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|-----------------------------------|--|------------------------|
| <b>Philadelphia University</b>    |  <b>PHILADELPHIA UNIVERSITY</b><br><small>THE WAY TO THE FUTURE</small> | <b>Approval date:</b>  |
| <b>Faculty: Arts</b>              |  | <b>Issue:</b>          |
| <b>Department: Human Sciences</b> |  | <b>Credit hours:3</b>  |
| <b>Academic year 2022-2023</b>    |  | <b>Course Syllabus</b> |

### Course information

| Course#   | Course title  | Prerequisite  |
|---|---|---|
| <b>0130108</b>  | <b>English Communication Skills 2<br/>English 108</b> | <b>English Communication Skills<br/>(English 107)</b> |
| <b>Course type</b>  |   | <b>Class time</b>                                     |
| <input checked="" type="checkbox"/> University Requirement <input type="checkbox"/> Faculty Requirement<br><input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input type="checkbox"/> Compulsory |   | <b>Room #</b>   |

### Instructor Information

| Name | Office No. | Phone No. | Office Hours | E-mail |
|------|------------|-----------|--------------|--------|
|      |            |           |              |        |

### Course Delivery Method

| Course Delivery Method  |             |              |             |
|---|-------------|--------------|-------------|
| <input checked="" type="checkbox"/> Physical <input type="checkbox"/> Online <input type="checkbox"/> Blended |             |              |             |
| Learning Model  |             |              |             |
| Precentage  | Synchronous | Asynchronous | Physical    |
|   | <b>0%</b>   | <b>0%</b>    | <b>100%</b> |

### Course Description

English Communication Skills (2) is an upper-intermediate course that builds on and expands all communication capabilities which students developed in English Skills (1), in terms of reading comprehension, writing, listening and speaking. The course also introduces students to a wide range of vocabulary and critical thinking skills. The content of the course is rich with critical analysis, interpretation and evaluation of various reading texts at the post-intermediate level, along with professional writing, including online profiles, formal electronic mails and meeting minutes. Students are also exposed to a variety of communication styles and modes which help them develop their critical listening skills.

The main focus of English Skills (2) is speaking skills in professional contexts. The course prepares students to meet the challenges of professional oral communication through presentations and in-class discussions prepared deliberately. Students are offered the opportunity to develop necessary skills for public speaking and also provided with the tools that help them become effective communicators in English.

يعزّز مساق مهارات الاتصال و التّواصل بالّلغة الإنجليزيّة (2) قدرة الطّلبة على التّواصل البنّاء بالّلغة الإنجليزيّة، مواصلاً بذلك الهدف الذي استهلّه المساق السابق، مهارات الاتّصال و التّواصل بالّلغة الإنجليزيّة (1)، بحيث يرتقي هذا المساق بالطلّبة إلى المستوى فوق المتوسّط، من خلال طرح مستوى متقدّم من مهارات الاتّصال المتنوّعة المتمثّلة في القراءة و الكتابة و

الاستماع و التحدّث، كما أنّه يساعد الطّلبة على الاطّلاع على مجموعة متنوّعة من مفردات اللغة الإنجليزيّة و تراكيبها، إلى جانب تزويدهم بمهارات التّفكير النّاقّد، فالمحتوى المطّروح ثريّ بالتّحليل النّقديّ و التّأويل الدّاتيّ و التّقييم المحكم لنصوص قراءة تحلّق في فضاءات رحبة، كما يطرح المساق أصول الكتابة الوظيفيّة والرّسمية، و من الأمثلة عليها إعداد الملفّات الشخصيّة و الرّسائل الإلكترونيّة و محاضرات الاجتماع، كما أنّه يعمل على تزويد الطّلبة بمهارات الاستماع التي تساعد على تطوير التّواصل البّناء مع الآخرين باللغة الإنجليزيّة.

