will feel that she was in the second home.

Shayma



Calligraphy

Calligraphy is one of the many activities offered to students from different levels in The Foundation - English Department. This semester, it was scheduled every Wednesday morning from 10:00 to 11:00 in the Women's New Engineering Building for women. As was the case for some other activities, the attendance at the very beginning was poor due to many factors, such as the timing of the activity (only shift 2 women could attend), limited and late advertising, and the inattention of students themselves who failed to read about the availability of activities, even after posters were displayed in different buildings. Starting from end of October, however, more and more students (up to 6 in a single session) attended regularly.



Initially, we started with an overview of the art of 'calligraphy': the tools needed for practicing the different types of Arabic calligraphy, etc. Soon we started practicing the basics of artistic writing. Students were enthusiastic to start producing their writing; most of them learned fast and produced good pieces of work.

One of the main objectives of the calligraphy group is to prepare for an in-house art exhibition by the end of the second semester. As with any other work of art, however, coming to the stage of production and/or creation may take time. It needs lots of guidance, practice and patience. Despite this, there were a couple of students who could reach this stage. Overall, despite a few initial problems with scheduling the sessions (some students had other classes timetabled), lack of equipment and infrequency of the sessions, the calligraphy activity remains a very enjoyable experience for most students and a chance to discover their real potential and hidden talents.

Heshmi Hamadi

Students' Comments

The word calligraphy literally means beautiful writing, but according to me it's not just beautiful. It's the way that I express myself. The calligraphy group in Qatar University is a place where the highest art form takes place... a place where you can find the magnificence of Islamic art...

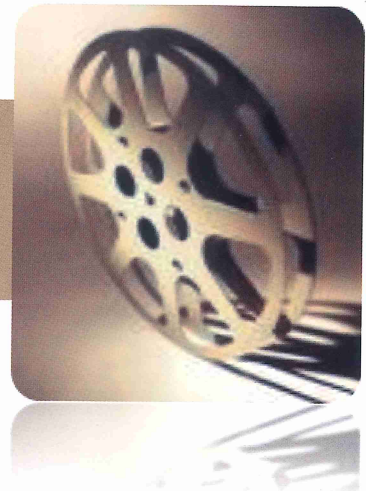
I hope that this activity will continue and also expand so it can reach all the students.

Amena Rahma Hussein ID#: 200910603 (Post foundation)

I love this activity because it is useful and it trains us to write in a better way. In my opinion, I prefer to continue this activity, because it gives me a lot of knowledge about the Arabic Calligraphy.

Mouna fadel Abdulla, ID # 2008 00069 (Level 2)

THE CINEMA CLUB



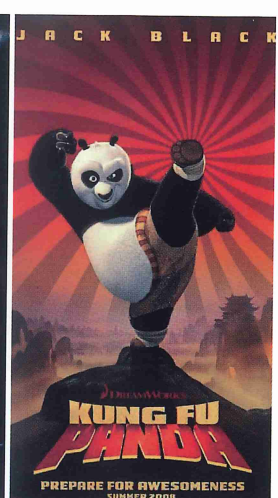
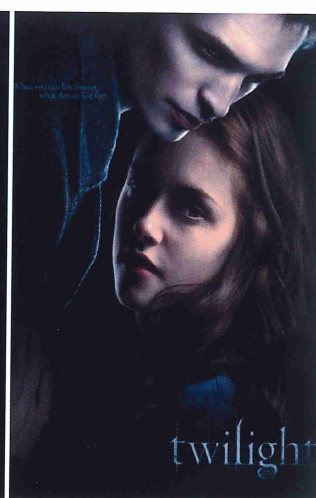
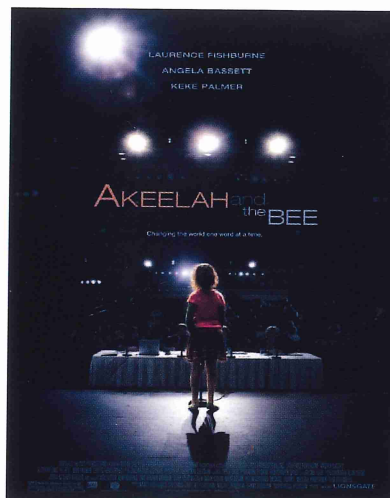
Movie Lab

There were movies for many different tastes at the movie lab this semester. *Akeelah and the Bee* is uplifting tale about a girl who finds that she has an extraordinary talent for spelling. Her success, in spite of her difficult background, brought loud applause and cheers from Qatar University students. We also showed *The Bourne Ultimatum* which elicited even louder cheers and screams for the protagonist of this suspenseful action movie.

The hit movie *Twilight* played to a more pensive, but equally appreciative, audience.

The last movie shown this term was *Kung Fu Panda*, which is about... well, a panda who loves Kung Fu. What could be more fun than that? Thanks to all of those great audiences who attended this semester.

See you at the movies!



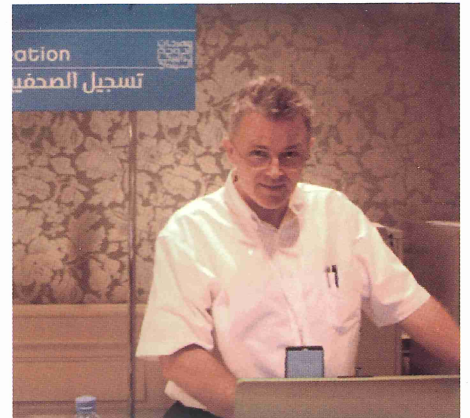
Susan Knisely-Foy

Tribeca Film Festival

29 October – 1 November

Inaugural Doha Tribeca Film Festival

Uniquely Qatari in its identity, the Doha Tribeca Film Festival is modeled on the success of Tribeca Film Festival's dedication to engage the local community and promote filmmaking talent. In its inaugural year, Doha's first international film festival celebrated the best of Arabic and international cinema. Its ongoing aim will be to inspire, engage and educate a new generation of cinema appreciation locally; discover, mentor and fund regional filmmaking talent; foster a community through art and entertainment; and encourage open discussion and debate.



Venues: The Museum of Islamic Art, City Centre Cinemas and additional venues around Doha.

