



Philadelphia University
Language Center
Second semester, 2018 - 2019

<u>Course Syllabus</u>	
Course title: English Skills 2	Course code: 0130102
Course level:	Course prerequisite (s) and/or co-requisite (s): English Skills 1
Lecture time: It depends on the section number	Credit hours: 3
	Contact hours: It depends on the instructor who teaches the course
Location: It depends on the section number	

<u>Academic Staff Specifics</u>				
Name	Rank	Office number and location	Office hours	E-mail address
Laila Abu Sharkh	Instructor	Office Number: 304 B at the Language Center	Sun, Tue, Thu 10:00 – 11:00 Mon Wed: 10:00 – 11:00	Laila.abu.sharkh@gmail.com

Course description (According to the University Catalogue)

English Skills 2 teaches the English language at the post-intermediate level. It improves students' skills of reading comprehension, writing, listening and speaking. The students are also introduced to a wide range of English vocabulary and English sentence structures. The ultimate aim of this course is to improve students' ability of communication using the English language.

Course objectives:

1. To provide students with a variety of English words, phrases, expressions and idioms, which are often used in everyday life.
2. To introduce students to a variety of the reading comprehension skills, including skim-reading, scan-reading, guessing the meaning from the context, as well as other reading skills that would help them comprehend texts at the post-intermediate level.
3. To help students identify the main arguments of what they read, think critically about a certain topic and express their personal pieces of opinion using correct English.
4. To attract students' attention to the visual entry which is usually attached to a reading, listening or video script and encourage them to make predictions about the script, recall their background information and express their own ideas.
5. To teach students how to organize and use visuals, charts and diagrams that would help them express their ideas in English.
6. To encourage students to think critically about a certain topic and express their ideas and opinion using correct English.
7. To improve the students' ability to listen to English native speakers and understand the conversations.
8. To encourage students to communicate altogether in a role-play or a debate using appropriate English.
9. To familiarize students with the structure of a variety of simple, compound and complex English sentences.
10. To help students write English main paragraphs and short essays using an appropriate language with slight or minor mistakes.

Course/ resources

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

Dummett Paul, Hughes John and Stephenson Helen, (2015), *Life*, National Geographic Learning/ Cengage Learning

- **Support material (s).**

Support Material(s): a/v materials

Class CDs-videos – a companion website (Offers activities for teacher and students support work sheet, web quest and online quizzes)

Teaching methods(Lectures, discussion groups, tutorials, problem solving, debates, etc)

English instructors use methods of teaching that are engaging, interesting and interactive. They help students communicate in English by using a variety of tutorials, such as visuals, videos, auditory material and written texts. They also encourage them to produce English by having discussion groups, role-plays, and debates.

Learning outcomes:

- **Knowledge and understanding**

Students learn English in a way that resembles natural language acquisition practices listening, watching and reading scripts in English. They also understand English in a contextual manner.

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

This course encourages analytical learning, improves critical thinking skills and involves students in evaluating, comparing, contrasting and problem-solving. The students become more able to express their pieces of opinion about several topics.

- **Communication skills (personal and academic).**

English 2 helps students become more fluent in English. After finishing the course, students will be able to communicate with others using correct English and write personal and academic texts with slight or minor mistakes.

- **Transferable Skills**

1. Students become able to analyze data, express arguments and solve problems.
2. They improve their communication skills in terms of speaking and writing.
3. They become more able to express their pieces of opinion effectively.