و لعلّ الجانب الأهمّ لهذا المساق يتمركز حول تطوير مهارات التّحدّث باللغة الإنجليزيّة للتّواصل مع الآخرين في ميدان العمل، و التي سيكون الطّلبة بأمرّ الحاجة إليها في حياتهم المهنيّة بعد التّخرّج، و لتحقيق ذلك الهدف، يتمّ إطلاع الطّلبة على عروض تقديميّة و حوارات بّناء يتحدّثونها كنماذج محكمة يقدّون بها، و بذلك فهم يطورون المهارات اللاّزمة للتّواصل الشّفويّ مع الآخرين، و ينخرطون في حوارات و نقاشات مفيدة، و يحضّرون عروضاً تقديميّة بمستوى لائق و يطورون مهارات الخطابة باللغة الإنجليزيّة، بحيث ينعكس ذلك إيجاباً على قدرتهم على التّواصل مع الآخرين بلغة إنجليزيّة سليمة.

## Course Information and Outcomes

| Course Title                   | Course Number | Field of Knowledge     | Custom Outcomes  | نتائج التعلّم  |
|--------------------------------|---------------|------------------------|--|--|
| English Communication Skills 2 | 0130108       | Language Communication | <p><b>Vocabulary</b><br/>Use words, phrases and expressions required for description, narration and reporting, especially in formal and professional contexts. (K1)</p> <p><b>Reading Comprehension</b><br/>Read and analyze a variety of comprehension texts at the post-intermediate level. (K2)</p> <p><b>Critical Thinking</b><br/>Use thinking skills important for advanced students, such as close reading, making claims and justifications, weighing different perspectives and weighing the evidence. (S1)</p> <p><b>Listening</b><br/>Use listening skills efficiently, by exposing students to formal interviews with critics, volunteers and program makers and some news stories. (S2)</p> <p><b>Writing</b><br/>Use writing skills which help students produce proper writing, such as writing formal letters, meeting minutes and online profiles used in professional networking. (S3)</p> <p><b>Speaking</b><br/>1. Express ideas and perspectives individually and in-group discussions with acceptable</p> | <p><b>المفردات و التراكيب</b><br/>وصف بعض المواقف الحيّاتيّة، و سرد بعض الأحداث اليوميّة و تداول القصص الإخباريّة في سياقات مهنيّة أو شخصيّة باستخدام الذّخيرة اللّغويّة من مصطلحات و تراكيب تمّ طرحها في المساق.</p> <p><b>قراءة النّصوص</b><br/>قراءة مجموعة متنوّعة من النّصوص الموجهة لطلبة اللغة الإنجليزيّة ذوي المستوى فوق المتوسّط و الإجابة عن بعض الأسئلة عليها و تحليل مضمونها.</p> <p><b>التّفكير النّاقّد</b><br/>استخدام مجموعة متنوّعة من مهارات التّفكير النّاقّد المهمّة للطّلبة ذوي المستوى المتقدّم، كالفراة التحليليّة، تفنيد بعض الادّعاءات من حيث الأدلّة على صحتها أو كذبها، و فهم الآراء المختلفة و حضنها أو الموافقة عليها بعد معرفة الدّوافع لها.</p> <p><b>الاستماع</b><br/>إتقان مهارات الاستماع من خلال الاطّلاع على المقابلات الشخصيّة مع مهنيين و احترافيين في سياقات مختلفة، كالنّقاد و المتطوّعين و صانعي البرامج، إضافة إلى الاستماع لبعض القصص الإخباريّة.</p> <p><b>الكتابة</b><br/>إتقان المهارات التي تساعد الطّلبة على تقديم كتابة بمستوى لائق، و كتابة الرّسائل الرسميّة و محاضر الاجتماع و الملفّات الشخصيّة على مواقع العمل الاحترافيّة الموجودة على شبكة الإنترنت.</p> <p><b>التّحدّث</b><br/>التّعبير عن الآراء ووجهات النّظر المختلفة على حدّ أو ضمن مجموعات باستخدام مستوى ملائم في اللغة الإنجليزيّة، في مواقف رسميّة و غير رسميّة.</p> |