Founders: Doha Tribeca Film Festival is the vision of Her Excellency Sheikha Al Mayassa bint Hamad bin Khalifa Al Thani. The Festival was created through a unique partnership between Qatar Museums Authority (QMA) and the Tribeca Film Festival (TFF), which was co-founded by Jane Rosenthal, Craig Hatkoff, and Robert De Niro. The arrangement was spearheaded by DTFF Executive Director Amanda Palmer.

Many Foundation and Post-Foundation staff volunteered their help toward making this event one of the many successful occasions in the Doha diary.

James FitzGibbon

Japanese Club

Qatar University's Japanese club hosted its first annual Japanese film festival in the Fall Semester, 2009, and was attended by the Japanese ambassador H.E Kituzume Yukio and his wife Madam Kituzume. The films shown included *Swing Girls* and the animated movie *The Girl Who Leaped Through Time*, and had an audience of over 90, including guests from outside the university. The aim of the film festival according to the Japanese club president, 3rd year International Affairs student Shaima Sherif, "Is to promote, expand and enhance Japanese culture among the students and it was only sensible to do so through film, since Japanese entertainment is a common interest among the club members."



Club Supervisor Matthew Vetrini further commented that "Events like this, and the up-coming World Culture Day in the spring are excellent examples of the bridges being built on a person-to-person level, which can only strengthen ties between Qatar and Japan, now and in the future." The highlights of the event were when ambassador Kituzume addressed the event with kind words on how he hoped the films would give some good insight into the daily lives of Japanese students and when 2nd year Pharmacy student, Lylia Nacer Mekidache gave an opening speech in Japanese on the importance of the film festival.

Member Moza Al Thani said, "The event was a huge success and no other club on campus has ever done what the Japanese club had achieved today, I hope to participate again and it becomes a pattern, volunteering in the club is the best part of my day!"

Luma Diah

QatarDebate Public Speaking Workshops

In October, Foundation English Student Services welcomed international debate coaches from QatarDebate to deliver Public Speaking workshops for Foundation students. A total of 80 students participated. The workshops were student-centered, practical and interactive. In the first part of the workshop, students volunteered to be 'characters' on a sinking ship and they had to use persuasive arguments to get the other students to save them. In the second part of the workshop students learned how to structure a public speech or talk. They got hands-on-practice and individual feedback on their efforts. QatarDebate coaches were encouraging and supportive. Students were asked to write "What do you think were the most important things you learnt in the workshop?"

qatardebate
مناظرات قطر

Member of Qatar Foundation

Ahmad, Level 4, *"The most important thing was how to speak in front of people while using different language. I've seen many people stand up and were nervous as I was before."*

Hasan, Level 4, *"1) to be confident 2) I learnt also how to speak in public and how to order words."*

Karem, Level 3, *"How to speak well and improve my eye contact and body language."*

BBC – Doha Debate

In the Fall Semester, Staff and students from the Foundation Program English Department participated in a debate organized by the BBC at the Education City, Doha.



Foundation Program English Department Students and Staff participating at the BBC Debate in the Education City

Photography Society Exhibition & Competition (Fall 2009)

[Submitted by Ahmad Hazratzad: Supervisor of Photography Society]

This semester, the Photography Society of the Foundation Program English Department witnessed the most fruitful span of its life. With about 16 permanent members, and 10 members participating in weekly meetings only, we discussed and experimented with more advanced techniques of photography, analyzing students' photos, taken from different subjects, and based on what had been discussed in class. We also had a trip to Aspire Zone, which the students found very interesting.

In this semester, we finally made our promise come true; we arranged a photo competition and an exhibition for our Foundation and Post Foundation students. A total of 20 students, with about 140 pictures, participated in the competition. In the first phase, our judges, Giovanni Espinal, Anna Sempek, David Bartsch and Travis Wilson, chose the best 24 photos out of 140. Our exhibition was organized on the ground floor of WFB. Both students and faculty enjoyed visiting the exhibition for 4 days and they voted for their favorite picture. In the second phase, our judges chose the best 3 pictures. Bashayer Abdulaziz Al-Boainin, my best student in the Photography Society, won the first prize with her beautiful picture, "Diamond Point". Jaber A Alemadi, a very talented boy, won the second prize with his picture, "Where are you? I miss you". Suha Sayed Ahmad Hussein won the third prize with her nice picture, "Qatar Flag". Finally, Noora Alkaabi won the fourth prize for her entry, "Flower", voted best picture, by viewers of the exhibition.

On Thursday 31st of December, we had our prize giving ceremony on the men's and women's campuses in the presence of Mr. Robert Kennedy, the head of English Department, and Ms. Kira Litvin, the Coordinator of Student Services. I am sure that in future we will have more students in our society and in our competitions. I would like to thank Abeer, Dana and Samah, who helped me to organize this big event under the supervision of Kira and support of Dr. Khalid Ali, the Director of the Foundation Program.



Second Prize Winner, Jaber Al-Emadi with Kira Litvin, Student Services Coordinator



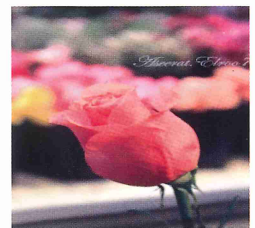
First Prize
(Student: Bashayer A Al-Boainin)
"DIAMOND POINT"



Second Prize (Student: Jaber Alemadi)
"WHERE ARE YOU? I MISS YOU!"



