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| --- | --- | --- |
| **Approval date:** |  | **Philadelphia University** |
| **Issue:** | **Faculty** |
| **Credit hours** | **Department** |
| **Bachelor** | **Course Syllabus** | **Academic year** |

**Course information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Prerequisite** | | **Course title** | | **Course#** |
| **English 99** | | **English Communication Skills 1**  **English 107** | | **0116107** |
| **Room #** | **Class time** | | **Course type** | |
|  |  | | ☐ University Requirement ☐Faculty Requirement  ☐ Major Requirement ☐ Elective☐ Compulsory | |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
|  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Delivery Method** | | | |
| * **Physical** * **Online** * **Blended** | | | |
| **Learning Method** | | | |
| **Percentage** | **Synchronous** | **Asynchronous** | **Physical** |
|  | **0%** | **0%** | **100%** |

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| --- |
| **Course Description**  The aim of this course is to enhance students’ accuracy and fluency in English, preparing them to use the language confidently in both personal and professional settings. The course focuses on developing key language skills, with particular emphasis on reading, writing and critical thinking skills, while also addressing listening and speaking skills. Students will engage in formal and informal communication tasks, such as written assignments, oral presentations, and discussions, using both the core textbook and supplementary materials.  A combination of theoretical instruction and practical application is used to enhance students’ language proficiency. Students will enrich their vocabulary and deepen their English knowledge through interactive tasks. Regular feedback, peer reviews, and assessments will be used to monitor progress and ensure continuous improvement.  By the end of the course, students will have developed the skills needed to communicate effectively and confidently in English, demonstrating competence in listening, speaking, reading, and writing across various contexts. |

**General outcomes**

1. Introducing the fundamentals of effective communication skills in a variety of contexts, including an individual's credibility, confidence, proper outfit as well as his ability to listen to others.
2. Listening effectively and being able to persuade others, ask questions and develop proper dialogues.
3. Demonstrating the ability to deal with all positive and negative attitudes and behaviors in a professional manner and with social intelligence.
4. Mastering powerful self-promotion in professional situations and being able to search for appropriate job opportunities, show impressive interview skills and produce well-written resumes.
5. Emphasizing the importance of developing proper professional and personal relationships.
6. Preparing well-designed professional presentations.
7. Working with other staff members at workplace efficiently and effectively.
8. Showing respect while negotiating and dealing with others.

**Course Learning Outcomes**

|  |  |
| --- | --- |
| **Outcomes** | **Number** |
| Visual Sources of Knowledge & Background Knowledge  Making comments on compelling Cambridge images, which open every unit, enrich each page’s visual entry, introduce the theme and enhance student’s knowledge about the topic. | **K1** |
| Vocabulary  Expanding vocabulary required for different topics related to the theme of the unit, including places around the world, city living, dilemmas, discoveries and possibilities. | **K2** |
| Reading Comprehension  Reading English texts rich with information about real people and places, creating motivated and engaged readers. | **K3** |
| Reading Comprehension  Applying reading comprehension skills, including pre-reading skills, making predictions, skim-reading, scan-reading, reading beyond the lines and other skills so as to eventually become excellent at evaluation. | **S1** |
| Speaking and Real- Life Situations  Applying English in real-world tasks that are relevant to the other parts of the unit by:   1. Exchanging travel experiences, telling stories about personal vacations around the world and pointing out the positives and negatives of going on long trips. 2. Discussing living in cities, comparing modern cities to ancient and traditional ones and discussing changes to homes. 3. Expressing opinion about money and discussing personal finance. 4. Discussing people’s lives and achievements. 5. Speculating about the past and discussing life achievements. | **S2** |
| Listening  Applying listening skills, listening for main ideas, listening for details, taking notes and other skills to answer questions about listening scripts. | **S3** |
| Watching Videos  Applying the skills of watching videos presenting real-life situations.  Enriching speaking strategies by expressing sympathy in every-day communication and showing to others that you have things in common. | **S4** |
| Writing  Practicing some writing skills, including the following:  1. Writing an article about living without technological device  2. writing guidelines for a leaflet  3. writing an argument for and against an idea. | **S5** |
| Critical Thinking   1. Applying critical thinking skills in various situations. 2. Evaluating and making analyses of knowledge. presented in English-written texts, audios and videos. 3. Expressing opinion and making judgments in professional and personal situations. 4. Dealing with all positive and negative attitudes and behaviors in a professional manner and with social intelligence. 5. Developing proper professional and personal relationships. | **C1** |
| Communication Competencies  Becoming able to communicate with English native speakers and other English learners in personal and professional contexts, using English that is free from mistakes. | **C2** |