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|  |  |  | <p>accuracy, both in formal and informal contexts. (C1)</p> <p>2. Explain main ideas included in reading texts and listening scripts using other words. (C2)</p> <p>3. Analyze information presented in news, editorials and academic essays using proper English. (C3)</p> <p>4. Make speeches based on information from other sources. (C4)</p> <p>5. Prepare short videos using proper pronunciation, intonation and articulation. (C5)</p> | <p>شرح الأفكار الرئيسية المشتملة في نصوص القراءة و الاستماع باستخدام صياغة مختلفة تعكس أسلوباً شخصياً يتميز به الطالب عن غيره.</p> <p>تحليل المعلومات الواردة في الأخبار، و قضايا الرأي العام و تحليلات الصحف و المقالات الأكاديمية باستخدام لغة إنجليزية مناسبة.</p> <p>القدرة على الخطابة القائمة على معلومات مطروحة في مصادر أخرى موثوقة.</p> <p>تحضير مقاطع فيديو باستخدام طريقة لفظ و مخارج حروف و نغمة صحيحة.</p> |
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### Course Learning Outcomes

| Number           | Outcomes  | Corresponding Program outcomes |
|------------------|---|--------------------------------|
| <b>Knowledge</b> |   |                                |
| <b>K1</b>        | <b>Visual Sources of Knowledge &amp; Background Knowledge</b><br>Look at compelling National Geographic images which open every unit, introduce the theme and enrich student's knowledge about the topic.   | <b>K1</b>                      |
| <b>K2</b>        | <b>Vocabulary</b><br>Use appropriate vocabulary in speaking<br><br>Understand the use of suffixes, collocations, parts of speech, compound nouns, and phrasal verbs.  |                                |
| <b>K3</b>        | <b>Reading Comprehension</b><br>Read a variety of texts at the post-intermediate level and master reading comprehension skills.<br><br>Become familiar with some critical thinking skills important for professional English, such as close reading, making claims and justifications, weighing different perspectives and weighing the evidence.   | <b>K2</b>                      |
| <b>Skills</b>    |   |                                |
| <b>S1</b>        | <b>Reading Comprehension</b><br>Apply reading comprehension skills, including pre-reading skills, making predictions, skim-reading, scan-reading, reading beyond the lines and other skills<br>Read , understand and analyses different types of texts<br>Identify main ideas and supporting details of a text and how they are presented<br>Predict text content through the use of synonyms linking | <b>S1</b>                      |

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|           | words and reference words<br>Recognize the author's style   |           |
| <b>S2</b> | <p><b>Speaking and Real-Life Situations</b></p> <p>Speak about a variety of topics selected by instructors or students, relevant to the topics covered in the course, and preparing proper projects and presentations.</p> <p>Prepare well-designed professional presentations</p> <p>Practice role play and simulations</p> <p>Practice pair and teamwork</p> <p>Speak English free from mistakes and using functional English in a variety of formal and informal situations, such as reacting to stories, narrating incidents, reporting news, describing skills, talents and experience, and finally getting around a new place or touristic attraction</p> <p>Express various opinions</p> | <b>S2</b> |
| <b>S3</b> | <p><b>Listening</b></p> <p>Listen effectively and be able to persuade others, ask questions and develop proper dialogues using correct English.</p> <p>Be familiar with the listening skills by listening to formal interviews with critics, volunteers and program makers and some news stories.</p>   | <b>S3</b> |
| <b>S7</b> | <p><b>Watching Videos</b></p> <p>Apply the skills of watching videos supported by BEFORE, WHILE and AFTER viewing activities.</p>   |           |
| <b>S8</b> | <p><b>Writing</b></p> <p>Introduce text types and focus on formal language used in business writing.<br/>Write in note form for write an online profile.</p> <p>Introducing some writing skills, such as using descriptive words, taking meeting minutes, and writing in note form.</p> <p>Be able to write a story, a letter of complaint, and minutes from a meeting and an online profile.</p>   |           |