Third Prize
(Student: Suha Sayed Ahmad)
"THE FLAG"



Fourth Prize
(Student: Noora Al-Kaabi)
"FLOWER"

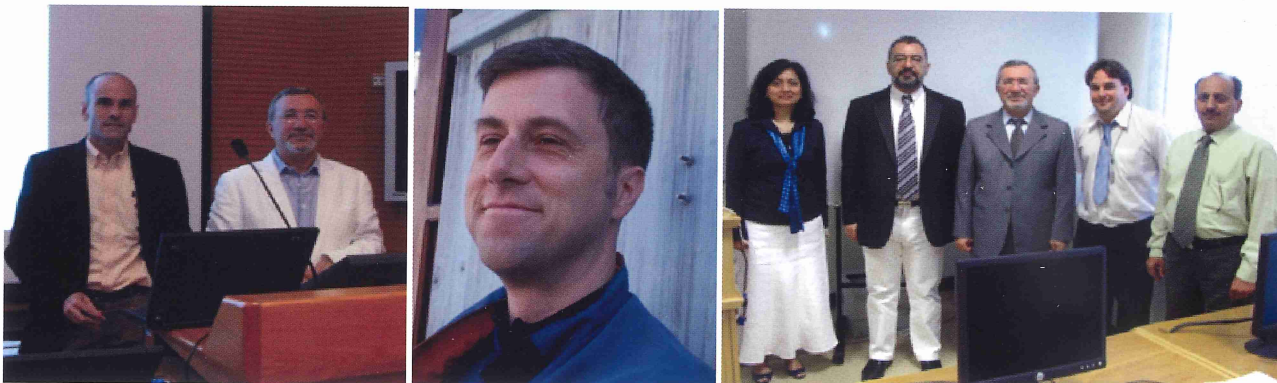


At Home

WORKSHOPS & PRESENTATIONS

Blackboard Training: 14 September, 2009

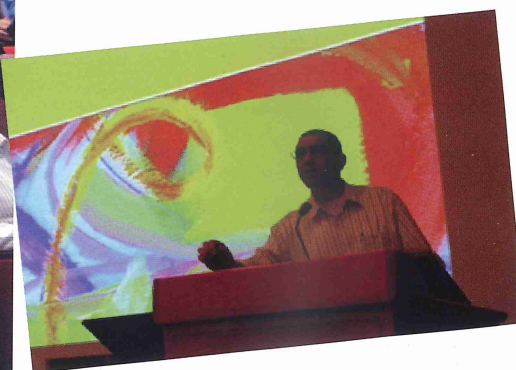
A number of Bb training sessions were given throughout the semester by Aladdin Halwani, Ian Mckay and Patrick Murphy to enable faculty to use technology effectively in the teaching and learning process.



Ian, Ala and Patrick



A "Curriculum Presentation" in September 2009, given by Dinos.



Student Services Presentation: September, 2009



Ms Kira Litvin, Student Services Coordinator, outlining the "Student Services" program for the Fall Semester, 2009/2010

Abroad



Asia TEFL: The 'Smooth-as-Silk' Conference

[A Report by Jane Hoelker]

Creativity and Collaboration in English Language Teaching and Learning in Asia was the theme of the 7th Asia TEFL Conference held in conjunction with the 29th Thai TESOL International Conference. The conference was held at the Imperial Queen's Park in Bangkok, Thailand from August 7-9th. More than 1,000 participants attended and more than 500 presented. Sessions were 30 minutes long and I found that that length was doable.



Dr. Hyo Woong Lee, the President of Asia TEFL, introduced himself to me at the Reception the first evening of the conference to say that he encouraged any interested educational party from the Gulf Region to host an Asia TEFL conference in the near future. Dr. Lee is very interested in forming stronger ties with educators in the Gulf Region, which he views as more Eastern than Western and, therefore, on the fringe of Asia.

Leo Van Lier inspired all with his Plenary entitled, "The Ecological Approach to Classroom Teaching and Learning: Practice to Theory—Theory to Practice." I loved Van Lier's statement that it is not the big and grandiose things that make theory come to life, but rather the actions of the learners and their teacher from moment to moment, and the ways in which they reflect sensitivity to the context that achieves that goal.

On the first day of the conference, I spoke on how Communities of Practice (CoP) develop creativity and collaboration. The latest research results have prompted a shift in the perception of learning to that of a social process and not something that takes place inside the head of an individual learner. This process, called legitimate peripheral participation, facilitates co-participation of novice and expert. The expert, an



instructor or a more capable peer, provides the scaffolding of skills as needed by the novice and the novice gradually assumes more responsibility for the final output, as higher levels of expertise are achieved. Thus, learning is interactive before becoming intra-active and internalized. I gave three examples of CoPs. I explained how the Webheads under the leadership of Vance Stevens of the Petroleum Institute in Abu Dhabi is an excellent example of a distributed CoP. Then I talked about Nishino's work at Temple University in Japan on multi-membership in local communities of practice and how each membership meets a particular need of the individual teacher. Finally, I discussed how shared practices move reform forward in Doha, at a model elementary school. The relatively new topic of CoP was extremely popular and not completely unknown to the audience.

Always a very social group, the Thai TESOL Conference organizers scheduled numerous networking events. The most fantastic evening that I attended was a dinner of international fusion foods at the famous Library and Water Restaurant on the campus of Chulalongkorn University, with Alan Maley, Leo Van Lier, Mark Algren, Stephen Henschley and several other international speakers and publishers. The meat sorbet was unforgettable!

Guest Speakers in the FPED

As part of its on-going professional Development program, the Foundation Program English Department hosted three distinguished scholars to present to the department faculty in October and November.

Speaker Forum #1

Tuesday 6 /7 October, 2009

Presentation/Workshop:

Dr Sally Zepeda

Dr Sally Zepeda, University of Georgia, USA, conducted two presentation/workshop sessions on October 6 and 7, 2009. The title of her presentation was:

Teacher Evaluation: Input on suggested processes and procedures for peers conducting assessed evaluations through classroom observations



Dinos, Dr. Zepeda, and Berta

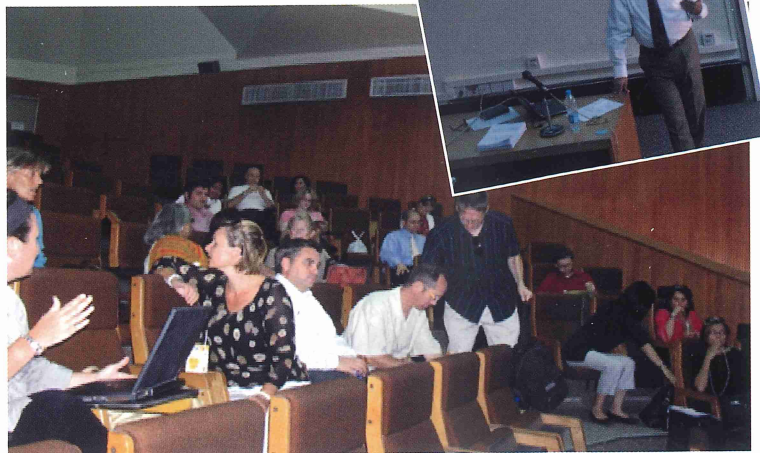


Speaker Forum #2

Monday, 12 October, 2009

Interactive Workshop: LEARNER-CENTRED INSTRUCTION Dr Ali Shehadeh (UAEU)

In an interactive workshop, Dr Shehadeh outlined characteristics of Learner-Centered Instruction, Second Language Acquisition (SLA) approaches that advocate LCI, and ways of implementing insights obtained from SLA into LCI in the classroom context.



