

Philadelphia University	 <b>PHILADELPHIA UNIVERSITY</b> THE WAY TO THE FUTURE	Approval date:
Faculty		Issue:
Department		Credit hours
Academic year		Course Syllabus

### Course information

Course#	Course title	Prerequisite
0130107	English Communication Skills 1 English 107	English 99
<b>Course type</b> <input checked="" type="checkbox"/> University Requirement <input type="checkbox"/> Faculty Requirement <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Compulsory		<b>Class time</b> 
		<b>Room #</b> 

### Instructor Information

Name	Office No.	Phone No.	Office Hours	E-mail
Noor Ziyad Shunnaq			11-12	nshunnaq@Philadelphia.ed.jo

### Course Delivery Method

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

### Course Description

The aim of this course is to develop student's ability and accuracy in the use of professional English. It works on developing students' English verbal skills by putting emphasis on listening skills, speaking skills as well as a variety of non-verbal skills. The course adopts both theoretical and practical methods and centralizes comprehension skills, including reading, writing and speaking skills. Furthermore, Students practice job interviews, writing resumes, role plays, , dialogue, persuasion and narration. They also practice formal correspondence and presentations. These objectives are achieved by encouraging teamwork, teaching critical thinking skills and engaging students into discussions and debates.

## **General outcomes**

1. Introducing the fundamentals of effective communication skills in a variety of contexts, including an individual's credibility, confidence, proper outfit as well as his ability to listen to others.
2. Listening effectively and being able to persuade others, ask questions and develop proper dialogues.
3. Demonstrating the ability to deal with all positive and negative attitudes and behaviors in a professional manner and with social intelligence.
4. Mastering powerful self-promotion in professional situations and being able to search for appropriate job opportunities, show impressive interview skills and produce well-written resumes.
5. Emphasizing the importance of developing proper professional and personal relationships.
6. Preparing well-designed professional presentations.
7. Preparing resumes in Arabic and English in a professional manner.
8. Making a positive impression during personal and professional interviews.
9. Working with other staff members at workplace efficiently and effectively
10. Showing respect while negotiating and dealing with others.

## **Custom outcomes**

1. Acquainting students with words, phrases and expressions required for work , job satisfaction, and job interviews, describing the history of writing and saving languages, describing travel and adventure vacations, describing the classification of animals , extreme weather, society and economics.
2. Focusing on collocations, phrasal verbs and word-building in addition to developing the skill of forming words from other words.
3. Speaking English free from mistakes and using functional English in a variety of formal and informal situations, such as answering questions in a job interview, describing a process, answering direct and indirect questions and getting around a new place or touristic attraction, and finding a solution to a natural problem.
4. Being familiar with listening skills by listening to a documentary about working as a photographer and to an interview with an engineer, a radio documentary about learning , conversations about problems while on vacations, interview with a National Geographic tour guide and a documentary about a tour guide.
5. Reading a variety of comprehension texts at the intermediate level and mastering reading comprehension skills.
6. Becoming familiar with some critical thinking skills important for professional English, such as writing a resume, a formal letter a press release.
7. Speaking about a variety of topics selected by instructors or students, relevant to the topics covered in the course, and preparing proper projects and presentations.
8. Introducing text types and focusing on formal language used in business writing.

9. Introducing some writing skills, such as using action verbs, providing the correct information, using formal expressions, and using bullet points.