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

- **Protection by copyrights**

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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

English 102 Course Contents

Week#	Unit Title	Features	Remarks
Week One 17/2			Orientation
Week Two 24/2	Unit Seven : Living Spaces	Introduction	
Week Two	Unit Seven : Living Spaces	7 A Homes	
Week Two	Unit Seven : Living Spaces	7 B Before New York	
Week Three 3/3	Unit Seven : Living Spaces	7 C weet Songs and Strong Coffee	
Week Three	Unit Seven : Living Spaces	7 C Sweet Songs and Strong Coffe	
Week Three	Unit Seven : Living Spaces	7 C weet Songs and Strong Coffee	
Week Four 10/3	Unit Seven : Living Spaces	7 D To Rent Or To Buy	
Week Four	Unit Seven : Living Spaces	7 E Let's Move To...	
Week Four	Unit Seven : Living Spaces	7 F A Special Kind of Neighborho	
Week Five 17/3	Unit Eight: Weird News	8 A Nature's Mysteries	
Week Five	Unit Eight: Weird News	8 B Desert Art	
Week Five	Unit Eight: Weird News	8 C Lost and Found?	
Week Six 24/3	Unit Eight: Weird News	8 C Lost and Found?	
Week Six	Unit Eight: Weird News	8 C Lost and Found?	
Week Six	Unit Eight: Weird News	8 D You're Kidding Me	
Week Seven 31/3	Unit Eight: Weird News	2 E In the News	1 st Exam 20-28/3
Week Seven	Unit Eight: Weird News	2 F Killer Bees	
Week Seven	Unit Nine Trade	9 A Money Talk	
Week Eight 7/4	Unit Nine Trade	9 B The Genuine Article	
Week Eight	Unit Nine Trade	9 C The Art of the Deal	
Week Eight	Unit Nine Trade	9 C The Art of the Deal	
Week Nine 14/4	Unit Nine Trade	9 C The Art of the Deal	
Week Nine	Unit Nine Trade	9 D It's In the Sale	
Week Nine	Unit Nine Trade	9 E For Sale	
Week Ten 21/4	Unit Nine Trade	9 F Making a Deal	
Week Ten	Unit Ten	10 A	

	No Limits	No Limits	
Week Ten	Unit Ten No Limits	10 B Life on Mars?	
Week Eleven 28/4	Unit Ten No Limits	10 C Two Journeys, Two Lives	
Week Eleven	Unit Ten No Limits	10 C Two Journeys, Two Lives	
Week Eleven	Unit Ten No Limits	10 D First Aid	Labor Day 1/5
Week Twelve 5/5	Unit Ten No Limits	10 E What Do You Think?	2 nd Exam 24/4-5/5
Week Twelve	Unit Ten No Limits 10	10 F High-Altitude	
Week Twelve	Unit Eleven Connections	11 A The Last Uncontacted Tribe?	
Week Thirteen 12/5	Unit Eleven Connections	11 B Sending a Message	
Week Thirteen	Unit Eleven Connections	11 B Sending a Message	
Week Thirteen	Unit Elven Connections	11 C Digital Connections	
Week Fourteen 19/5	Unit Elven: Connections	11 C Digital Connections	
Week Fourteen	Unit Elven: Connections	11 C Digital Connections	
Week Fourteen	Unit Eleven: Connections	11 D Can I Take a Message?	Independence Day 25/5
Week Fifteen 26/5	Unit Eleven: Connections	11 E A Community Meeting	
Week Fifteen	Unit Eleven: Connections	11 F Crossing Antarctica	
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.			

Documentation and academic honesty

• Documentation style (with illustrative examples)

• MLA Style

Examples:

Book, more than one author:

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

Book, more than one author

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

Expected workload:

On average, students need to spend 2 hours of study and preparation 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.

Other Education Resources

1. Books

Reading References:

1. Stephen, Krashen. *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*
4. *Speed, Skimming and Scanning &Reading for Pleasure*. Lincolnwood.
5. Fairbairn, Gavin (1991). *Reading, Writing and Reasoning: A Guide for Students* .Open University Press.
6. 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.

Listening References

1. Brown ,Gillian. Listening to Spoken English. Longman, 1990
2. Revel Jane breary barry Listening advanced oxford university press, 1988
3. Maley Alan Monlding Sandra. Learning to listen tasks for developing listening skills Cambridge university press, 1981

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 press2001

Journals

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

2. Websites

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>