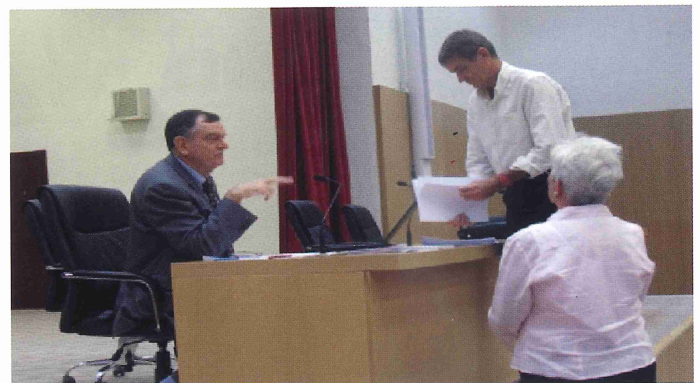
Speaker Forum #3

24/25 November, 2009

Presentation/ Workshop: CRITICAL THINKING THROUGH ACADEMIC WRITING Richard Harrison (Muscat, Oman)

The main objective of Mr. Harrison's workshop was to encourage participants to reflect on:

- the nature of critical thinking, taught explicitly or implicitly
- the nature of academic writing
- difficulties students face with academic writing
- thinking in academic essay/report writing
- frameworks to help students to structure their thinking and writing



Richard Harrison, Mark Watson and Jane Hoelker



[Material submitted by Dr. Sahbi Ayari]

Congratulations to Dr. Maha

On winning QU online course award for the 2008-2009

On Qatar University's convocation day in September, the President of Qatar University, Prof Sheikha bint Abdullah al-Misnad, presented Dr Maha Nabhan, assistant professor and Head of the Foundation Program Math and Computer Department, with the university's Blackboard exemplary online course award for the 2008-2009 academic year.



*Dr. Maha Nabhan
Head of M&C Department*

Dr Nabhan is a Fulbright scholar with an MSc in Applied Mathematics from the University of Colorado, Boulder USA and a PhD in Numerical Analysis from the University of Wisconsin, Milwaukee, USA.

Students Achievements Ceremony 2008 – 2009

The Foundation Program Department of Math and Computer honored students on their academic achievements, judging their performance in six selection criteria. First, the selection was done among students enrolled in the academic year 2008-2009. Second, the student should be registered in at least three courses. Third, all students in all specialties are considered equally. The average of Math and Computer are calculated separately. Then, an accumulated average is computed according to the following formula: $(2 * \text{Math Average} + \text{Computer Average}) / 3$. Finally, if more than one student has the same accumulated average, then the one who has four courses will have a better ranking. Below, are the names of the best five students for the academic year 2008-2009:

- 1- Noora Rashid Al Naimi, Accumulated Average: 103%, Specialty: Engineering
- 2- Nada A Al Dahdooh, Accumulated Average: 103%, Specialty: Sciences
- 3- Nouran Nagy Bayoumy, Accumulated Average: 102.8%, Specialty: Arts
- 4- Razan Nael Younes, Accumulated Average: 102.5%, Specialty: Engineering
- 5- Lubna Fayez Eliyan, Accumulated Average: 102.2%, Specialty: Engineering

Math Tutorial Program for all Foundation Math courses

The Department held math tutorial sessions during the Fall semester 2009, aiming to help students by answering their questions. A detailed schedule was set, five days a week, from 9:00 am to 2:00 pm, on both male and female campuses. Ms Maryam Al Sada, Mrs Amal Al Araj, Mrs Maysoon Swelem, and Ms Namrata Das on the female campus, and Mr Kinen Taleb, Mr Ossama el Hafy, and Mr Muneer Al Wadi on the male campus.

Web-based mini Exam using Blackboard



The Computer-based Mini-exam Committee has reached its objectives and has transformed both Math 3 and Math 4 paper-based exams to a randomly-generated Computer-based Exam using Blackboard. For the first time during the fall 2009 semester, both Math 3 and Math 4 mini exams were delivered to students online. So far, the exam has been successfully run twelve times (both try1 and try2) for science-track Math3 and Math4, with great feedback from students and faculty alike. The CBE committee continues to work in order to develop and implement WBE [Web-based Exams] to all levels.

New technical tools will be added in coming mini-exams. The use of "Respondus" and "Questionmark" will improve both the design and implementation of the WBEs. The registration process is also being enhanced and moved to Qatar University servers.



CBE committee: Dr Sahbi Ayari, chair. Mr Ahmed Taleb CBE, member

CBE by numbers

[a follow-up on the CBE committee in charge of automating Mini exams]:

Since its first meeting, which was held on 26 October 2008, the committee has created more than 140 pools of questions with around 1000 questions. Also, these pools consist of a variety of question types: 'True/False', 'Multiple choice', Matching, Multiple answers, 'Hot Spot', and 'Fill in the blanks'.

E-Monitoring System version 1.0: Migrating from traditional excel spreadsheet to online class manager.

The E-Monitoring System is software developed by Mr Fethi Ferjani. It is an on-line system to archive student grades. Using this system, a teacher can efficiently monitor the attendance of each student and automatically send a warning or barring letter. This system enables users to view reports for class participation, quizzes, mini exams, midterm and final exams. It also automatically generates statistics for the midterm, final exam and overall course performance. An upgraded version is underway.

International conferences

The ACE 2009 Asian Conference on Education, Oct. 24-25, 2009, Osaka, Japan

Title: Piloting Web-based Exams with large numbers of students.

[Dr. Sahbi Ayari]

The paper was accepted and published in the proceedings of the ACE09 Asian Conference on Education.