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| <b>S9</b>           | <p>Identify the topic sentence, write coherent paragraphs</p> <p>Understand different styles of writing</p> <p><b>Critical Thinking</b></p> <p>Apply critical thinking skills in various situations.<br/>Evaluate and make analyses of knowledge, presented in English-written texts, audios and videos.<br/>Express opinions and manage judgments in professional and personal situations.</p>  |           |
| <b>Competencies</b> |  |           |
| <b>C1</b>           |  | <b>C1</b> |
| <b>C2</b>           | <p><b>Communication Competencies</b></p> <p>Develop intercultural communication and tolerance towards other cultures</p> <p>Be able to communicate with English native speakers and other English learners in personal and professional contexts, using English free from mistakes.</p> <p>Deal with all positive and negative attitudes and behaviors in a professional manner and with social intelligence.</p> <p>Develop proper professional and personal relationships.</p> | <b>C2</b> |

### Learning Resources

|                       |   |
|-----------------------|---|
| Course textbook       | <ol style="list-style-type: none"> <li>1. Paul Dummett, John Hughes &amp; Helen Stephenson (2015), Life 5. National Geographic Learning.</li> <li>2. Paul Dummett, John Hughes &amp; Helen Stephenson (2015), Life 5. (Workbook). National Geographic Learning.</li> </ol>  |
| Supporting References | <p><b><u>Writing References:</u></b></p> <ol style="list-style-type: none"> <li>1. Frank, O'Hare &amp; Robert Funk (2000).The Modern Writer's Handbook. Allyn &amp; Bacon</li> </ol> <p><b><u>Speaking References:</u></b></p> <ol style="list-style-type: none"> <li>1. Theibert, Philip. (2003). How to Give a Damn Good Speech . Jaico Publishing House</li> </ol> <p><b><u>Reading References:</u></b></p> <ol style="list-style-type: none"> <li>1.. Goatly, Andrew.(2000).Critical Reading and Writing : An Introductory Case Book . Routledge .</li> </ol> |

|                      |  |
|----------------------|--|
| Supporting websites  | <a href="http://www.Cengage.com">www.Cengage.com</a>   |
| Teaching Environment | <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> Learning platform <input type="checkbox"/> Other |

### Meetings and subjects timetable

| Week                                      | Topic                               | Learning Methods  | Tasks   | Learning Material  |
|---|-------------------------------------|---|---|--|
| <b>1</b><br><b>16-19 October</b>          | <b>Orientation</b>                  |   | Instructors assign students with tasks in the light of the teacher's book and their own vision. |  |
| <b>2</b><br><b>23-26 October</b>          | <b>Unit Six: Alternative Travel</b> | 1. Lecturing & Group Discussion<br>2. Power-point Presentations Prepared by Instructors<br>3. Playing Games |   |  |
| <b>3</b><br><b>30 October -2 November</b> | <b>Unit Six: Alternative Travel</b> |   |   |  |
| <b>4</b><br><b>6 -9 November</b>          | <b>Unit Six: Alternative Travel</b> |   |   | Flipped Learning & Flipped Classes<br>Lectures, Collaborative Learning<br>Group-work and role-play |
| <b>5</b><br><b>13-16 November</b>         | <b>Unit Six: Alternative Travel</b> |   |   |  |
| <b>6</b><br><b>20-23 November</b>         | <b>Unit Eight :The News</b>         | Project Based Learning  |   |  |
| <b>7</b><br><b>27-30 November</b>         | <b>Unit Eight : The News</b>        |   |   |  |
| <b>8</b><br><b>4-7 December</b>           | <b>Unit Eight: The News</b>         |   |   |  |
| <b>9</b><br><b>11-14 December</b>         | <b>Unit Nine : Talented People</b>  |   |   |  |
| <b>10</b>                                 | <b>Unit Nine : Talented People</b>  |   |   |  |

