|  |  |
| --- | --- |
| Course Title: Listening & Speaking **Level: 1st. year** | Course Code: 0120118 **Credit Hours: 3**  **Lecture Time:**  **9: 45 – 11: 00** |
| **Lecturer's Name: Dr. Mohammad Aljayyousi**  **Rank: Assistant Professor**  **Office Number: 401**  **Office Hours: Sundays, Tuesdays & Thursdays: 11:10-12: 00**  **Mondays & Wednesdays: 9:45 -11: 00**  **E-mail: mohammad.aljayyousi@gmail.com** | |

### Course Coordinator: Dr. Dima Malahmeh

# Course Description

This course consists of 3 hours a week spent at the Language Centre's lab. This course aims at training students to listen to details and infer meaning from context. The course also aims at developing students' conversational skills in various topics by working in small groups for discussions. It also aims at developing advanced oral skills through listening to various types of conversations, arguments, etc. Students should extract meaning by listening to details.

Moreover, various exercises given to students and many conversational and interactive tasks will be used in order to encourage them to practice summarizing the main ideas they listen to.

In addition to that, students are highly encouraged to express their opinions on and attitudes towards various topics raised in the classroom. They are also encouraged to express their agreement or disagreement with their colleagues' ideas and viewpoints.

Further, each student should prepare a presentation on some topics which are given to them by the lecturer.

Furthermore, there will be a library visit during which students will learn how to search and find books in the library. In addition to that, you will learn how to search online databases such as EBSCO, Science Direct, etc.

# Intended Learning Outcomes:

The successful completion of this module should lead to the following learning outcomes:

1. **Knowledge & Understanding:**

* Have the conversational competence needed for effective communication with others

1. **Intellectual Skills (cognitive & analytical):**

* Summarise spoken texts in their own language

1. **Practical; Skills**

Speak fairly fluently on topics within their experience and knowledge

Listen to lectures, documentaries, news bulletins, and recorded material.

1. **Transferable Skills:**
   * Transferrable skills of showing the ability to listen for details to any conversation, audio, video or any piece of news in radios, television or online in real-life situations.
   * Students should speak both independently and collaboratively with their colleagues on various topics
   * The knowledge and skills needed for working in a variety of industries and professions (e.g., tourism, hotels, mass media, business, judiciary, health, and diplomacy)

*Contribution to Program Learning Outcomes:*

# A3, B3, C2, C4, D1, D2, D3

# Required Texts:

**Books: (author(s), year of publication, title, place of publication, publisher)**

Solorzano, H., & Schmidt, J. (2004).*Northstar: Listening and speaking,* *intermediate*. New York: Longman.

# Supporting Material(s):

The lecturer of the course will provide the students with supplementary audio tapes as well as DVDs for more practice.

# Additional Readings: (all available in the library)

1. Buys, W. (1991). *Speaking by doing: A speaking-listening text.* Illinois: Lincolnwood.
2. Gude, K. (1997). *Advanced listening and speaking.* Oxford: Oxford University Press**.**

# Assessment and Marks’ Division

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Exam | Score | Presentation | Score | Total | Date |
| First Exam | 10% | First Presentation | 10% | 20% | *29/3 – 5/4/2018* |
| Second Exam | 10% | Second Presentation | 10% | 20% | *2 /5 - 10/5/2018* |
| Final Exam | 20% | Final Presentation | 20% | 40% | *6/6 – 14/6/2018* |
| Participation: Assignments / Projects / Quizzes / Reports | 20% |  |  | 20% |  |
| Total | 100% | | | |  |

# Course Policies:

1. Absence from lectures and /or tutorials shall not exceed 15%. ***Seven*** absences are permitted on Sundays / Tuesdays / Thursdays and **five** absences on the lectures taught on Mondays and Wednesdays. Exceeding this limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college /faculty will result in failing the course.
2. Coming late to lectures will not be tolerated. If a student comes to class once attendance has been taken, he/she is allowed to attend, but will be considered absent.
3. Students should independently do their homework, presentations and projects. Any work submitted or presented must be their own work. Any reliance on previous students' work is considered cheating.
4. Plagiarism or stealing other people's ideas or viewpoints and claiming that they are your own without acknowledging them is considered a serious misdemeanor. Depending on plagiarism will result in course failure.
5. Participation is vital in classrooms. It is not only coming to class; it also requires preparing the material in advance, doing the required homework, and being active in the classroom, etc.
6. Make-up exams will be offered for valid reasons if only they are accepted by the Dean.

# Protection of Copyright

Publications in all forms require permission from the copyright owner in advance. You are not allowed to reproduce, store in a retrieval system, or transmit, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher or a license from the Copyright Licensing Agency Limited. (www.cla.co.uk).

Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

* *Avoiding Plagiarism*

Plagiarism is a serious academic offense that will result in your failing the course.

Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

*Documentation and Academic Honesty*

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

1. *Documentation Style (with illustrative examples)*

*Reference list styles*

***Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.***

***\* Book***

***Trudgill, P. and Hannah, J. (1994, 3rd edn)* International English*, London, Edward Arnold.***

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

***\* Chapter/ extract from an edited collection***

***Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) Real English*: the grammar of English dialects in the British Isles*, London, Longman.***

***\* Paper in a journal of magazine***

***Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ',* English Today*, vol. 10, no.3, pp. 3-10.***

**Journal article:**   
Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421–434.

**Book article:**

Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

**Magazine article:**   
Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

**Daily newspaper article:**   
'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

**Entry in an encyclopedia:**   
Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

**Documenting Web Sources**

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <http://www.ccs.neu.edu/home/1pb/mud-history.html> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting*  *Electronic Sources on the Internet*. 25 November 1996. <http://falcon.eku.edu/honors/beyond-mla/> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:

<http://owl.english.purdue.edu/owl/resource/557/01>

<http://wally.rit.edu/internet/subject/apamla.htm>

1. *Protection of Copyright*

Publications in all forms require permission from the copyright owner in advance. You are not allowed to reproduce, store in a retrieval system, or transmit, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher or a license from the Copyright Licensing Agency Limited. (www.cla.co.uk).

Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

1. *Avoiding Plagiarism*

Plagiarism is a serious academic offense that will result in your failing the course.

Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

# Documentation Style (with illustrative examples)

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

The APA citation style illustrated below refers to the rules and conventions applied by the American Psychological Association for documenting sources used by researchers in their writing. It necessitates using both in-text and a reference list. It is widely used in psychology, education, business and the social sciences.

The information below is taken from Lipson’s (2011) guide book to citation styles.

Lipson, C*. Cite right*: *A quick guide to citation styles: MLA, APA, Chicago, the sciences, professions and more*. (2011). Chicago: University of Chicago Press. pp. 75-84.