**Learning Resources**

|  |  |
| --- | --- |
| Doff,A., Thaine,C., Herbert,P.,Stranks,J., and Lewis-Jones, P., (2022) Empower B2 Second Edition with Digital Pack, Cambridge University Press. | Course textbook |
| * Supplemental E-Book with audio and video activation code. | Supporting References |
| <http://www.cambridge.org/empower>  http://www.cambridgeone.org http://www.dictionary.cambridge.org <http://www.esun.edu/>~hcedu013/eslplans.html ESL Lesson plans. | Supporting websites |
| **☐Classroom ☐laboratory ☐Learning platform ☐Other** | Teaching Environment |

**Meetings and Topics’ Timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEKS** | **DATE** | **UNIT TITLE** | **PARTS** | **Skills & PAGE NUMBERS** |
| **WEEK ONE** | **ORIENTATION** | | | |
| **WEEK TWO**  **CLASS ONE** | **Oct 19th,**  **Oct 20th** | **UNIT SIX**  **AROUND THE GLOBE** | Introduction  Exercises A + B | Page 67  Speaking in Classes & Critical Thinking Questions in Exams |
| **WEEK TWO**  **CLASS TWO** | **Oct 21st**  **Oct 22nd** | **UNIT SIX**  **AROUND THE GLOBE** | 6A: I’m Not Going to Try to See Everything  READING & LISTENING | Pages 68, 69  Listening in Classes & Critical Thinking Questions in Exams |
| **WEEK THREE**  **CLASS ONE** | **Oct 26th**  **Oct 27th** | **UNIT SIX**  **AROUND THE GLOBE** | 6A: I’m Not Going to Try to See Everything  READING & VOCABULARY | Page 70  Reading & Vocabulary in Classes  Vocabulary Questions in Exams |
| **WEEK THREE**  **CLASS TWO** | **Oct 28th**  **Oct 29th** | **UNIT SIX**  **AROUND THE GLOBE** | 6B: ABOUT HALF THE WORLD’S LANGUAGES WILL DISAPPEAR | Page 71  Listening & Vocabulary in Classes  Vocabulary Questions in Exams |
| **WEEK FOUR**  **CLASS ONE** | **Nov 2nd**  **Nov 3rd** | **UNIT SIX**  **AROUND THE GLOBE** | 6B: ABOUT HALF THE WORLD’S LANGUAGES WILL DISAPPEAR | PAGES 72 + 73  3. Reading  DANGER! DYING LANGUAGES  THE MAIN SEEN TEXT FOR THE EXAM |
| **WEEK FOUR**  **CLASS TWO** | **Nov 4th**  **Nov 5th** | **UNIT SIX**  **AROUND THE GLOBE** | 6B: ABOUT HALF THE WORLD’S LANGUAGES WILL DISAPPEAR | PAGES 72 +73  3. Reading  DANGER! DYING LANGUAGES  THE MAIN SEEN TEXT FOR THE EXAM |
| **WEEK FIVE**  **CLASS ONE** | **Nov 9th**  **Nov 10th** | **UNIT SEVEN**  **CITY LIVING** | Introduction  Exercises  A+ B | PAGE 79  Speaking in Classes & Vocabulary & Critical Thinking Questions in Exams |
| **WEEK FIVE**  **CLASS TWO** | **Nov 11th**  **Nov 12th** | **UNIT SEVEN**  **CITY LIVING** | 7A: There’s Very Little Traffic | Pages 80-81  Ex.: b+ c+ d on 81  Speaking & Reading in Classes  THE MAIN SEEN TEXT FOR THE EXAM |
| **WEEK SIX**  **CLASS ONE** | **Nov 16th**  **Nov 17th** | **UNIT SEVEN**  **CITY LIVING** | 7A: There’s Very Little Traffic  7B: Vocabulary  Houses  Exercises A+ B on Page 85 | Pages 80 + 81  Speaking & Reading in Classes  THE MAIN SEEN TEXT FOR THE EXAM  VOCABULARY EXERCISES WILL BE INCLUDED IN THE EXAM FROM PAGE 85 |
| **WEEK SIX**  **CLASS TWO** | **Nov 18st**  **Nov 19nd** | **UNIT SEVEN**  **CITY LIVING** | 7D: Skills for Writing | Pages 88 + 89  Reading  Exercises A+ B  Writing Skills  Exercises a + b+ c+ d  Writing Exercises in the Mid-Term Exam |
| **WEEK SEVEN**  **CLASS ONE** | **Nov 23th**  **Nov 24th** | **UNIT SEVEN**  **CITY LIVING** | 7D: Skills for Writing | Pages 88 + 89  Reading  Exercises A+ B  Writing Skills  Exercises a + b+ c+ d  Writing Exercises in the Mid-Term Exam |
| MID-TERM EXAMS  **Note: Writing will include exercises about writing a formal e-mail.** | | | | |
