



**Philadelphia University
Language Center
First Semester 2018/2019**

Course Syllabus

Course Title: English skills 101	Course Code: 0130101
Course Level: Intermediate	Course Prerequisite (s) and/ or Co requisite : English 99 or passing placement test
Lecture Time:	Credit hours: 3
	Contact hours:
Location :	

**Academic Staff
Specifics**

Name	Rank	Office number & Location	Office hours	E- mail Address
Eman Abdelati	Instructor	Office: 304 B at the Language Center	Sun, Tues, Thursday: 11-12 Mon-Wed: 9:30-10:30	emano69@yahoo.com

Course Description:

English Skills 101 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:

By the end of the course, students are expected to

1. understand the main ideas of a variety of texts.
2. participate effectively in discussions on various topics.
3. write grammatically correct sentences and paragraphs.

4. use appropriate vocabulary to express themselves in different situations.
5. recognize, understand and properly use a number of phrasal verbs and collocations.
6. understand spoken English by listening to recordings of short and long conversations
7. read passages and answer questions related to the reading.
8. expand their vocabulary through reading and listening.

Course Resources:

- **Text book/books (title, author (s), publisher, year of publication)**

Dummett P., Hughes, J. and Stephenson, H. (2015), *Life* level 4 Student's book, National Geographic Learning/ Cengage Learning. USA

Student's workbook level 4

Supplemental DVD-ROM with practice material

Support Material(s):

- support work sheet, web quest and online dictionary.
- Visit National Geographic Learning on line at *NGL.Cengage.com*
- Audio CDs-videos – corporate web site at *www.cengage .com*

Teaching Methods:

- Lectures.
- Discussion Groups.
- Class discussions and group work.
- Written assignments.
- Oral presentation: students are required to conduct an oral presentation on a topic of their choice.

Learning Outcomes:

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

a. Knowledge & Understanding:

Reading

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

Listening

- Comprehending various dialogues by native speakers.

Speaking

- produce clear language

Writing

- identify basics of writing

b. Cognitive Skills (Thinking & Analysis)

- Developing students' own critical thinking skills by

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.

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

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

d. Practical and Subject Specific Skills (transferable Skills)

Speaking

- It's based on realistic topics and situations.
- Speaking about self, family, etc.
- Practicing of grammar and lexis through oral activities.

Listening

- Analyze interviews, stories and conversations

Reading

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

Writing

- Using language communicatively in real life situations.
- Writing emails, reviews, using linkers.
- Recognizing different methods of paragraph development.
- Recognizing the relation between topic sentence and the discussion of a paragraph.

Assessment Instruments

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

<u>Allocation of Marks</u>	
Assessment Instruments	Mark
First examination	20
Second examination	20
Final examination: 50 marks	40
Reports, research projects, quizzes, homework, Projects	20
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.

Documentation Style (with illustrative examples)

- MLA Style

- Examples:

1. **Book, single author:**

Diamond-Bayir, Stephanie. Unlock. Cambridge: University Printing House, 2014

2. **Book, more than one author:**

Dummett, Paul, Hughes, John and Stephenson, Helen. Life. Boston: National Geographic Learning/ Cengage Learning, 2015

- **APA Style**
Examples:

1. Book, single author:

Diamond-Bayir, Stephanie (2014). *Unlock*. Cambridge: University Printing House

2. Book, more than one author

Dummet, Hughes and Stephenson (2015). *Life*. Boston: National Geographic Learning/ Cengage Learning.