|  |                                    |  |  |  |
|--|------------------------------------|--|--|--|
| <b>18-21<br/>December</b>                |                                    |  |  |  |
| <b>11<br/>25-28<br/>December</b>         | <b>Unit Nine : Talented People</b> |  |  |  |
| <b>12<br/>1-4 January</b>                | <b>Unit Two : Story Telling</b>    |  |  |  |
| <b>13<br/>8-11 January</b>               | <b>Unit Two: Story Telling</b>     |  |  |  |
| <b>14<br/>15-18 January</b>              | <b>Unit Two : Story Telling</b>    |  |  |  |
| <b>15<br/>22-25 January</b>              | <b>Revision</b>                    |  |  |  |
| <b>16<br/>29 January -6<br/>February</b> | <b>Final Exam</b>                  |  |  |  |

### Course Contributing to Learner Skill Development

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|--|
| <b>Using Technology</b>  |
| <ol style="list-style-type: none"> <li>Using the Internet to search for information.</li> <li>Using applications for playing various games that would help learn English.</li> <li>Expanding students' ability to use audios, videos and images to prepare presentations.</li> </ol>   |
| <b>Communication skills</b>  |
| <ol style="list-style-type: none"> <li>Becoming competent in terms of communication skills in personal and professional contexts.</li> </ol>   |
| <b>Application of concepts learnt</b>  |
| <ol style="list-style-type: none"> <li>Reading, analyzing and appreciating English texts at the post-intermediate level.</li> <li>Using English words, phrases, idioms and expressions properly.</li> <li>Becoming able of self-expression using the English language.</li> <li>Listening to and understanding English audios and watching English documentaries and films.</li> <li>Mastering formal writing required in different contexts.</li> </ol> |

### Assessment Methods and Grade Distribution

| <b>Assessment Methods</b> | <b>Grade Weight</b> | <b>Assessment Time (Week No.)</b> | <b>Link to Course Outcomes</b> |
|---------------------------|---------------------|-----------------------------------|--------------------------------|
|---------------------------|---------------------|-----------------------------------|--------------------------------|

|  |             |                            |                                |
|--|-------------|----------------------------|--------------------------------|
|  |             |                            |                                |
| <b>Mid Term Exam<br/>(27/11-8/12/2022)</b>   | <b>30%</b>  | Weeks seven &<br>Eight     | K1 , K2<br>S1 , S3<br>C 1 , C3 |
| <b>Various Assessments *</b>                 | <b>30%</b>  | Throughout the<br>Semester |                                |
| <b>Final Exam<br/>29 January -6 February</b> | <b>40%</b>  | Weeks Sixteen              | K1 , K2<br>S1 , S3<br>C 1 , C3 |
| <b>Total</b>                                 | <b>100%</b> |                            |                                |

### Alignment of Course Outcomes with Learning and Assessment Methods

| Number           | Learning Outcomes  | Learning Method*                                | Assessment Method**  |
|------------------|--|---|--|
| <b>Knowledge</b> |  |   |  |
| <b>K1</b>        | Students will be able to understand and scan different reading passages for information and details.   | Group Discussions<br><br>Project-Based Learning | Mid Term Exam<br>Final Exam  |
| <b>K2</b>        | Students will be able to understand various listening tasks ,take notes and find details and main ideas.   | Lectures<br>Collaborative Learning<br>Role play | Quizzes<br>Homework<br>Individual or group Project<br>Presentation           |
| <b>K3</b>        | Use the vocabulary they learnt in other similar contexts   | Flipped Class                                   | Peer assessment<br>Reference assessment                                      |
| <b>K4</b>        |  |   |  |
| <b>Skills</b>    |  |   |  |
| <b>S1</b>        | Read texts more efficiently and think critically about different topics<br><br>Apply reading comprehension skills such as skim-reading, scan-reading, reading beyond the lines and other skills so as to eventually become excellent at evaluation |   | Videotaped assignments<br><br>In-Class Assignment<br>Out of class assignment |
| <b>S2</b>        | Use English in real-life situations  |   | Reports  |
| <b>S3</b>        | Use language functions such as   |   |  |