| **WEEK SEVEN**  **CLASS TWO** | **Nov 25th**  **Nov 26th** | **THIS CLASS WILL BE FREE FOR REVISION, QUIZZES OR CREATIVE WORK ASSESSMENTS** | **THIS CLASS WILL BE FREE FOR REVISION, QUIZZES OR CREATIVE WORK ASSESSMENTS** | **THIS CLASS WILL BE FREE FOR REVISION, QUIZZES OR CREATIVE WORK ASSESSMENTS** |
| 7AMID-TERM EXAMS | | | | |
| **WEEK EIGHT**  **CLASS ONE** | **Nov 30th**  **Dec 1st** | **UNIT EIGHT**  **DILEMMMAS** | Introduction  Exercises A + B | Page 91  Speaking in Classes & Critical Thinking in Exams |
| MID-TERM EXAMS | | | | |
| **WEEK EIGHT**  **CLASS TWO** | **Dec 2nd**  **Dec 3rd** | **UNIT EIGHT**  **DILEMMAS** | 8A: I’d Like to Start Saving for a Home | Page 92  Vocabulary  Money & Finance  All Exercises on the Page Are Included  a+ b + c + d |
| MID-TERM EXAMS | | | | |
| **WEEK NINE**  **CLASS ONE** | **Dec 7th**  **Dec 8th** | **UNIT EIGHT**  **DILEMMAS** | 8A: I’d Like to Start Saving for a Home | Page 94  Reading & Speaking in the Class  MAIN SEEN TEXT FOR THE FINAL EXAM |
| **WEEK NINE**  **CLASS TWO** | **Dec 9th**  **Dec 10th** | **UNIT EIGHT**  **DILEMMAS** | 8A: I’d Like to Start Saving for a Home | Page 94  Reading & Speaking in the Class  MAIN SEEN TEXT FOR THE FINAL EXAM |
| **WEEK TEN**  **CLASS ONE** | **Dec 14th**  **Dec 15th** | **UNIT EIGHT**  **DILEMMAS** | 8B: I Would Have Told The Manager | PAGE 95  Reading and Listening |
| **WEEK TEN**  **CLASS TWO** | **Dec 16th**  **Dec 17th** | **UNIT EIGHT**  **DILEMMAS** | 8B: I Would Have Told The Manager | PAGES 96+ 97  Speaking & Vocabulary  Critical Thinking  Speaking Activities in the Class  & Vocabulary Exercises for the Exam |
| **WEEK ELEVEN**  **CLASS ONE** | **Dec 21st**  **Dec 22nd** | **UNIT EIGHT**  **DILEMMAS** | 8B: I Would Have Told The Manager | PAGES 96+ 97  Speaking & Vocabulary  Critical Thinking  Speaking Activities in the Class  & Vocabulary Exercises for the Exam |
| **WEEK ELEVEN**  **CLASS TWO** | **Dec 23rd**  **Dec 24th** | **UNIT EIGHT**  **DILEMMAS** | 8C: EVERYDAY ENGLISH  You’ll Find Somewhere  A VIDEO | Pages 98+ 99  Listening & Conversation Skills  Showing You Have Things in Common  CRITICAL THINKING QUESTIONS IN THE EXAM |
| **WEEK TWELVE**  **CLASS ONE** | **Dec 28th**  **Dec 29th** | **UNIT EIGHT**  **DILEMMAS** | Introducing Writing the Main Paragraph | Introducing Writing the Main Paragraph |
| **WEEK TWELVE**  **CLASS TWO** | **Dec 30th**  **Dec 31st** | **UNIT NINE**  **DISCOVERIES** | Introduction  Exercises A + B | Page 103  Speaking in Classes and Critical Thinking in Exams |
| **WEEK THIRTEEN**  **CLASS ONE** | **Jan 4th**  **Jan 5th** | **UNIT NINE**  **DISCOVERIES** | 9A: What Really Shocks Me Is That It Costs €250,000 | Pages 104+ 105  Reading Comprehension & Vocabulary  MAIN SEEN TEXT FOR THE FINAL EXAM |
| **WEEK THIRTEEN**  **CLASS TWO** | **Jan 6th**  **Jan 7th** | **UNIT NINE**  **DISCOVERIES** | 9A: What R  eally Shocks Me Is That It Costs €250,000 | Pages 104+ 105  Reading Comprehension & Vocabulary  MAIN SEEN TEXT FOR THE FINAL EXAM |
| **WEEK FOURTEEN**  **CLASS ONE** | **Jan 11th**  **Jan 12th** | **UNIT TEN**  **POSSIBILITIES** | 10A: I MIGHT NOT HAVE BEEN HIS REAL NAME | PAGE 118  READING AND VOCABULARY  MAIN SEEN TEXT FOR THE FINAL EXAM |
| **WEEK FOURTEEN**  **CLASS TWO** | **Jan 13th**  **Jan 14th** | **UNIT TEN**  **POSSIBILITIES** | 10B: I’ve Managed to Make A Dream Come True | PAGE 119  LISTENING |
| **WEEK FIFTEEN**  **CLASS ONE** | **Jan 18th**  **Jan 19th** | **Quizzes, Assignments & Creative Work Assessments** | | |
| **WEEK FIFTEEN**  **CLASS TWO** | **Jan 20th**  **Jan 21st** | **Quizzes, Assignments & Creative Work Assessments** | | |
| **WEEK SIXTEEN** | **FINAL EXAMS**  **Writing Exercises Relevant to the Three-Part Paragraph** | | | |