10. Being able to write a resume, a formal letter, and a press release.

### Course Learning Outcomes

Number	Outcomes
<b>K1</b>	<b>Visual Sources of Knowledge &amp; Background Knowledge</b> Looking at compelling National Geographic images which open every unit, introduce the theme and enrich student's knowledge about the topic.
<b>K2</b>	<b>Vocabulary</b> Expanding vocabulary required for work and job satisfaction, reviewing books and movies, describing a process of education, describing travel and vacations as well as classifying animals and talking about weather, society and economics, through an exploration of relevant prefixes, suffixes, collocations, parts of speech, compound nouns, and phrasal verbs.
<b>K3</b>	<b>Reading Comprehension</b> Reading English texts rich with information about real people and places, which helps create motivated and engaged readers.
<b>S1</b>	<b>Reading Comprehension</b> Applying reading comprehension skills, including pre-reading skills, making predictions, skim-reading, scan-reading, reading beyond the lines and other skills so as to eventually become excellent at evaluation.
<b>S2</b>	<b>Speaking and Real Life Situations</b> Applying English in real-world tasks that are relevant to the other parts of the unit.
<b>S3</b>	<b>Listening</b> Applying listening skills, listening for main ideas, listening for details, taking notes and other skills to answer questions about listening scripts.
<b>S4</b>	<b>. Watching Videos</b> Applying the skills of watching videos supported by BEFORE, WHILE and AFTER viewing activities.
<b>S5</b>	<b>Writing</b> Practicing some writing skills, including the following: 1. Using descriptive adjectives 2. Using formal expressions 3. Using connecting words, topic, and supporting sentences 4. Using bullet points

<b>C1</b>	<p><b>Critical Thinking</b></p> <ol style="list-style-type: none"> <li>1. Applying critical thinking skills in various situations.</li> <li>2. Evaluating and making analyses of knowledge. presented in English-written texts, audios and videos.</li> <li>3. Expressing opinion and making judgments in professional and personal situations.</li> <li>4. Dealing with all positive and negative attitudes and behaviors in a professional manner and with social intelligence.</li> <li>5. Developing proper professional and personal relationships.</li> </ol>
<b>C2</b>	<p><b>Communication Competencies</b></p> <p>Becoming able to communicate with English native speakers and other English learners in personal and professional contexts, using English free from mistakes.</p>

### Learning Resources

Course textbook	<p>Dummett P., Hughes, J. and Stephenson, H. (2015), <i>Life</i> level 3 Student's book, National Geographic Learning/ Cengage Learning. USA</p> <p>Dummett P., Hughes, J. and Stephenson, H. (2015), <i>Life</i> level 3 workbook, National Geographic Learning/ Cengage Learning. USA</p>
Supporting References	<ul style="list-style-type: none"> <li>• support work sheet, web sites and online dictionary.</li> </ul>
Supporting websites	<ul style="list-style-type: none"> <li>• Visit National Geographic Learning on line at <b><i>NGL.Cengage.com</i></b></li> <li>• Audio CDs-videos – corporate web site at <b><i>www.cengage .com</i></b></li> </ul>
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
1	Orientation Drop and Add			
2	Unite 9: Language and learning Vocabulary Exercises 1+2+3 9a: Ways of learning: Vocabulary Exercises 1+2+3 Listening 4+5+6 Speaking Exercise 10			<b>Course book</b>
3	9b: The history of writing: Reading 1+2 Grammar : past passive voice		<b>Homework</b>	
4	9c: Saving languages: Reading Exercises 1+2+3 Vocabulary phrasal verbs 4+5 Critical thinking Exercises 7+8 Speaking 9 9d: Enrolling in a course : Reading and speaking: 1 Real life 2+3+4+5			<b>Audios/ Videos</b>
5	9e: Providing information : Writing filling out a form 1+2+3+4+5 9f: Disappearing voices		<b>Write your CV</b>	
6	Unit 10: Travel and vacations Vocabulary exercises 1+2+3+4 P. 117 Exercises 1+2+3+4 P. 118 Exercises 1+2+3+4 Grammar Past Perfect Exercises 5+6 Listening Exercise 6+7 Speaking 11+12			