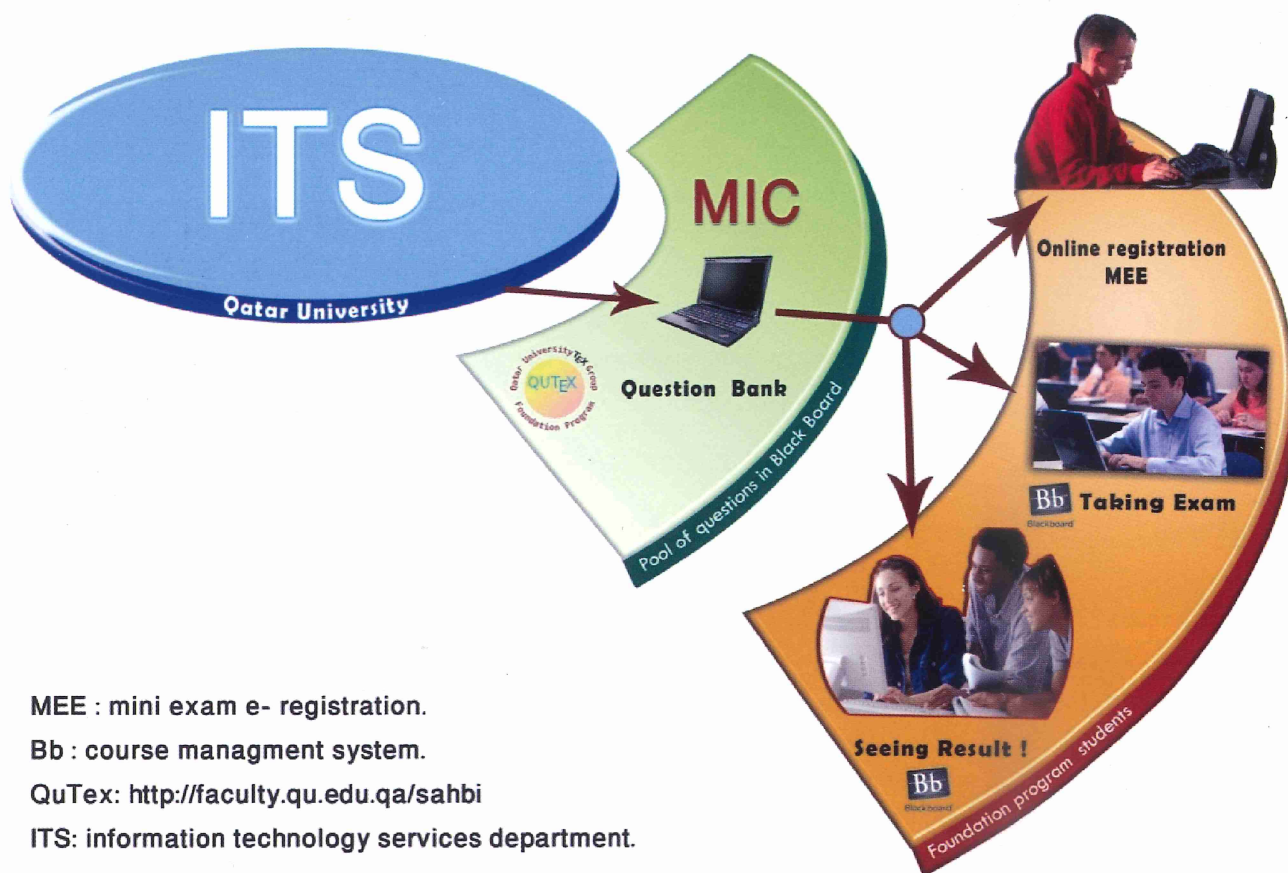
The conference was a great opportunity for me to observe presentations covering a wide range of specialties and disciplines. In fact, many presenters gave solutions to problems that all educators around the world are currently facing. These solutions are, in general, focused toward improving teaching quality and learning.

This event was also an opportunity for me to present and exchange views, ideas and experiences with educators, classroom teachers, researchers, and school officials from a large set of international academicians.



As the title of the presentation indicates, the paper describes the web-based assessment method and its impact on the learning process. This paper is based on the thorough assessment and testing mechanism being performed and implemented in the Department of Math and Computer in the Foundation Program.

The paper explores two approaches that were experimented with by 217 students to determine if the exam delivery method has an impact on student performance. One assessment method was completely paper-based and the other one a fully computerized exam. Exploring the benefits and shortcomings of each method was detailed. The full web-based exam process implementation is summarized in the following chart.



MEE : mini exam e- registration.

Bb : course managment system.

QuTex: <http://faculty.qu.edu.qa/sahbi>

ITS: information technology services department.

The International Asian Conference gathered many experts in the field of education, technology, and research. The theme of the conference was "bringing global solutions to local problems" and a variety of research work provided very useful solutions that can be implemented in different programs in QU. The similitude of challenges faced by educators world-wide requires a collection of all best practices and genuine ideas to overcome shortcomings.

The 14th Asian Technology Conference in Mathematics, Dec. 17-21, 2009, Beijing, China

Title: **Crypto Systems and the DES (Data Encryption Standard)**

[Mr. Wolfgang Baltes]

This year's Asian Technology Conference was hosted by the Beijing Normal University in Beijing (China) from Dec 17 to 21, 2009 and run under the theme "A Journey to Discover More Mathematics". Approximately 450 participants from more than 30 countries (mostly from Asia) joined this year's ATCM. The conference presented and demonstrated the most current trends in technology for mathematics and technology with mathematics.



Due to advanced technological tools, such as computer algebra systems (CAS), interactive and dynamic geometry tools (like Autograph) and hand-held devices, the effectiveness of our teaching and learning, and the horizon of our research in mathematics and its applications continue to grow rapidly. With this IT-related link, it is the aim of the conference to provide a forum for educators, researchers, teachers and experts to exchange information regarding enhancing technology and to enrich mathematics learning, teaching and research at all levels. Information was delivered by plenary sessions, poster sessions, workshops and informal meetings aside the conference.

