

Philadelphia University
Language Center
First Semester 2015\2016

Course Syllabus

Module Title: English skills 102 Level: pre- Intermediate Prerequisite (s): English skills 101 Co requisite(s):	Course Code: 0130102 Credit Hours: 3 Lecture Time: Day : Time:
Lecturer's Name: Rank: MA. Office Number Office Hours: Phone: 06-4799000 Ext: E-mail:	

Course Coordinator: Dr.Laika Al Hammuri

Course Description:

This is an intermediate course that provides practice in the four language skills : listening , speaking , reading and writing as well as a review of structure and vocabulary .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. Grammatical structures are introduced in context with questions that encourage students to work out the rules for themselves. The vocabulary syllabus concentrates on learning new words in lexical sets and acquiring good habits for learning vocabulary by using a system that comprises both sound and spelling.

Course Objectives:

Upon completion of the course, students will be able to ask and answer questions about daily life activities by using correct linguistic forms. They will also be able to use new vocabulary and relate the spelling to the sounds of English which will help improve their pronunciation. Being provided with longer reading passages in a higher level, students will be able to deal with less controlled exercises that develop into freer speaking practice. As they are provided with regular recycling of grammar and vocabulary, students will be able to incorporate the integrated skill activities in both speaking and writing.

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

- 3 hours per week
- Class discussion and group work
- Oral presentation: students are required to conduct an oral presentation on a topic of their choice
- Written assignment

Course Components:

1. Westbrook, Carolyn. (2014). *Unlock 3 Reading & Writing Skills*. Cambridge University Press. 2014.

2. Ostrowska, Sabina. (2014)*Unlock 3 Listening & Speaking Skills*. Cambridge University Press.

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.

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

2. Study Guide(s) (if available)

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

Students should visit the library to do their assignments.

Contribution to Program Learning Outcomes:

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

With respect to the following skills, students are expected to:

a. **Knowledge & 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

B .Cognitive Skills (Thinking & Analysis)

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

C-Communicative 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 & Speaking

- 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, and essays.

d. Practical and Subject Specific Skills (transferable Skills)

Reading

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

Listening

Analyze interviews, stories and conversations

Speaking

- It's 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 emails, reviews, using linkers
- Writing essays

Assessment Instruments

Modes of Assessment	Score	Date
First Exam	20	18-26/11/2015
Second Exam	20	27/12/2015- 5/1/2016
Assignments / Seminars / Projects / Quizzes ,Reports, Research Projects, Presentations	20	
Final Exam	40	30/1-7/2/2016
Total	100	

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)

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
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 & Martinent ,(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.

3. 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 / Module Academic Calendar:

Week	Basic & support material to be covered	Homework \Reports and their due dates
1	Orientation /Unit 2	Reading 1: Customs Around the World p.36-38 Reading 2: A British Wedding p.39-41 Scanning to predict content Skimming ,reading for details making inferences from the text
2	Unit 2	Language Development p.42-43 Avoiding Generalization Adverbs of Frequency Academic Adjectives Critical Thinking p.44 Analyze a description Identify the structure of a description
3	Unit 2	Writing p.45-47

	Customs & Traditions	<p>Essay structure Write three descriptive paragraphs <i>Writing Task:</i> Describe the laws and traditions concerning weddings. Have there been any changes in recent year? Watch and Listen p.34-35 Customs in Dagestan</p>
4	Unit 2	<p>Listening 1 p.36-38 A radio programme about changing customs in the modern world Identifying cause and effect listening for main ideas and detail</p> <p>Language Development p.39 Suffixes Dependent prepositions Listening 2 p.41-42 A Discussion about new social networking habits</p> <p>Critical Thinking p.43 identifying advantages and disadvantages Speaking p.44-46</p> <p>Taking Turns in a discussion Using adverbs for emphasis <i>Speaking Task:</i> How has modern technology changed the way we interact with each other? Watch & Listen p.34-35 Japan Customs & Traditions</p>
First exam		
5	Unit 3 History	<p>Reading 1 p.54-57 Museum Brochures</p> <p>Reading 2 p.57-60</p>

