



**Philadelphia University**  
**Language Center**  
**First Semester 2017**  
**Pre-intermediate Course Syllabus**

**Course Syllabus**

<b>Course title: Pre-intermediate</b>	<b>Course code: 0130099</b>
<b>Course level:</b>	<b>Course prerequisite(s) and/ or corequisite(s):</b>
<b>Lecture time</b>	<b>Credit hours: 3 hours</b>
<b>Location:</b>	<b>Contact hours:</b>

<b>Name</b>	<b>Rank</b>	<b>Office number and location</b>	<b>Office hours</b>	<b>E-mail address</b>
<b>Noor ziyad Shunnaq</b>	<b>lecturer</b>	<b>1540</b>		

**Course Description:**

This course develops further knowledge of the grammar and of essential vocabulary in order to lead the students to a pre-intermediate level of proficiency. Emphasis is placed on developing listening, speaking, reading and writing skills through an integrated approach. It aims at exposing students to a wide variety of reading passages, providing them with adequate practice in scanning to find information from texts, guessing meaning from context, and critical thinking. It also provides students with opportunities to practice more challenging language skills before advancing to the next level of English proficiency.

English 99 stresses basic communication skills with emphasis on writing sentences and paragraphs with a review of mechanics, sentence patterns, and correct usage. The course will not substitute for the English requirements in any curriculum.

**Course Purpose/Objectives:**

**By the end of the course, students are expected to:**

1. Understand the main ideas of a variety of written and spoken texts
2. Participate effectively in a short conversation using appropriate language
3. Produce a range of text types in the form of a logical and cohesive paragraph
4. Demonstrate control of a range of grammatical structures with minor inconsistencies
5. Select appropriate vocabulary to talk about feelings, opinions and experiences.
6. Recognize, understand and use a number of phrasal verbs and collocations.

**Course resources**



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- **Books**

Ostrowska, Sabina, (2014), Unlock 1, Reading and Writing Skills, Pre-Intermediate Level, Cambridge University Press.

White, N.M. (2014), Unlock 1, Listening and Speaking Skills, Pre-Intermediate Level, Cambridge University Press.

Students will use the following resources in the course of the module:

- Student's book

1. Reading and Writing Skills.
2. Listening and Speaking Skills.

- **Support material (s) (ves, ace, etc).**

1. Supplemental DVD-ROM with practice material
2. Support Material(s): a/v materials

Class cassettes\CDs-videos –companion web site (Offer activities for teacher and students support work sheet web quest and online dictionary)

3. Supplementary Readings (Books, Periodicals..... etc)

4. Study Guide(s) (if available)

5. Homework and Laboratory Guide(s) (if applicable):

Students should visit the library to do their assignments.

**Some useful Internet Resources:**

<http://polyglot.lss.wise.edu/lss/lang/teach.html> Teaching With The Web

<http://www.ling.lancs.ac.uk/staff/visitors/kenji/teacher.htm> Lesson Plans- EFL Resources

<http://ccat.sas.upenn.edu/jod/teachdemo/teachdemo.html> New Tools for Teaching

<http://www.ohiou.edu/esl/teacher/technology/index.html> Technology for Language teaching

<http://www.lessonplanspage.com/index.htm> The lesson Plan Page

<http://www-writing.berkely.edu/chorus/call/index.html> Web Resources

<http://www.indianchild.com/> Amazing Facts

<http://tiger.coe.missouri.edu/~cjlw/call/links.htm> CALL links

<http://www.esun.edu/~hcedu013/eslplans.html> ESL Lesson plans



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**Teaching Methods: ( Lectures ,Discussion Groups, Tutorials, Problem Solving, Debates...etc)**

Lectures will be conducted according to their time.

In the speaking exam, the lecturer will divide students into groups in order to discuss one of the topics suggested in the book of *Listening and Speaking Skills*.

**Contribution to Program Learning Outcomes:**

**Intended Learning Outcomes: (Knowledge and Understanding, Cognitive Skills, Communication Skills, Transferable skills).**

**Learning outcomes:**

- **Knowledge and understanding**

**Reading**

- Reading and understanding various texts
- Pinpointing main ideas in the text and finding information by scanning

**Listening**

- Comprehending different dialogues and conversation by native speakers
- Understanding different accents
- learning about idiomatic expressions and slang words

**Speaking**

- producing clear language

**Writing**

- Identifying basics of writing

- **Cognitive skills (thinking and analysis)**



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Developing students' own critical thinking skills

**Reading**

- Understanding major details and information in different texts
- Identifying main ideas and how they are presented in a text
- Developing their own critical thinking skills
- Predicting text content through the use of synonyms linking words reference words title clue pictures and illustrations
- Recognizing author's style evaluate reading views
- Using different reading strategies for different texts
- analyzing facts easily

**Listening**

- analyzing different dialogues and conversation by native speakers

**Writing :**

- identifying topic sentences
- Evaluating good and bad paragraphs
- Analyzing paragraphs elements

• **Communication skills (personal and academic)**

**Reading**

- discussing the topic with students in small discussion groups and encouraging students to present their point of view and work individually or within a team

**Listening**

- Students become more confident of their speaking abilities and Communicate easily with their instructor
- Students participate in class and give an oral presentation

**Writing**

Writing coherent paragraphs

• **Transferable skills**



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- scanning a text to find information news paper articles , factual scientific texts, stories quizzes ,notes and letters
- Reading with fluency and accuracy

**Listening**

Analyze interviews, stories and conversations

**Speaking**

Based around realistic topics and situations.