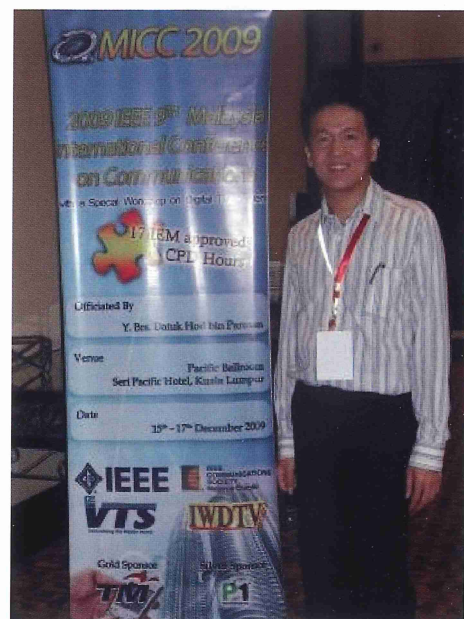
Mr Wolfgang's points of interest were to get answers for the questions: (1) In what ways can Information Technology be implemented in the classroom? (2) What problems/solutions arise from the implementation of Information Technology in the classroom?

The Ninth IEEE Malaysia International Conference on Communications, (MICC 2009), Dec. 14-17, 2009, Kuala Lumpur, Malaysia

Title: **Distributed iSCSI on Hypervisor Storage in Local Area Networks**

[Mr. Swee Liang Aw]

The conference gave a very precious opportunity for researchers in the areas of telecommunication, networking and computing all over the world to share their current research projects in their given area. Meetings, discussions and interaction between the researchers, including professors, lecturers, PhD and master students, have given me a great number of concepts, ideas and skills useful to my research project. The presentations from the conference show that all the researchers in their respective areas are willing to share their knowledge, skills and opinions to ensure that research projects will continue to improve the technology that we are currently using. It was a great opportunity for me to share experiences with the researchers from Asia, the Middle East and Europe and reinforce the necessity for the teaching of computer courses in the Foundation Program.





News From The FP-English Department

Congratulations to Reem Khalid

Our colleague, Reem, has recently been elected to the QU Faculty Senate as our Foundation Program Representative. The Foundation Program faculty and staff wish her every success in her new endeavors, and express their appreciation to her predecessor, Ridha bin Rejeb, for all the work he has done on our behalf during his term as QU Senate Representative.

Welcome to Ms. Stella Peck

Ms. Stella Peck joined the English Department in the Fall Semester, 2009/2010, as an Admin Assistant. Welcome Stella, and best of luck in your new undertaking.

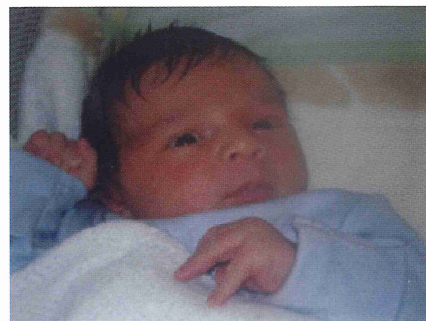


New Arrivals at the FP-English Department

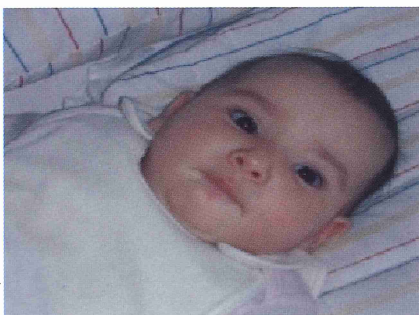
Congratulations!



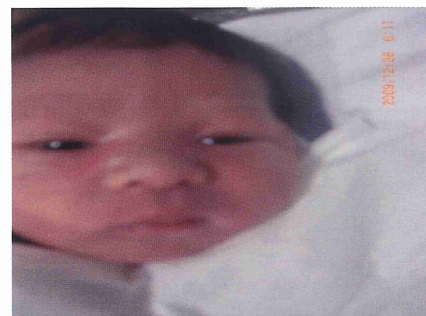
Dr. Kouresh Lachini's daughter, DEENA



Mr. Ra'ed Ghalib's son, QAISI



Mr. Ridha bin Rejeb's daughter, NOUR



Mr. Matthew Vetrini's son, HARU NARI



Farewell to Tasneem Kureishy

Our colleague and friend, Tasneem, decided to leave the University for family reasons after working for almost 17 years at QU FP-ED. We wish her all the happiness in her new life. Tasneem has written the following letter to all her friends and colleagues in the FPED.



To my very dear Friends and Colleagues, Old and New

This is just a way of thanking you all for the affection, friendship and support that you have given me over the years in Qatar University. It has been a real pleasure working with you for over 16 years, right from 1991 to 2009, first in our small ELTU in the Old Women's Building, and then in the present new FBED. We have all gone through a myriad of experiences over the years and have been a source of support, help and inspiration to one another. We have together seen so many developments taking place not only in Qatar, but also in the Department. We have also grown along with the Department.

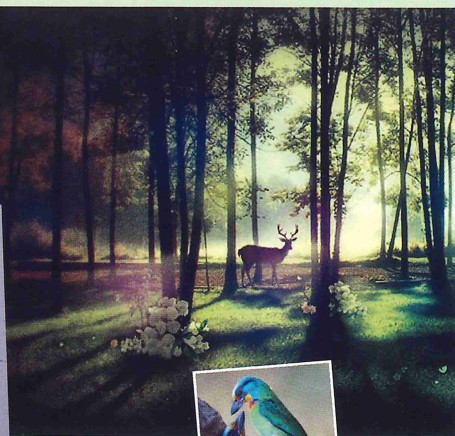
Now at this point, dear Friends, I have to say that I have resigned from the University and this is my last semester with you all. Come Fall, I will be in India, taking care of my mother who is alone and growing in years. My father passed away a long time ago and I have no siblings to take care of her when I am in Qatar, and unfortunately, the laws of Qatar make it next to impossible for me to fetch her and keep her here. Hence, I had to take this decision. It has not been an easy one at all. I will be very sad to leave all of you soon. I will miss you all sorely, and my life here as a part of this institution that I have come to like so much, and this country where I have spent 21 lovely years, *Alhamdulillah*.