|                     |  |  |  |
|---------------------|--|--|--|
|                     | request and agreement in different contexts  |  |  |
| <b>S4</b>           | Students will be able to fill in a job application form , write summaries as well as organized coherent opinion and descriptive essays .   |  |  |
| <b>Competencies</b> |  |  |  |
| <b>C1</b>           | Apply critical thinking techniques in various contexts<br>Evaluate and analyze knowledge, presented in texts, audios and videos.<br>Express opinions and make judgments in professional and personal situations. |  |  |
| <b>C2</b>           | Be able to communicate with English native speakers and other English learners in personal and professional contexts.  |  |  |

### Course Polices

| Policy                  | Policy Requirements  |
|-------------------------|--|
| <b>Passing Grade</b>    | The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%).  |
| <b>Missing Exams</b>    | <ul style="list-style-type: none"> <li>• Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment.</li> <li>• A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the exam or assessment due date.</li> <li>• A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date.</li> </ul>  |
| <b>Attendance</b>       | The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. |
| <b>Academic Honesty</b> | Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights.   |

### Program Learning Outcomes to be assessed in this Course

| Number                  | Learning Outcome  | Course Title                         | Assessment Method   | Target Performance level  |
|-------------------------|---|--------------------------------------|---|---|
| <b>K1<br/>S1<br/>C1</b> | <p>Students will be able to understand and scan different reading passages for information and details.</p> <p>Think critically about different topics.</p> <p>Express opinions and make judgments in professional and personal situations.<br/>fill in a job application form , write summaries as well as organized and coherent opinion and descriptive essays .</p> | English<br>Communication<br>Skills 2 | <p>Exams<br/>Quizzes</p> <p>Projects,<br/>presentations<br/>reports</p> | Proficient in<br>English<br>Speak<br>accurately<br>and fluently |

### Description of Program Learning Outcome Assessment Method

#### **Mid-Term Exam (Multiple Choice Questions)**

The mid-term exam contains 20, 25, or 30 questions, totaling 30 points.

#### **Final Exam(Multiple choice questions)**

The final exam contains 20, 30 or40 questions, totaling 40 marks.

##### **1. Basic Notions (Reading & Vocabulary)**

The aim of the questions in this part is to evaluate the required minimal student knowledge and skills.

##### **2. Familiar Problems Solving (Writing)**

The aim of the questions in this part is to evaluate that the student has some basic knowledge of the key aspects of the lecture material and can attempt to solve familiar problems.

##### **3.Unfamiliar Problems Solving (An Unseen Passage and Critical Thinking)**

**Objectives.** The aim of the questions in this part is to evaluate that the student can solve familiar problems with ease and can make progress towards the solution of

unfamiliar problems, and can set out reasoning and explanation in a clear and coherent manner.

**Participation: (30) points**

**3 Quizzes :15 points** ( one of them can be a Homework )

**Speaking Exam: (presentation, project or video) 10 points**

**Participation: 5 points**

### **Rubric of the Program Learning Outcome**

#### **A Speaking Rubric for the Presentation**

|                         |   |  |   |                   |
|-------------------------|---|--|---|-------------------|
| <b>Student's Number</b> | <b>(4 points)</b><br>Preparing Material for the Speaking Exam<br>Including:<br>Choice of Topic &<br>Visual Aids | <b>(3 points)</b><br>The Ability to Speak Very Good English with Only Minor Mistakes | <b>(3 points)</b><br>The Ability to Answer the Examiner's Questions & Express Personal Pieces of Opinions | <b>Total (10)</b> |
|-------------------------|---|--|---|-------------------|

#### **A Speaking Rubric for the Real Life Situations**

|                  |   |   |   |       |
|------------------|---|---|---|-------|
| Student's Number | (1 point)<br>Student's Willingness to Take Initiative | (2 points)<br>The Accuracy of Expressions | (2 points)<br>Language Fluency & Accuracy | Total |
|------------------|---|---|---|-------|