**First Semester 2024-2025 /English Skills 1 (0116107)**

**Course Contributing to Learner Skill Development**

|  |
| --- |
| Using Technology |
| Using Moodle, Microsoft Teams, YouTube, Cambridge platform and other various websites. |
| Communication skills |
| Presentations  Discussions |
| Application of concepts learnt |
| Restoring background knowledge and applying skills to demonstrate competency. Hence, key concepts related to the topics discussed and skills introduced will be evaluated in written and verbal quizzes and exams. |

**Assessment Methods and Grade Distribution**

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| --- | --- | --- | --- |
| **Assessment Methods** | **Grade Weight** | **Assessment Time**  **Week No.** | **Link to Course Outcome** |
| **Mid-Term Exams** | **30%** | **Weeks 7 & 8** | **K2, K3**  **S1, S2, S3, C1, C2** |
| **Various Assessments** | **30%** | All through the Semester  Quizzes: 15 points  Assignment: 5 p.  Creative Work: 5 p.  Participation: 5 p. | **K1, K2, K3**  **S1, S2, S3, S4, S5**  **C1, C2** |
| **Final Exam** | **40%** | **Weeks 15 & 16** | **K1, K2, K3**  **S1, S2, S3, S4, S5**  **C1, C2** |
| **Total** | **100%** |  |  |

\* Includes a variety of oral and written assessments and tasks, decided by each instructor.