All good things must pass, and so I merely wish to say a big "thank you" for being there for me through all these years. Let us try, and keep in touch for as long as possible. Whenever I am in Doha, and I definitely mean to visit because my Better Half will still be here, I promise to peep in and say "Hi" to you all, *InshAllah*. Please let me have your personal email and contact addresses. God bless you all.

Take care and lots of love.

[Always Tasneem]

What have we done to protect beautiful nature?



[pictures courtesy of Dr. Ali Hussein]

A Wedding in Charming Northern Cyprus

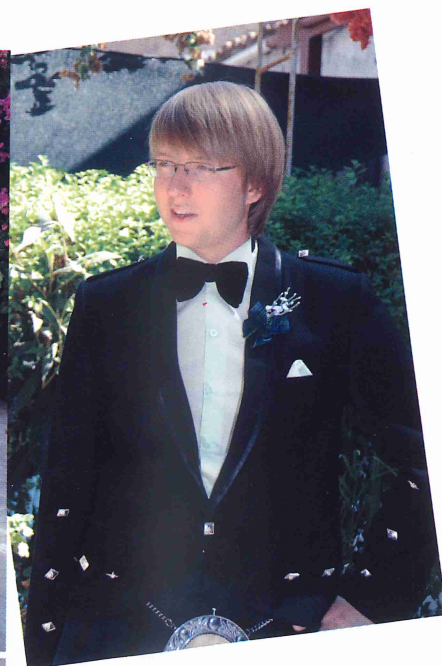
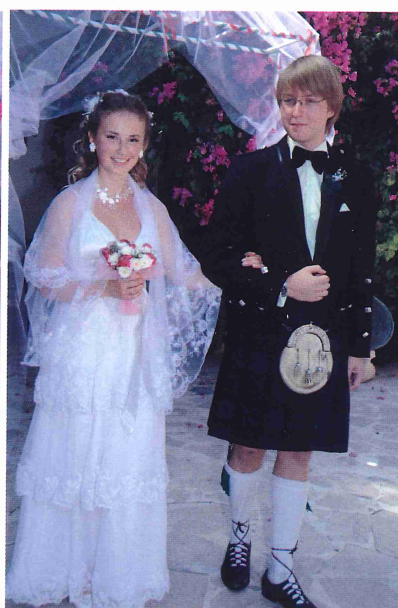
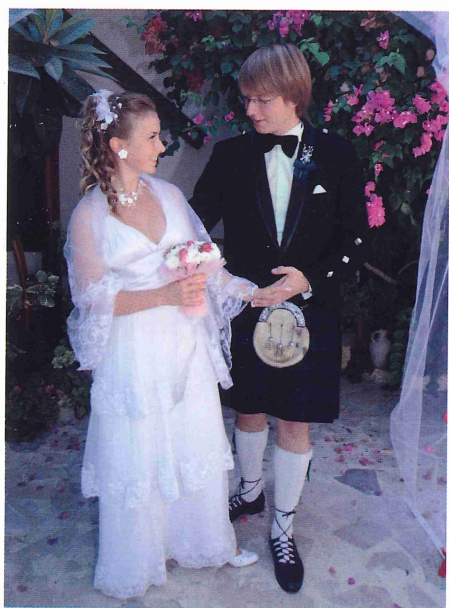
Congratulations!! To our colleague Olga, Lecturer in the FPED, on the occasion of the wedding of her son.

[Text written by Olga]

Northern Cyprus – Far from the Maddening Crowd!

Just south of Turkey, West of Syria and North of Egypt lies the island of Cyprus – the island which has featured in all early history. Occupied by the Phoenicians, Franks, Venetians, the Ottoman Turks and by the British, it has adopted and adapted a series of differing cultures along the way.

The Northern part of the island (now called the Turkish Republic of Northern Cyprus or TRNC) has retained all the cultural and traditional elements of Cyprus. Where else can you sit in a tavern and reach across to pick your lemon off the tree for your salad?



Northern Cyprus is the perfect 'chill out' destination and just the place for weddings and honeymoons as you can see by our son's wedding pictures. Organized on the beach, we had a mixture of Scottish piping and kilts, Turkish dancing and Russian music. No hang ups here about where you come from or what language you speak. All are welcome.

E-Portfolio in the Post-Foundation Program



Aladdin Halwani

Apart from the workshops given by Aladdin Halwani, an instructor in the Post-Foundation Program, during the two-day activities of the English language Forum 2010, Aladdin also gave a hands-on workshop in the WFB, entitled 'Creating and Sharing an Electronic Portfolio through Blackboard'. The workshop focused on how to create an electronic portfolio, what to include in it and how to share it with peers and other users.



In its commitment to using cutting-edge technology that can be harnessed to language learning and can further enhance collaborative e-learning, the Post-Foundation in the English Department, under the umbrella of the Foundation Program, has incorporated the use of e-portfolios into the syllabus. A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. Students in the post-Foundation can now include their essays, assignments, artifacts, and their reflections on the syllabus and course-related materials – all in digital format, and share their personal portfolios with their peers as well as with their instructor.

Teachers! Thank you.

I want the people who have the direct attention of my child more hours a day than I do, treated with tender loving care. Those are my kids they're preparing for this world.

Teachers, thank you so much for devoting your life to my child. Is there anything I can do to help you? Is there anything you need? I am here for you. Why? Because you are helping my child - my baby - to learn and grow. Not only will you be largely responsible for her ability to make a living, but your influence will greatly affect how she views the world, what she knows about other people in this world, and how she will feel about herself. I want her to believe she can attempt anything - that no doors are closed and that no dreams are too distant. I am entrusting the most valuable person in my life to you for seven hours a day. You, are then, one of the most important people in my life!

Thank you.

(Michael Moore - 2002)

Humour and Wisdom in Education

[selected by the Editor]

My 12-year-old sister was filling out an application for a foreign-language course. Suddenly she stopped, a small frown creasing her forehead. A moment later, she wrote something down. Glancing over her shoulder, I saw that the question she had paused at was: "Mother Tongue?" And on the blank beside it she had written: "Pink."