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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 / Module Academic Calendar:

Week#	Unit Title	Features	Remarks
Week One 17/2	Orientation		
Week Two 24/2	Unit One :Color	Introduction	
Week Two	Unit One :Color	1a: Life in color	
Week Two	Unit One :Color	1b: Culture and color	
Week Three 3/3	Unit One :Color	1c: Red is for Winners	
Week Three	Unit one :Color	1c: Red is for Winners	
Week Three	Unit One: Color	1c: Red is for Winners	
Week Four 10/3	Unit One: Color	1d: First Impression	
Week Four	Unit One: Color	1e: About Us	
Week Four	Unit One: Color	1f: Peruvian Weavers	

Week Five 17/3	Unit Two: Performance	2a: A World of Music	
Week Five	Unit Two :Performance	2b:Dance across America	
Week Five	Unit Two: Performance	2c:A world Together	
Week Six 24/3	Unit Two: Performance	2c:A world Together	
Week Six	Unit Two: Performance	2c:A world Together	
Week Six	Unit Two: Performance	2d:What's Playing	
Week Seven 31/3	Unit Two: Performance	2e: A portrait of an Artist	1 st Exam 20-28/3
Week Seven	Unit Two: Performance	2f: Taiko master	
Week Seven	Unit Three: Water	3a: Behind the Photo	
Week Eight 7/4	Unit Three: Water	3b: Return to the Titanic	
Week Eight	Unit Three: Water	3c: Love and Death in the Sea	
Week Eight	Unit Three: Water	3c: Love and Death in the Sea	
Week Nine 14/4	Unit Three: Water	3c: Love and Death in the Sea	
Week Nine	Unit Three: Water	3d: No Way!	
Week Nine	Unit Three: Water	3e: What a Weekend!	
Week Ten 21/4	Unit Three: Water	3f: One Village Makes a Difference	
Week Ten	Unit Four: Opportunities	4a: Fast Lane to the Future	
Week Ten	Unit Four :Opportunities	4b: What's Next?	
Week Eleven 28/4	Unit Four :Opportunities	4c: A Better Life?	
Week Eleven	Unit Four :Opportunities	4c: A Better Life?	
Week Eleven	Unit Four :Opportunities	4c: A Better Life?	Labor Day 1/5
Week Twelve 5/5	Unit Four :Opportunities	4d: Would you Mind...?	2 nd Exam 24/4-5/5
Week Twelve	Unit Four: Opportunities	4e: I am Enclosing My Resume	
Week Twelve	Unit Four: Opportunities	4f: Confucianism In China	
Week Thirteen 12/5	Unit Five: Travel	5a: Walking for Wildlife	
Week Thirteen	Unit Five: Travel	5b: A Good Vacation	
Week Thirteen	Unit Five: Travel	5c: The real cost of travel	
Week Fourteen 19/5	Unit Five: Travel	5c: The real cost of travel	
Week Fourteen	Unit Five: Travel	5c: The real cost of travel	

Week Fourteen	Unit Five: Travel	5d: Is Something Wrong?	Independence Day 25/5
Week Fifteen 26/5	Unit Five: Travel	5e: Hello from Sydney!	
Week Fifteen	Unit Five: Travel	5f:A Disappearing World	
Week Fifteen	Speaking Exam	Speaking Exam	
Week Sixteen 2/6	The Final Exams		The Final Exams Start on the 28 th of May
Week Sixteen			
Week Sixteen			
Week Seventeen 9/6			Al Fitre Holiday 4-6/6
The workbook exercises shall be assigned to students to do as homework. The Instructor selects the exercises which she thinks are most important.			

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.

Other Education Resources

1. Books

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 & Martinent ,(1994). A Practical English Grammar, Oxford University Press.

Critical thinking References

1. Goatly Andrew Critical reading and writing an introductory case book Routledge 2000
2. Fisher, Alec Critical thinking an introduction Cambridge university press 2001

Journals

1. International Journal of English language Teaching
2. TESOL Quarterly
3. English Teaching Forum
4. Applied Linguistics

Other Education Resources

Other useful sites:

- <http://a4esl.org>
- <http://www.eslpartyland.com/teachers/nov/grammar.htm>
- <http://www.rong-chang.com>
- <http://english-zone.com/index.php>
- <http://www.lovetolearnplace.com>
- <http://www.ohiou.edu/esl/teacher/technology/index.html>
- <http://ccat.sas.upenn.edu/jod/teachdemo/teachdemo.html>
- <http://polyglot.lss.wise.edu/lss/lang/teach.html>