<b>7</b>	<p>10b: Adventure vacations: P. 120 Exercises 1+2+3 Listening 4+5+6 P. 121 Grammar – ed/-ing adjectives Speaking Exercise 11</p>			<b>Watching a video</b>
<b>8</b>	<p>10c: A tour under Paris: P. 122+123 Exercises Reading 1+2+3+4+5 Exercises Vocabulary 6+7+8 Speaking and writing exercises 9+10 10d: At tourist information P. 124 Exercises 1+2+3+4+6</p>			
<b>9</b>	<p>10e : Requesting information P. 125 Writing a formal letter Exercises 1+2+3+4+5 10f: Living in Venice: P. 127 Exercises 1+2+3+4+5</p>		Fill out different forms	
<b>10</b>	<p>Unit 12: Nature Vocabulary exercises 1+2+3 p.141 12b: The power of nature Vocabulary and reading :extreme weather: 1+2+3+4+5+6 Speaking: 11 p.145</p>			
<b>11</b>				
<b>12</b>	<p>12c: Changing Greenland Reading 1+2+3+4 Critical thinking 5 Vocabulary 6 Grammar 8 Speaking 9+10</p>			
<b>13</b>	<p>12d: Saving the zoo Speaking and reading: 1+2 Real life: 3,4,5 +6 12e: Good news Writing a press release 1,2,3,4,5+6 12f: Cambodia Animal Rescue</p>			
<b>14</b>	<p>Unit 7: Work Vocabulary : Exercises 1+2+3 p. 81 7a: X-ray photographer</p>		Write a formal letter	Watching a video

	<p>Listening Exercises 1+2+3+4</p> <p>Vocabulary Exercise 5 Reading 6</p> <p>Grammar Prepositions of place and movement</p> <p>Speaking Exercise 10</p> <p>7b: The cost of new jobs: P.84 Exercises 1-2</p> <p>Grammar Present Perfect Exercises 3+4+5</p>			
15	<p>Twenty-first century cowboys: Vocabulary Exercises 1+2</p> <p>Reading 3+4+5+6+7</p> <p>Critical thinking Exercise 97d: A job interview</p> <p>Vocabulary job listing Exercises 1+2</p> <p>Real life Exercises 3+4+5+6</p> <p>Applying for a job: Writing a resume Exercises 1+2+3+4</p> <p>7f: Butler school</p>			
16	<p><b>Final Exam</b></p>			

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

### Course Contributing to Learner Skill Development

<b>Using Technology</b>
<p>Getting information from the Internet</p> <p>Making videos</p> <p>Answering exercises</p> <p>Playing games</p>
<b>Communication skills</b>
<p>Presentations</p>
<b>Application of concepts learnt</b>
<p>Preparing a video as a project</p> <p>Writing a CV</p> <p>Answering questions in a job interview</p>

## Assessment Methods and Grade Distribution

Assessment Methods	Grade Weight	Assessment Time (Week No.)	Link to Course Outcomes
Mid Term Exam (4-15/12/2022)	30 %	Eighth Week	K1,K2, k3
Various Assessments * Terms' works	30 %	All through the semester Quizzes 10points Assignment(s) 5points Speaking Quiz 10 points Participation 5 points	S1, C1
Final Exam (5-13/2/2022)	40 %	Sixteenth Week	K1,k2,k3 S1,S2,S3,S4,S5 C1,C2
<b>Total</b>	<b>100%</b>		

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

## Alignment of Course Outcomes with Learning and Assessment Methods

Number	Learning Outcomes	Learning Method*	Assessment Method**
<b>Knowledge</b>			
K1	Visual Sources of Knowledge	Face to face lecture	In class assignment
K2	Vocabulary	Face to face Lectures Collaborative Learning	Quizzes Questions in the Mid-Term and Final Exams
K3	Reading Comprehension	Face to face lecture Group-Discussions & Analyses	Multiple question quizzes
<b>Skills</b>			
S1	Reading Comprehension	Face to face lecture Analyses	<b>In class assignment</b> Quizzes & Exams



<b>S2</b>	<b>Speaking and Real Life Situations</b>	Collaborative Learning	Videotaped assignments and Presentations
<b>S3</b>	<b>Listening</b>	Flipped Learning  Analyses and Applications	Reports
<b>S4</b>	<b>Watching Videos</b>	Flipped Learning  Analyses	Video Reports
<b>S5</b>	<b>Writing</b>	1. Lectures 2. Collaborative Learning Assignment-Based Learning	Quizzes  Questions in Exams
<b>Competencies</b>			
<b>C1</b>	<b>Critical Thinking</b>	Project-based learning	Projects and Presentations
<b>C2</b>	<b>Communication Competencies</b>	Lectures, Discussions, Collaborative Learning & Analyses	Quizzes & Exams Presentations