A Fourth-Grade Teacher was giving her pupils a lesson in logic. "Here is the situation," she said. "A man is standing up in a boat in the middle of a river, fishing. He loses his balance, falls in, and begins splashing and yelling for help. His wife hears the commotion, knows he can't swim, and runs down to the bank. Why do you think she ran to the bank?" A girl raised her hand and asked, "To draw out all of his savings?"

Map Reading was the topic in one Earth-Science class. The teacher explained latitude, longitude, degrees and minutes, then asked, "Suppose I asked you to meet me for lunch at 23 degrees, 4 minutes north latitude and 45 degrees, 15 minutes east longitude ...? After a confused silence, a voice volunteered, "I guess you'd be eating alone."

The hardest part of raising children is teaching them to ride bicycles. A father can run beside the bicycle or stand yelling directions while the child falls. A shaky child on a bicycle for the first time needs both support and freedom. The realization that this is what the child will always need can hit hard.

[Reader's Digest]

I had trouble with my computer. So I called Richard, the 11-year old next door whose bedroom looks like Mission Control, and asked him to come over. Richard clicked a couple of buttons and solved the problem. As he was walking away, I called after him, "So, what was wrong?" He replied, "It was an ID Ten T error." I didn't want to appear stupid, but nonetheless inquired, "An, ID Ten T error? What's that? In case I need to fix it again." Richard grinned. "Haven't you ever heard of an ID Ten T error before?" "No," I replied. "Write it down," he said, "and I think you will figure it out." So I wrote down:

I D 1 0 T. I used to like the little twerp.

[Gulf Times - Weekend]

All I remember about the Sociology final examination paper was that the first question was "Leave the exam hall and persuade the first passerby to accompany you through life, using irony where necessary".

[Charles Goulding in "Wit" - 2000]

I told my father I was punished in school because I didn't know where the Azores were. He told me to remember where I put things in future.

[Henry Youngman in "Wit" - 2000]

In this address at the beginning of the new academic year I intended to give you some advice, but now I remember how much is left over from last year unused. [George Harris in "Wit" - 2000]

There is so much to be said in favour of modern journalism. By giving us the opinions of the uneducated, it keeps us in touch with the ignorance of the community.

[Oscar Wilde in "Wit" - 2000]

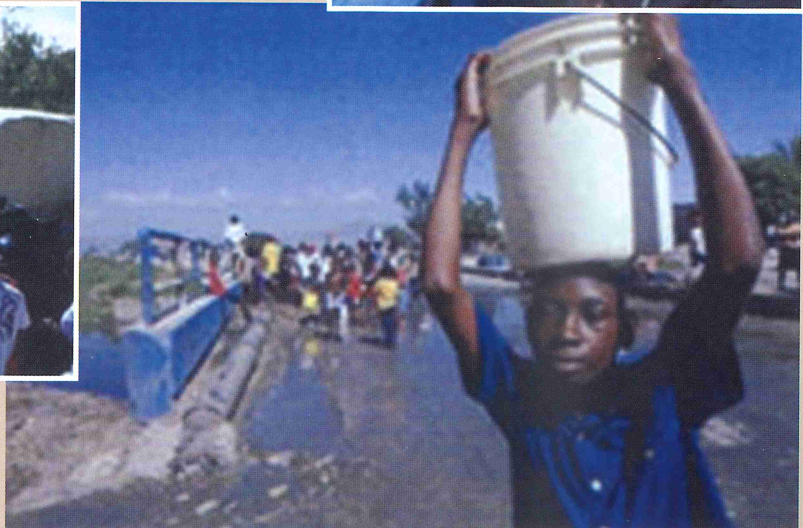
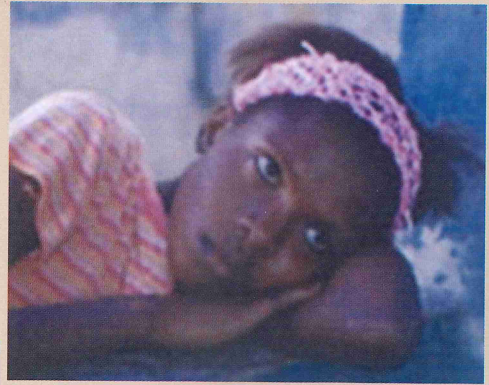
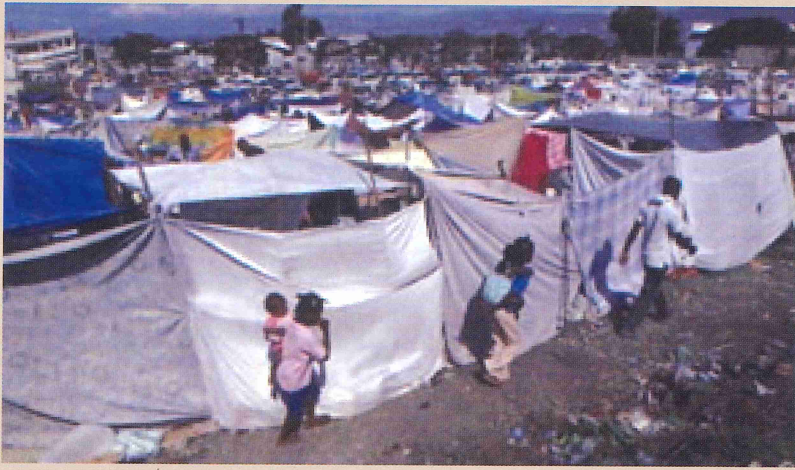
I put my name at the top of the page. I wrote down the number of the question, "1". After much reflection, I put a bracket round it thus: "(1)". But thereafter I could not think of anything connected with it that was either relevant or true. It was from these slender indications of scholarship that Mr. Weldon drew the conclusion that I was worthy to pass into Harrow. It was much to his credit.

[Winston Churchill in "Wit" - 2000]

Make your presence felt, DONATE to HAITI

Qatar Red Crescent would like to remind you that the recent events in Haiti go beyond all barriers of race and religion. Now is the time for true brotherhood and goodwill, as this awful tragedy has claimed the lives of more than 200,000 people.

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The Qatar Red Crescent humanitarian appeal aims to raise QRs 4,500,000 to provide urgent support and relief for the more-than 5,000 affected families. These funds will go to cover shelter, water & sanitation and Medical support.

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Pictures from **NATIONAL DAY** at Qatar University