		<p>Should We Teach History? Language development p.60-61 Making suggestions Stating opinions Linking contrasting sentences with but ,however, although and on the other hand Critical Thinking p.62 analyse different opinions Organize ideas in a chart Evaluate the importance of information Writing p.63-66 Write an introduction Write a balanced opinion essay <i>Writing Task:</i> Should museums be free or should visitors pay for admission ?Discuss</p> <p>Watch & Listen p.52-53 Egyptian Archaeology</p>
6	Unit 3	<p>Listening 1 p.54-56 A discussion about major historical finds</p> <p>Language Development p.57-58 Vocabulary : Synonyms Relative clauses</p>
Second exam		
7	Unit 3	<p>Listening 2 p.58-60 A lecture about Sultan Mohammad II Critical Thinking p.61 Distinguishing between facts and opinions</p>
8	Unit 3	<p>Speaking P.62-65 Talk about past events</p>

		<i>Speaking task:</i> Give a presentation about a famous historical figure or event past Watch & Listen p.52-53 The desert mummies of Peru
9	Unit 4 Transport	Reading 1 p.72-74 The future of cities Using visuals to predict content Reading 2 P.74-76 Solving traffic congestion
10	Unit 4	Language development p.77-78 Collocation Synonym First Conditional Using if not ...unless Critical Thinking p.78-79 Analyze an essay question Evaluate advantages and disadvantages Writing p.79-83 Write a conclusion Write a problem solution essay based on a map <i>Writing task :</i> Describe the traffic problems in a city Outline the advantages and disadvantages of the suggested solutions Watch and listen p.70-71 Indian Transport
11	Unit 4	Listening 1 p.72-75 A radio program about fear of flying Identifying rhetorical questions taking notes Listening for text organization features Language development p.76-77 Comparing things using (by far ,considerably more ,definitely more) Listening 2p.78-80

		<p>A focus group discussion about cycling</p> <p>Critical Thinking</p> <p>p.81- evaluating &proposing ideas</p> <p>Speaking p.82-84</p> <p>Giving examples of personal experiences</p> <p><i>Speaking Task:</i> Using mobile phones while walking</p> <p>Watch & Listen</p> <p>p.70-71</p> <p>How to make a BMW</p>
12	Unit 5 Environment	<p>Reading 1 p.90-92</p> <p>Our changing planet</p> <p>Reading 2p.93-95</p> <p>What are the causes of deforestation and what are its effects on natural environment?</p> <p>Language development.96</p> <p>Using because ,because of</p> <p>Cause & effect</p> <p>Critical thinking p.97</p> <p>Evaluate ideas & examples using an idea map</p>
13	Unit 5	<p>Writing p.98-101</p> <p>Write a topic sentence</p> <p>Write two cause effect paragraphs</p> <p><i>Writing Task:</i> Outline the human causes of climate change What effect will these have on the planet?</p> <p>Watch & Listenp.88-89</p> <p>Alaskan Glacier</p>
14	Unit 5	<p>Listening 1p.90-94</p> <p>A lecture about agriculture</p> <p>Listening 2 p.95-97</p> <p>A debate about nuclear energy</p> <p>Critical thinking p.98-99</p> <p>Negative prefixes</p> <p>Modals to express opinions</p> <p>Giving counter- arguments</p> <p>Speaking p.100-102</p> <p>Linking ideas</p> <p><i>Speaking Task:</i> Argue for or against building a shopping center .</p>

		Watch & listen.88-89 sleeping giants : Russia volcanoes
15	Final Exams	Unit 2,3,4,5

Expected Workload:

On average students are expected to spend at least (2) hours of study for each 50- minute lecture/ tutorial.

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.

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 and essential parts of course work. It does not merely mean coming to class; it involves preparing before hand 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.