**Alignment of Course Outcomes with Learning and Assessment Methods**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| In class assignment | Face to face lecture | Visual Sources of Knowledge & Background Knowledge  Looking at compelling Cambridge images which open every unit, introduce the theme and enrich student’s knowledge about the topic. | **K1** |
| Quizzes  Questions in the Mid-Term and Final Exams | Face to face  Lectures  Collaborative Learning | Vocabulary  Expanding vocabulary required for different topics related to the theme of the unit: discuss people they admire and describe people they find inspiring, surviving difficult situations and animals and the environment and dependence on technology. | **K2** |
| Multiple question  quizzes | Face to face lecture  Group-Discussions & Analyses | Reading Comprehension  Reading English texts rich with information about real people and places, which helps create motivated and engaged readers. | **K3** |
| **Skills** | | | |
| **In class assignment**  Quizzes & Exams | Face to face lecture  Analyses | Reading Comprehension  Applying reading comprehension skills, including pre-reading skills, making predictions, skim-reading, scan-reading, reading beyond the lines and other skills so as to eventually become excellent at evaluation. | **S1** |
| Videotaped assignments and Presentations | Collaborative Learning | Speaking and Real-Life Situations  Applying English in real-world tasks that are relevant to the other parts of the unit by:  1. Using appropriate phrases to explain processes, to check people’s understanding and to make careful suggestions, and to respond to ideas and talk about advantages and disadvantages.  2. Using appropriate phrases to break off a conversation and to give and respond to compliments.  3. Talking about different types of physical and mental challenges, abilities, achievements, probabilities, and attitudes to the future and possibilities. | **S2** |
| Reports | Flipped Learning  Analyses and Applications | Listening  Applying listening skills, listening for main ideas, listening for details, taking notes and other skills to answer questions about listening scripts. | **S3** |
| Video  Reports | Flipped Learning  Analyses | Watching Videos  Applying the skills of watching videos supported by BEFORE, WHILE and AFTER viewing activities. | **S4** |
| Quizzes  Questions in Exams | 1. Lectures 2. Collaborative Learning   Assignment-Based Learning | Writing  Practicing some writing skills as well as writing the main paragraph. | **S5** |
| **Competencies** | | | |
| Projects and Presentations | Project-based  learning | Critical Thinking  1. Applying critical thinking skills in various situations.  2. Evaluating and making analyses of knowledge. presented in English-written texts, audios and videos.  3. Expressing opinion and making judgments in professional and personal situations.  4. Dealing with all positive and negative attitudes and behaviors in a professional manner and with social intelligence.  5. Developing proper professional and personal relationships. | **C1** |
| Quizzes & Exams  Presentations | Lectures, Discussions, Collaborative Learning & Analyses | Communication Competencies  Becoming able to communicate with English native speakers and other English learners in personal and professional contexts, using English free from mistakes. | **C2** |

\* Includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

|  |  |
| --- | --- |
| **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment. * A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the exam or assessment due date. * A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty** |

**Program Learning Outcomes to be assessed in this Course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
| Becoming advanced adult learners of the English language | Paper-Based Exams & Quizzes  Projects, presentations and reports | English Communication Skills  1 | After studying English 101, students should become competent in terms of the English language as well as the fundamentals of effective communication skills in a variety of contexts. | **1** |

**Description of Program Learning Outcome Assessment Method**

**QUESTIONS IN MID-TERM & FINAL EXAMS**

**Mid-Term Exam (Multiple Choice Questions)**

The mid-term exam contains 20, 25, or 30 questions, totaling 30 points.

**Final Exam (Multiple Choice Questions)**

The final exam contains 20, 30 or40 questions, totaling 40marks.

**1. Basic Notions (Reading & Vocabulary)**

The aim of the questions in this part is to evaluate the required minimal student knowledge and skills.

**2. Familiar Problems Solving (Writing)**

The aim of the questions in this part is to evaluate that the student has some basic knowledge of the key aspects of the lecture material and can attempt to solve familiar problems.

**3.** **Unfamiliar Problems Solving (Unseen Passage, Critical Thinking & Using Language Function in Context)**

**Objectives.** The aim of the questions in this part is to evaluate that the student can solve familiar problems with ease and can make progress towards the solution of unfamiliar problems, and can set out reasoning and explanation in a clear and coherent manner.

**Assessment Rubric of the Program Learning Outcome**