- Practicing of grammar and lexis through oral activities
- speaking about self ,family etc
- Using language for interaction
- Using language communicatively in real life situations

**Writing**

- Recognizing different methods of paragraph development
- Recognizing the relation between topic sentence and the discussion of a paragraph
- Writing e-mails , reviews , using linkers

- **Psychomotor skills (When applicable)**

**Assessment Instruments**

- **Exams (First, second, and Final Exams)**
- **Quizzes**
- **Short reports and/ or presentations, and/or Short research projects.**
- **Homework assignments**

**Allocation of Marks**

Assessment Instruments	Mark	Date
<b>First Exam</b>	<b>20</b>	<b>16/24 -11</b>
<b>Second Exam</b>	<b>20</b>	<b>21/12-1/2</b>
<b>Assignments / Seminars / Projects / Quizzes / Tutorials ,Reports, Research Projects, Presentations</b>	<b>20</b>	<b>.....</b>
<b>Final Exam</b>	<b>40</b>	<b>28/1-5/2</b>
<b>Total</b>	<b>100</b>	



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**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

- Documentation style (with illustrative examples)

References:

Books: All books are available at the library

Reading References:

1. Stephen, Krashen.( 2004).The Power of Reading Insights from the Research. Westport.
2. Goatly, Andrew.(2000).Critical Reading and Writing : An Introductory Case Book . Routledge .
3. Heavers, Kathy &Coman, Marcia. (1991). What you Need to Know about Reading Comprehension and Speed, Skimming and Scanning &Reading for Pleasure. Lincolnwood.
4. Fairbairn, Gavin (1991). Reading, Writing and Reasoning: A Guide for Students .Open University Press.
5. Alastair, Sharp.(2003). Reading Comprehension and Text Organization. Edwin Mellwn Press.

Writing References:

1. Frank, O'Hare & Robert Funk (2000).The Modern Writer's Handbook. Allyn &Bacon
2. Phyllis, Crème &Mary Lea.( 1997). Writing at University: A Guide for Students .Open University Press
3. Raimes, Ann (1999). Keys for Writers: A Brief Handbook. Houghton Mifflin Company.

Speaking References:

1. Theibert, Philip. (2003). How to Give a Damn Good Speech . Jaico Publishing House
2. Gronbeck, Bruce. (1991).Principles of Speech Communication. Harper Collins



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3. Griffin, Jack. (1994) How to Say it Best : Choice Words , Phrases Griffin .Prentice Hall

**Vocabulary References:**

Redman, Stuart .(2003).English Vocabulary in Use Pre intermediate and Intermediate .Cambridge University press .

**Grammar:**

- 1.Azar,Betty .( 1989)Understanding and Using English Grammar Prentice Hall.
- 2.Woods , Edward & Nicloe Mcleod. (1990) .Using English Grammar .Prentice Hall.
3. Murphy,Raymond.(1989) English Grammar in Use. Cambridge University Press
4. Thomson A & Martinet ,( 1994). A Practical English Grammar Oxford University Press

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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.

**Course / academic calendar**

Week	Basic & support material to be covered	Homework \Reports and their due dates
1	Unit 1	Homework/draw your family tree p.25
2	Unit 1	Homework/ to write a profile for a person p.29
3	Unit 2	Homework/ put the words in order



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		<b>to make sentences. P.45</b>
<b>4</b>	<b>Unit 2</b>	<b>Homework/ write information about your city. P. 47</b>
<b>5</b>	<b>Unit 2</b>	
<b>6</b>	<b>Class presentation</b>	
<b>First exam</b>	<b>16-24/11/2017</b>	
<b>7</b>	<b>Unit6</b>	<b>Homework/ read the statements and circle the answer that is true for you. P.115</b>
<b>8</b>	<b>Unit 6</b>	
<b>9</b>	<b>Unit 6</b>	<b>Homework/ write information about a job for your partner in a form of email. P.119</b>
<b>10</b>	<b>Unit 6</b>	
<b>11</b>	<b>Class presentations</b>	
<b>Second Exam</b>	<b>21/12-1/2/2017</b>	
<b>12</b>	<b>Unit 9</b>	
<b>13</b>	<b>Unit9</b>	<b>Homework/ put the words and phrases in order to make sentences. P.171</b>
<b>14</b>	<b>Unit 9</b>	<b>Homework/ write sentences on specific topics. P. 173</b>
<b>15</b>	<b>Class presentation</b>	
<b>Specimen Exam ( optional)</b>		
<b>16</b>	<b>Revision</b>	
<b>Final Exam</b>	<b>28/1—5/2/2017</b>	

**Expected workload:**

On average students need to spend 2 hours of study and preparation for each 50-minute lecture/tutorial.





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**Attendance Policy**

Absence from lectures and /or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college /faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

**Module/ Course Policies:**

1. You are allowed up to (5) absences on Mondays/Wednesdays or (7) absences on Sundays/Tuesdays/Thursdays. If you exceed this number, you will fail the course.
2. Tardiness will not be tolerated. If you come to class after I take attendance, you are welcome to attend, but you will be considered absent.
3. Plagiarism is a serious academic offense that will result in your failing the course.
4. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.
5. Participation is an essential part of course works. It does not merely mean coming to class; it involves preparing beforehand and playing an active role in class discussion.
6. Make-up exams will be offered for valid reasons only with the consent of the Dean.