



Philadelphia University
Language Center
First Semester- 2016/2017
Intermediate Course Syllabus
103 English Skills

Module Syllabus

Module Title: English skills 103 Level: Intermediate Prerequisite (s): English 99,101,102	Module Code: 0130103 Credit Hours:3 Lecture Time: Section:
Lecturer's Name: Rank: Office hours: Phone:067499000 Ext: E-mail:	

Course Description:

English Skills 103 is an intermediate course. It focuses 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 a 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 to be effective communicators in English.

Course Objectives:

By the end of the course, students are expected to

1. Understand the main ideas of a variety of texts.
2. Participate effectively in discussion on various topics.
3. Write well- organized cohesive essays.
4. Select appropriate vocabulary to express themselves in different situations.
5. Recognize, understand and properly use a number of phrasal verbs and collocations.

Teaching Methods:

Lectures, Discussions Groups, Tutorials, Problem Solving, Debates

Course Materials**Books**

1. Chris Sowton.(2014), Unlock 4, Reading & Writing Skills, Intermediate Level, Cambridge University Press.
2. Lewis Lansford, (2014), Unlock 4 Listening & Speaking Skills, Intermediate Level, Cambridge University Press.

The following resources in the course of the module:

Student's books

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

Other resources:

1. Supplemental DVD-ROM & Video with practice material
 2. Support Material(s): Audio cassettes\CDs- companion web site (offer activities for teacher and students support work sheet, web quest and online dictionary).
 3. Supplementary Readings (Books, Periodicalsetc.)
 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:**Listening :**

www.englishlistening.com

www.esl-lab.com

www.elllo.org/

www.npr.org

www.voanews.com

Speaking:

www.englishclub.com

www.soundsofenglish.org

www.eslcafe.com

Reading:

www.bbc.co.uk/world

Writing:

www.writing-world.com

Grammar:

www.eslcafe.com

english-zone.com/grammar/index.html

www.englisch-ilfen.de/en/grammar/adverbs_position.htm

Games :

www.languagegames.org.

Other useful sites :

<http://www.eslpartyland.com/teachers/nov/grammar.htm>

<http://a4esl.org>

<http://www.rong-chang.com>

<http://english-zone.com/index.php>

<http://www.lovetolearnplace.com>

<http://polyglot.lss.wise.edu/lss/lang/teach.html>

<http://ccat.sas.upenn.edu/jod/teachdemo/teachdemo.html>

<http://www.ohiou.edu/esl/teacher/technology/index.html>

Contribution to Program Learning Outcomes:

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

a. Knowledge & Understanding:

Reading

- reading and Understanding different types of texts.
- Pinpointing main ideas in the text and finding information by scanning.

Listening

- Comprehending various dialogues, programs and films by native speakers.
- Understanding different accents.
- Learning about idiomatic expressions and slang words.

Speaking

- Speaking fluently and accurately.

Writing

- Writing various types of essays and reports.

b. Cognitive Skills (Thinking & Analysis)

Developing students' own critical thinking skills

Reading

- Understanding major ideas, details and information in different texts.
- Identifying main ideas and how they are presented in a text.
- Students 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.
- Using different reading strategies for different texts.
- analyzing facts easily.

Listening

- Analyzing different dialogues and conversations by native speakers.

Writing:

- Writing well -organized coherent essays.
- Writing resumes cover letters and reports.

c- Communicative Skills (personal and Academic)

Reading

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

Listening

- Becoming more confident of their speaking abilities.

Writing

- Writing well -organized coherent essays, and reports.

d. Practical and Subject Specific Skills (transferable Skills)

- Scanning a text to find information such as news paper articles, factual scientific texts, stories Quizzes, notes and letters
- Reading with fluency and accuracy.

Listening

- Analyzing interviews, stories and conversations.

Speaking

- Using language functions in different social situations.
- Using grammar and lexis through oral activities.
- Using language communicatively for interaction in real life situations.

-Expressing oneself fluently and accurately in job interviews and business presentations.

Writing

-Writing resumes cover letters, essays and reports.

Assessment Instruments

Modes of Assessment	Score	Date
First Exam	20	20-24/11/2016
Second Exam	20	26-29/12/2016
Quizzes and daily work	20	
Final Exam	40	28/1-1/2/2017
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:

1. 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.

2. 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	Date	Units	Topics	Assignments
1	16 -10	Orientation		
2,3 and 4	23-10 To 16 - 11	Unit 7 Architecture	Reading skills: Skimming Using knowledge to predict content Understanding key vocabulary Reading for details Making inferences from the text Reading for main ideas Grammar: Register in academic writing Critical thinking: - Evaluate arguments	Work sheet on analyzing arguments Writing an essay on which is more important when building or buying a new home: its location or its size?

			<ul style="list-style-type: none"> - Analyze argument Writing: Writing a persuasive essay	
5 and 6			Listening : <ul style="list-style-type: none"> - Understanding analogies - Understanding key vocabulary - Using knowledge - Listening for main ideas - Listening for details - Listening for opinion - Listening for gist - Listening for attitude Speaking: <ul style="list-style-type: none"> - Identifying and suggesting solutions - Emphasizing a word or idea to signal problem - Discuss a housing problem and possible solutions 	Discussing a housing problem and possible solutions
First examination	17- 24 - 11- 2016			
7-8-9		Unit 9 Art	Reading: <ul style="list-style-type: none"> - Scanning to find information - Understanding key vocabulary - Using knowledge to predict content - Reading for details Making inferences from the text Paraphrasing Grammar <ul style="list-style-type: none"> - Substitution - Ellipsis 	Work sheet on substitution and ellipsis Work sheet on evaluating statements Writing an essay using quotations

			Critical thinking <ul style="list-style-type: none"> - Understanding supporting and challenging statements - Evaluating statements Writing Writing an essay using quotations	
10 -11			Listening skills: <ul style="list-style-type: none"> - Inferring opinion - Understanding key vocabulary - Predicting content using visuals - Listening for gist - Listening for opinion making inferences - Listening for main ideas - Listen to text organization features Speaking: Express opinions in a debate	Participate in an informal debate
Second examination	22 – 29 – 12- 2016			
12 – 13 - 14		Unit 10 Ageing	Reading: <ul style="list-style-type: none"> - Using knowledge to predict content - Reading for details - Using knowledge to predict content - Understanding key vocabulary - Reading for main ideas - Working out meaning from context Grammar : <ul style="list-style-type: none"> - Numerical words and phrases - Language of prediction Critical thinking:	Work sheet on numerical words and phrases Work sheet on analyzing data Writing adscription concerning population data and its implications

			<ul style="list-style-type: none"> - Analyze data - Apply data analysis - Understand advantages <p>Writing:</p> <ul style="list-style-type: none"> - Interpreting graphs and charts - Describe population data and its implications 	
15 - 16			<p>Listening skills</p> <ul style="list-style-type: none"> - Understanding specific observation and generalizations – - Using knowledge - Understanding key vocabulary - Listening for gist - Listening for detail <p>Speaking References data in presentation, make comparisons</p>	Give a presentation on ageing
Final examination	28-1 to 1 – 2 2017			

Expected Workload:

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

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 an essential part 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.