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

### 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 an exam or assessment due date.</li> <li>● A student who has an excuse for missing a final exam should submit</li> </ul>

	the excuse to the dean within three days of the missed exam date.
<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
1	After studying Remedial English, and English 101, students should become competent in terms of the English language as well as the fundamentals of effective communication skills in a variety of contexts.	English Communication Skills	Paper-Based Exams & Quizzes  Projects, presentations and reports	Becoming advanced adult learners of the English language

## **Description of Program Learning Outcome Assessment Method**

### **Description of Program Learning Outcome Assessment Method**

#### **QUESTIONS IN MID-TERM & FINAL EXAMS**

##### **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 or 40 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 (Unseen Passage, Critical Thinking, Real life)**

**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.

## Assessment Rubric of the Program Learning Outcome

Skill	Outstanding	Good	Average	Unsatisfactory
<b>PRESENTATION / FORMAT</b>	<ul style="list-style-type: none"> <li>▪ Typed or computer generated</li> <li>▪ Balanced margins with eye appeal</li> <li>▪ Format highlights strengths and information</li> <li>▪ Appropriate fonts and point size used with variety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typed or computer generated</li> <li>▪ Balanced margins</li> <li>▪ Format identifies strengths and information</li> <li>▪ Appropriate fonts and point size used</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typed or computer generated</li> <li>▪ Somewhat balanced margins</li> <li>▪ Format identifies strengths and information</li> <li>▪ No variation in fonts and/or point size</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typed or computer generated</li> <li>▪ Unbalanced margins</li> <li>▪ Format detracts from strengths and information</li> <li>▪ Fonts distract from readability</li> </ul>
<b>Ranking Points</b>	<b>10</b>	<b>8</b>	<b>7</b>	<b>6</b>
<b>JOB-SPECIFIC / VOLUNTEER INFORMATION</b>	<ul style="list-style-type: none"> <li>▪ All action phrases used to describe duties and skills</li> <li>▪ Information demonstrates ability to perform the job</li> <li>▪ Professional terminology used when describing skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1-2 duties/skills lack action phrases</li> <li>▪ Information demonstrates ability to perform the job</li> <li>▪ Some professional terminology used when describing skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3-4 duties/skills lack action phrases</li> <li>▪ Some information demonstrates ability to perform the job</li> </ul>	<ul style="list-style-type: none"> <li>▪ 5-6 duties/skills lack action phrases</li> <li>▪ Information does not clearly demonstrate ability to perform the job</li> </ul>
<b>Ranking Points</b>	<b>15</b>	<b>12</b>	<b>11</b>	<b>10</b>
<b>RESUME CONTENT</b>	<ul style="list-style-type: none"> <li>▪ Heading, objective, skills, experience, and education covered in detail</li> <li>▪ Extra information given to enhance resume</li> </ul>	<ul style="list-style-type: none"> <li>▪ Heading, objective, skills, experience, and education covered in some detail</li> <li>▪ Extra information given to enhance resume</li> </ul>	<ul style="list-style-type: none"> <li>▪ Heading, objective, skills, experience, and education covered with little detail</li> <li>▪ Minimal extra information given to enhance resume</li> </ul>	<ul style="list-style-type: none"> <li>▪ Missing one of the following: heading, objective, experience, or education</li> <li>▪ No extra information given to enhance resume</li> </ul>
<b>Ranking Points</b>	<b>15</b>	<b>12</b>	<b>11</b>	<b>10</b>
<b>SPELLING &amp; GRAMMAR</b>	<ul style="list-style-type: none"> <li>▪ No spelling errors</li> <li>▪ No grammar errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1-2 spelling errors</li> <li>▪ 1-2 grammar errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3-4 spelling errors</li> <li>▪ 3-4 grammar errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ 5-6 spelling errors</li> <li>▪ 5-6 grammar errors</li> </ul>